

Phonics/Read Write Inc. How to Support Your Child

Speed Sounds



We suggest your child should practise up to 15 Set One Speed Sounds a day. Only have **one** in the pack they are unfamiliar with. Switch and change them each day to make sure they don't forget the ones they have learned before. Some will be single letter sounds and some will be 'Special Friend' sounds (two letters making one sound). Click on this link to learn about Special Friends and how to teach them.

[Special Friends](#)

Your child has a Set One Speed Sounds book in their book bag (a green book). You can also access this online following this link [Set One Speed Sounds Book](#)

Your child needs to look at the letter(s) on the flashcard and say the sound once as speedily as they can. You will notice they are quickest with the sounds they know best - these letters of course will need less frequent practise.

Ensure your child is saying the sound purely (i.e. without an 'uh' sound at the end e.g. d not duh). Please click on the link to see a video of how we say each sound. [Oxford Owl Pronunciation Guide](#)

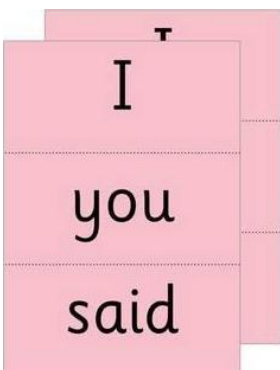
Some children will not yet know all their Set One Speed Sounds. Please practise the ones they know and introduce **one** new letter/sound.

When they know this, introduce another and so on. Please click on this link to see how to teach a new letter sound to your child. [Teaching a Set One Speed Sound](#)

Some children will know more than Set One Sounds. Please click on the link which will take you to Set Two and Three Speed Sounds book.

[Sets Two and Three Speed Sounds Book](#)

Red Words



Your child is learning to use phonics as their prime approach to reading by blending/sounding words out. There are however some very tricky 'irregular' words in the English language which cannot be correctly blended. When your child meets one of these words in a book, they may try to blend the sounds but it will not make a proper word e.g. try blending 'the'

When this happens, we tell your child it is a 'Red Word' that doesn't work when we Fred Talk.

We teach these words by looking out for the tricky part in the word e.g. in the word 'the' the sound 'th' is correct but the 'e' is the tricky part.

Your child needs to be able to look at the whole word and remember what it says. Some children will learn them just by looking, some will learn by the silly word it makes when they blend the sounds. Both approaches are fine.

The more Red Words they know, the more fluent their reading will become.

Blending to Read



Oral Blending: In Reception we teach the children to blend sounds together to make a word. We start by doing this orally (without looking at letters) We use a toy called 'Fred the Frog' who only speaks in sounds (we are Fred's voice and we might say "Fred says 'm-a-t' what did Fred say?" and the children listen to the sounds and blend them in their heads to say 'mat'.

Blending to Read: When they can blend simple words in their heads we begin to introduce blending with the letter cards. We will lay three letters in a row and Fred Talk them as we point to each one. We then go back and sweep our finger under the word as we say the whole word. Please see this video tutorial for further clarification [How to teach your child to blend](#)

N.B. If your child is struggling with this step, continue to practise the Oral Blending stage above, getting them to work out the words you are Fred Talking - use simple three sound words e.g. c-a-t, p-i-g, d-o-g, g-o-a-t, f-i-sh. It doesn't matter if they don't recognise the letters in these words because they are just listening to you say the sounds. Maybe you could find a toy to do the 'Fred Talk' too!

Blending words with Special Friends: When children become more confident with this, we introduce 'Special Friends' within the words e.g. ch in chip. Again we encourage the children to Fred Talk the word however this time some of the words will have 'special friends' hiding in the word. So that they don't miss them we teach them a 3 step process to blending. This is called "**Special Friends...Fred Talk...Say the Words**"

Step 1. Before blending ask your child to tell you if they see a 'special friend' sound hiding in the word and tell you what it is.

Step 2. Then Fred Talk the sounds in order.

Step 3. Now say the whole word.

They will need you to prompt them at first with "Special Friends, Fred Talk and Say the Word" as they blend but eventually they will learn to do this automatically.

Blending in your head: As children grow in confidence with the words they are practising, we ask them to see if they can do the 'Special Friends and Fred Talk' part in their heads when looking at the word. Then when you give the word a magic tap they say the word they have blended in their head.

As a final challenge, see if they can recognise the word without blending - this will be after lots of practise of the above stages.

Please see this tutorial for [Independent Blending](#)

When you have asked your child to blend a word, it is really important you check they understand the meaning of these words. We need to develop their understanding of language alongside their ability to read. The two processes must go hand in hand.

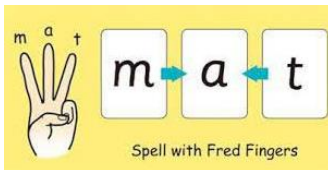
Writing

Every day we encourage your child to use their knowledge of sounds to write words or simple sentences.

Spelling a word:

When your child wants to write a word, we encourage them to be like Fred and use 'Fred Talk' to spell out the word. This skill is also known as 'segmenting'. At the start, children can often only hear the first sound and gradually with practise, they will hear the sounds in other positions of the word. Often the middle sound is the hardest to hear. To get really good at this we practise spelling simple three letter words with a consonant at the beginning and end and a vowel in the middle - also known as CVC words e.g. man, dog, pig, wet, bun.

If your child finds this tricky, show them how to do this yourself talking aloud "I want to write pig. What sounds can I hear? p-i-g, pig." If your child has a try and makes an error, repeat the whole word as clearly as you can, emphasising the sound they made the error with.



Some children find it helpful to hold up their 'Fred's Fingers' as in the picture on the left and pinch each finger as they say each sound. Remember, one finger for a 'special friend' sound.



Writing a sentence:

As the children become confident at writing words, we begin to encourage them to write short captions and sentences.

When you are about to write a sentence with your child, ask them to tell you what they would like to write. "What is your sentence going to say?" After they have told you, ask them to repeat the sentence aloud a couple of times. This will help them to memorise it. They will most likely need to you remind them again whilst they are writing.

Some other prompts for your child when they are writing:

- What do we need to remember to start our writing with? (a capital letter)
- Where do we start to write on the page?
- What do we need to use after we have written a word? (waggle your index finger at them to prompt them to recall word spaces or 'finger spaces' as we call them!) We tell the children it is so our words don't bump together.
- What do we need at the end of our sentence? (full stop!)

Please remember, when they are using their sounds to attempt to spell a word, they may not yet spell it accurately. This is appropriate at this stage as long as the sound they have used makes sense e.g. if they choose to write 'bean' they may attempt to spell it 'been' and at this stage this is ok and a great use of their sounds. If you feel they can understand, you could explain to them afterwards that there is another way to make this same sound (ea). You could help them to correct their spelling afterwards if you feel it is missing a sound they

might know or if they have made a speech error when sounding out e.g. slip (**sleep**), dis (**this**).

If they wish to write an irregular 'Red Word' and cannot remember how to spell it, encourage them to find it on their sounds mat (see attached below).

Reviewing their sentence with them:

Encourage your child to read back their sentence, pointing to each word carefully.

Sometimes it is appropriate to show your child the actual word next to their attempted word (we don't do this all the time as it may wobble their confidence). You can write the whole word for them underneath theirs after they have tried and praise them for the sounds they heard. When reviewing their spelling with them we often say a phrase similar to this "well done, you heard 's' and 'd'...this is what 'seed' looks like in a book (you write it for them next to their word)...can you see how clever you have been, you heard 's' and 'd'" You follow this by sounding out the word you have written, emphasising the sound they missed out as you do so. If it is an irregular word (one you cannot sound out) you can tell them it is a Red Word and again praise them for the sounds they have correctly heard.

Getting the best from your child

Praise, praise and more praise for every attempt!

The key to developing writing is to provide children with lots of fun experiences in a purposeful way e.g. writing a message to Nanny, a shopping list, a party invitation etc.

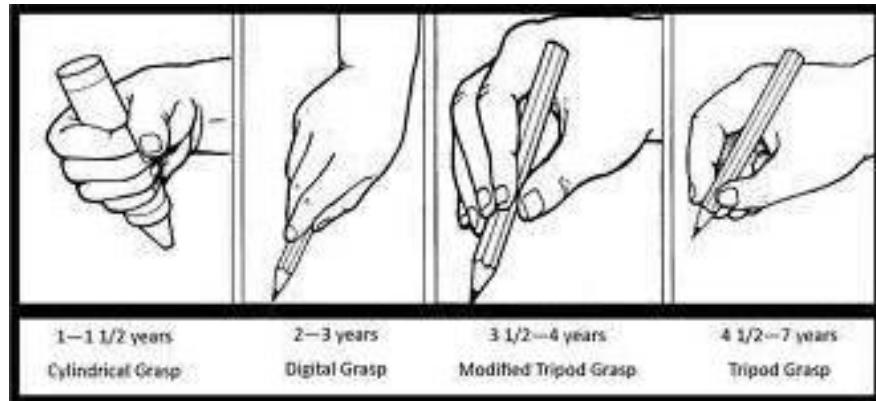
Some children will still be at the experimental stage of making marks on paper that look like squiggles. They may tell you this has meaning. Give them lots of opportunities to see you writing for lots of different purposes.

Some may be a little further on and may be writing strings of letters they know or writing their name. Again hopefully giving this writing meaning. Try and encourage them to hear the sounds in the words when they write. Show them how you write by sounding out.

As their phonics develops, they will begin to apply their segmenting 'Fred Talk' skills. At this stage, if your child uses 'writing like marks' which do not make any sense and you know they can use their sounds, encourage them to have another try using their 'Fred Talk'.

Provide your child with their sound mat (see attached) so they can remember what the letter looks like when they say the sound. They can recall their handwriting phrase learned in Read Write Inc. (this can be found in their green speed sounds book too).

Ensure your child is seated well, square on their chair with it tucked into the table. Their feet need to be able to touch the floor so they have stability. Encourage a tripod grip with their thumb and first two fingers. Chunky pens and pencils will help this. For children struggling with their pencil grip or those with light shaky pressure, ensure they have daily gross and fine motor exercises (see attached sheet).



Gross Motor Development

PE

An exciting start to the day! A dose of daily exercise will energise your child and get them ready for more focused learning. Exercise is great not only for the body and sense of wellbeing but really aids concentration for learning too.

[Joe Wicks PE](#)

Live workouts Monday to Friday at 9am.



[Jump Start Jonny](#)

Live workouts Monday to Friday at 9am.



Yoga and Mindfulness

This is a super form of exercise but also relaxation - a great way to end the day.

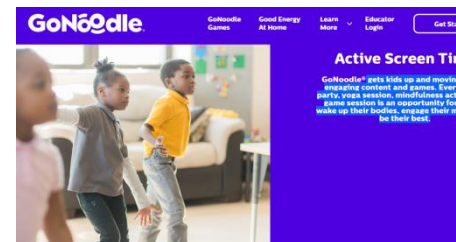
[Cosmic Kids Yoga](#)

A collection of story-based Yoga Adventures. Great for exercise and relaxation.



[Go Noodle for Families](#)

An exciting collection of Movement and mindfulness videos and fun games to wake up the body and engage the mind.



For more ideas, the following documents can be found in the Home Learning section on our school website under 'Reception Physical Development':

- Mindful minute break cards
- Yoga gross motor activity cards

Gross Motor Activities

Gross motor skills involve movements of the large muscles of the arms, legs and torso to complete body movements. Children rely on gross motor skills for everyday activities. These skills involve the coordination of the muscles and the neurological system. They impact on balance and coordination. They also form the basis for fine motor skills that helps us make small movements.

There are lots of ideas in the following documents which can be found in the Home Learning section on our school website under 'Reception Physical Development':

- Gross motor activities for home booklet
- Gross motor activity cards

- Yoga gross motor activity cards
- Sensory break activity cards

We recommend you offer opportunities for Gross motor skill development in small bursts of 10 minutes a couple of times a day.

Fine Motor Activities

Fine motor skills are the ability to make movements using the small muscles in our hands and wrists. Children rely on these skills to do key tasks in school e.g. handwriting or using tools like scissors; and also for everyday life e.g. fastening buttons, opening containers, doing up laces. We use fine motor skills to make small movements. These movements come so naturally to most people that we usually don't think about them. Fine motor skills are complex and involve the coordinated efforts of the brain and muscles, and they are built on the gross motor skills that allow us to make bigger movements.

Before practising writing or handwriting, it is always a good idea to warm up the muscles in the wrists and hands first.

We recommend you offer opportunities for Fine motor skill development in small bursts of 10 minutes a couple of times a day and prior to a writing activity.

There are lots of ideas in the following documents which can be found in the Home Learning section on our school website under 'Reception Physical Development':

- Fine motor activity cards
- Fine motor challenge cards
- Scissor skills booklet

We love the ideas of Alistair Bryce-Clegg who writes interesting educational blogs. Below is a link to a blog explaining Dough Gym - a great motor skills activity.

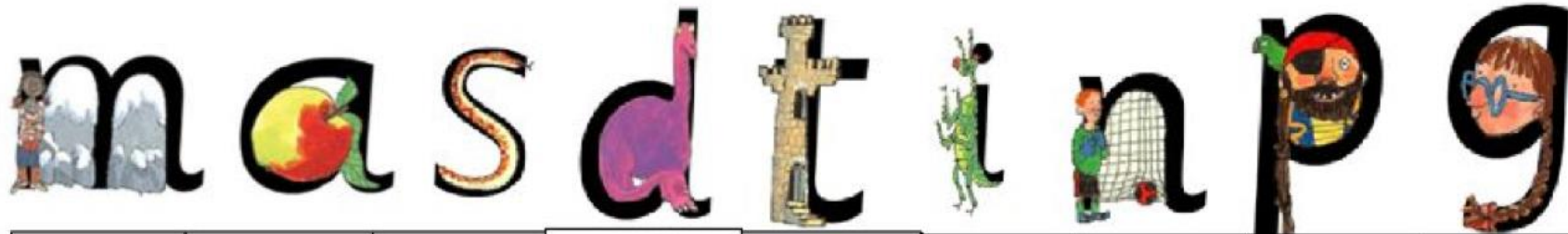
[ABC Does Dough Gym](#)

If you don't have Playdoh at home, you can make some with a simple recipe, or even follow the lovely Mr ABC's ideas to make dough to ignite the senses in the link below:

[ABC Does Playdough recipes](#)

Online there are super videos by Shonette Bason for the children to follow. Google Dough Gym or click this link below to get you started:

[Dough Disco Shonette Bason](#)



Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
--------------------------	---------------------------------	------------------------	---	----------------------------------	---------------------------------	-----------------------------	---	---



All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
-----------------------	-----------------------------	---------------------------------------	---	--	-----------------------------------	--	-------------------	--



Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side
---------------------------------------	-----------------------------	------------------------	---	------------------	-------------	--	---

My RWI
Sound
Mat

Red Words

I
to
the
no
go
my
your
said
you