Newport Infant School
Parent Information



At Newport Infants we use

This is a fun and engaging way to teach every child to read and write.



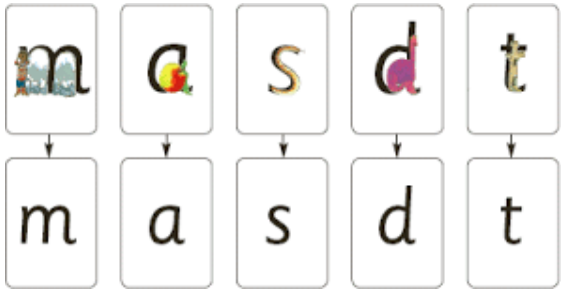
This is Fred Frog

Fred Frog is a fun character who can **only** say and read words in pure sounds.

When we **"Fred Talk"** we break words into individual sounds, this helps us to blend and segment words.

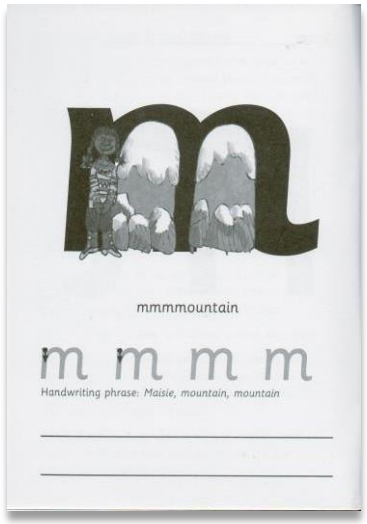
e.g. F – r – e – d i – s a f – r – o – g

First we teach the “pure sounds”



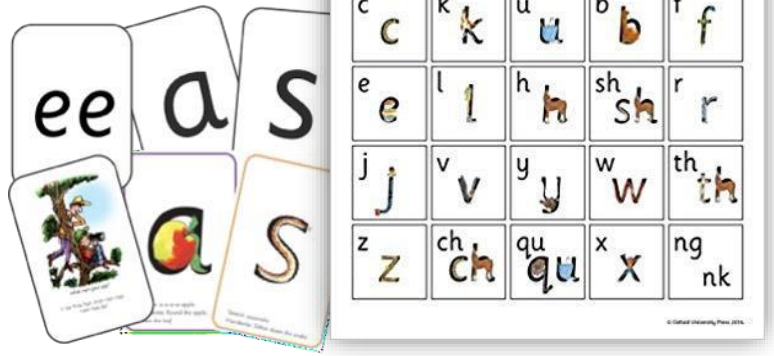
It is so important that a child says these sounds correctly, to hear an example of how to say the sounds please visit:

https://www.youtube.com/watch?v=UCI2mu7URBc



There are single letter sounds and sounds made from more than one letter, we call these “**special friends**” as they work together to make one sound.

e.g. sh, ch, nk…



Read Write Inc. Phonics

Blend sounds to make words

After we have learnt the individual sounds we then learn how to blend them to make words. This is the first stage of reading, initially we use CVC (consonant vowel consonant) words and then progress to 4 sound words: frog – pram – clip – drop

s a t = sat

qu i z = quiz



We play **"Fred Talk"** games to practice this skill

You can too…

Shall we have l-u-n-ch?

Can you h-o-p?

Let's put on your c-oa-t

Segment or Fred Talk to sound out (spell) words

c a t





sh o p

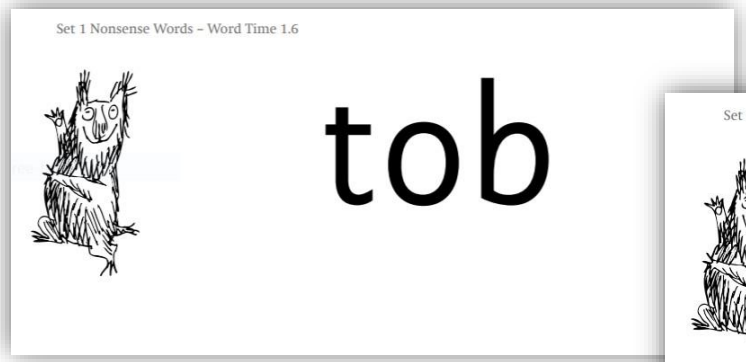


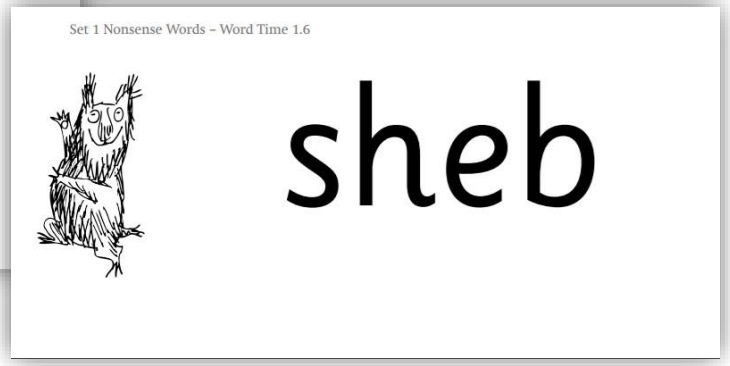
Using **“Fred Fingers”** helps us to identify individual sounds within a word. This helps us with writing and spelling words.

Remember!

A special friend is a sound made from more than one letter.

Nonsense words





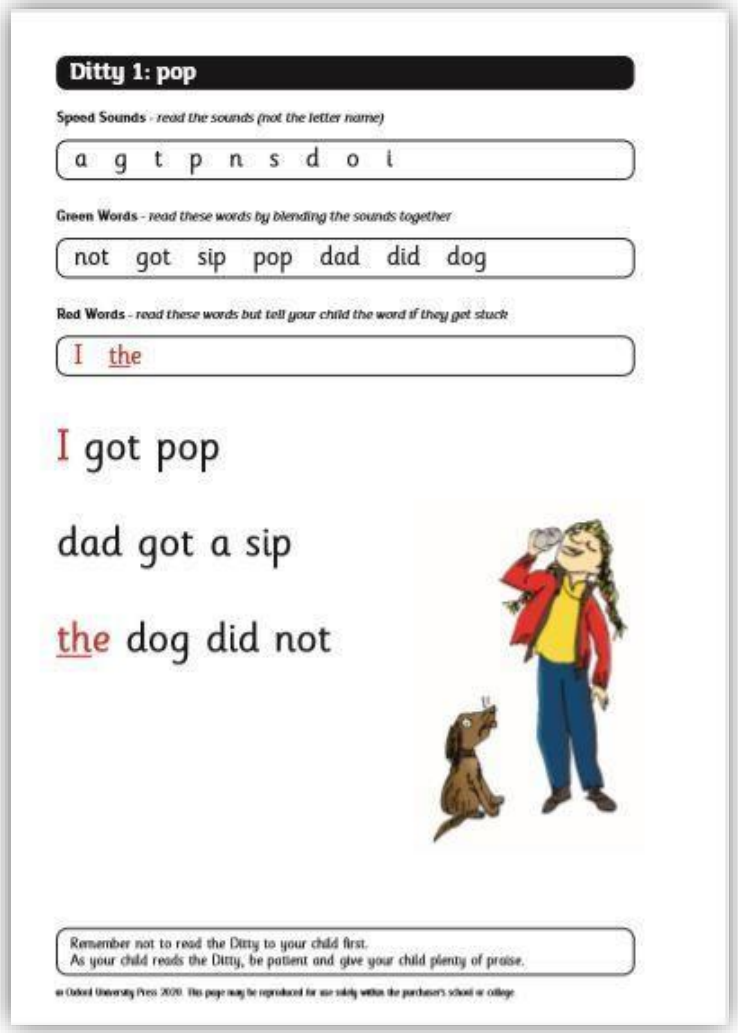
“What a load of nonsense”

The Year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check, specifically to assess whether your child can decode a word using phonics skills and not their memory.

The pseudo words will be shown to your child with a picture of a monster and they will be asked to tell their teacher what sort of monster it is by reading the word. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it. Children generally find nonsense words amusing so they will probably enjoy reading these words.

Reading Ditties – Noun. **Ditty** (**plural ditties**) A short verse or tune



Ditty 1: pop

Speed Sounds - *read the sounds (not the letter name)*

a g t p n s d o i

Green Words - *read these words by blending the sounds together*

not got sip pop dad did dog

Red Words - *read these words but tell your child the word if they get stuck*

I the

I got pop

dad got a sip

the dog did not

Remember not to read the Ditty to your child first.
As your child reads the Ditty, be patient and give your child plenty of praise.

an Oxford University Press 2020. This page may be reproduced for use solely within the purchaser's school or college

Now the children have learnt all these skills they are now able to read!

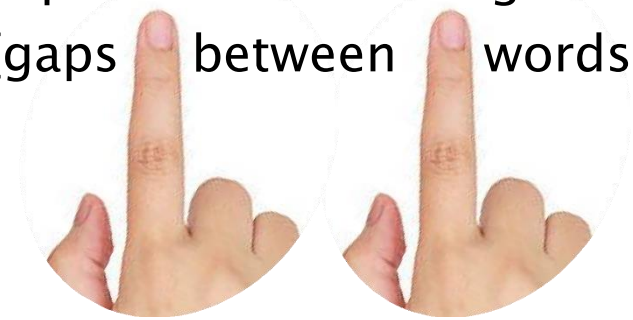
We start off with reading a **Ditty** and the children build a book of their stories that they bring home to share.

Always practice the **speed sounds** and **green words** at the top of the page along with the red words before reading the ditty.

Red Words are words that trick you! We need to learn these as we cannot Fred Talk them, e.g. I – the – put – to

Alongside the reading they are starting to write short captions and learning about **Finger Spaces.**

(gaps between words)



Reading at home

When they start to read books you will notice every book has different sections that help children to read. Starting with the **Speed Sounds**, then the **Story Green Words** and **Red Words** before reading the stories, just like we did with the ditties. At the end of thebook there are **Questions to Answer** and **Speedy Green Words** to practice.



How to help your child to read their Read, Write, Inc. book at home.

Your child is starting to read with Read, Write, Inc. Phonics.

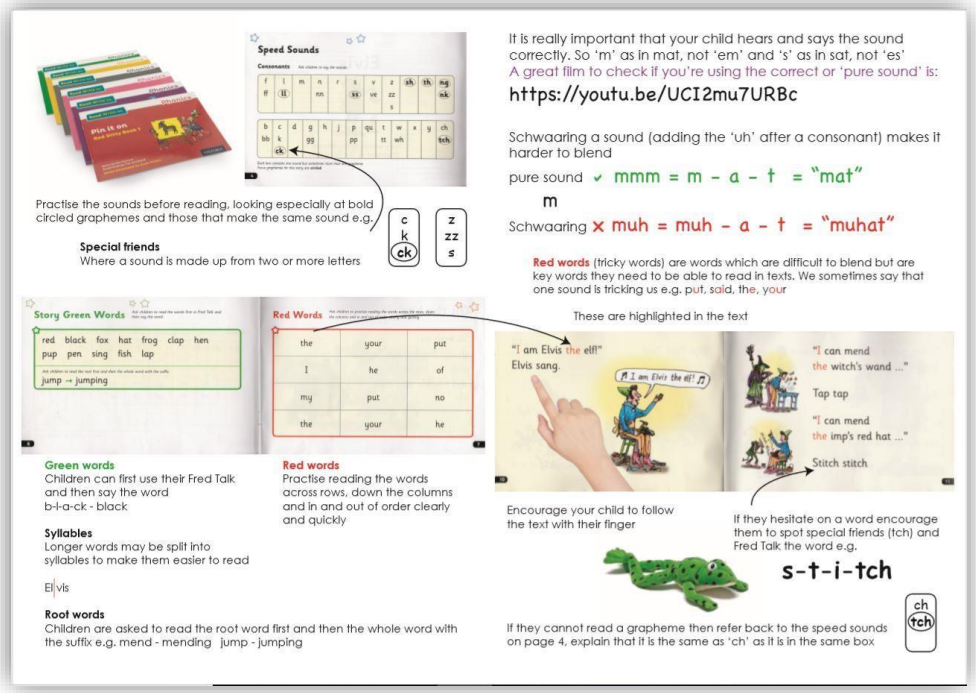
This booklet shows how you can get your child off to a great start.

This is Fred Frog
Fred can only say the sounds in a word and needs your child to help him read the word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word.

As part of West Kidlington School's Phonics teaching programme, your child will regularly be given a book to take home and practise reading to you.

Please Note:
Your child may have already read this book several times in school and so it may appear too easy for them, but children need to practise the sounds and words they can already read to build fluency and confidence.
As well as reading the story, practise the sounds at the front of the book and the Green and Red words listed before the story.

We will show you how to do this inside.



Speed Sounds

Practise the sounds before reading, looking especially at bold circled graphemes and those that make the same sound e.g.

Special friends
Where a sound is made up from two or more letters

Story Green Words: red black fox hat frog clap hen pup pen sing fish lap
jump → jumping

Red Words: the your put I he of my put no the your he

Green words
Children can first use their Fred Talk and then say the word
b-l-a-ck - black

Red words
Practise reading the words across rows, down the columns and in and out of order clearly and quickly

Syllables
Longer words may be split into syllables to make them easier to read
El vis

Root words
Children are asked to read the root word first and then the whole word with the suffix e.g. mend - mending jump - jumping

It is really important that your child hears and says the sound correctly. So 'm' as in mat, not 'em' and 's' as in sat, not 'es'
A great film to check if you're using the correct or 'pure sound' is:
https://youtu.be/UCI2mu7URBc

Schwaaring a sound (adding the 'uh' after a consonant) makes it harder to blend
pure sound ✓ mmm = m - a - t = "mat"
m
Schwaaring ✗ muh = muh - a - t = "muhat"

Red words (tricky words) are words which are difficult to blend but are key words they need to be able to read in texts. We sometimes say that one sound is tricking us e.g. put, said, the, your

These are highlighted in the text

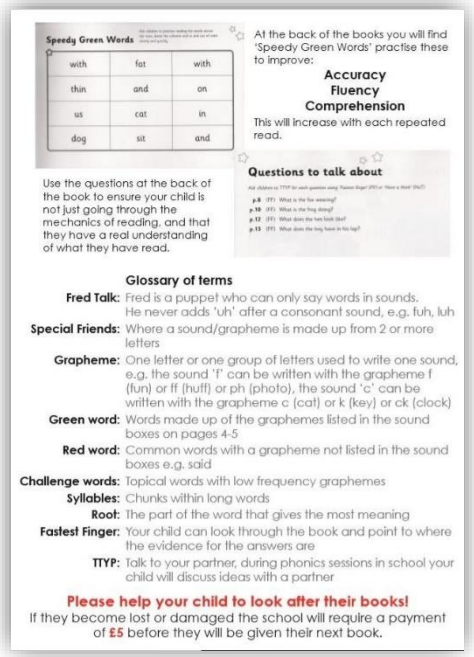
"I am Elvis the elf!" Elvis sang.

"I can mend the witch's wand ..." Tap tap "I can mend the imp's red hat ..." Stitch stitch

Encourage your child to follow the text with their finger

If they hesitate on a word encourage them to spot special friends (tch) and Fred Talk the word e.g.
s-t-i-tch

If they cannot read a grapheme then refer back to the speed sounds on page 4, explain that it is the same as 'ch' as it is in the same box



Speedy Green Words: with fat with / thin and on / us cat in / dog sit and

At the back of the books you will find 'Speedy Green Words' practise these to improve:
Accuracy
Fluency
Comprehension
This will increase with each repeated read.

Use the questions at the back of the book to ensure your child is not just going through the mechanics of reading, and that they have a real understanding of what they have read.

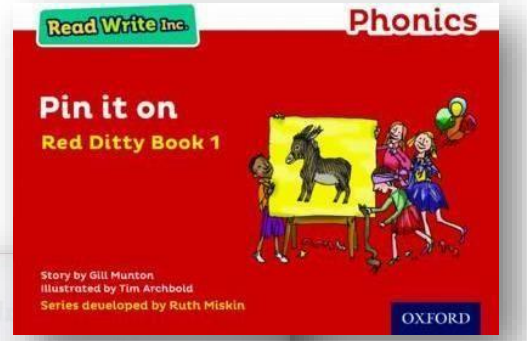
Questions to talk about

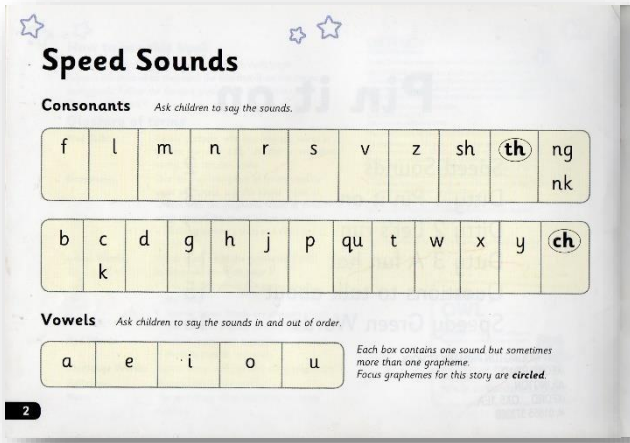
Glossary of terms

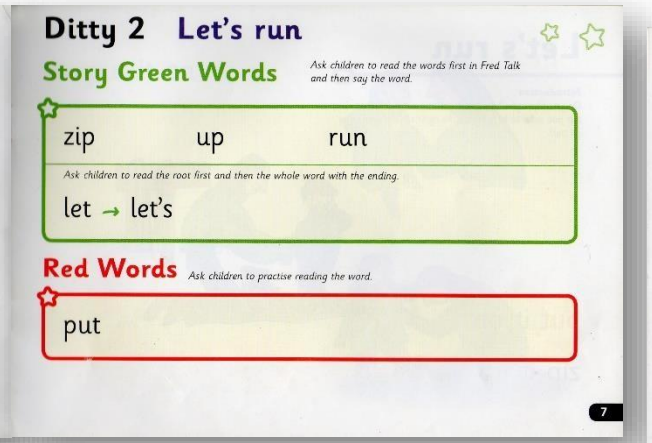
Fred Talk: Fred is a puppet who can only say words in sounds. He never adds 'uh' after a consonant sound, e.g. fuh, luh
Special Friends: Where a sound/grapheme is made up from 2 or more letters
Grapheme: One letter or one group of letters used to write one sound, e.g. the sound 'f' can be written with the grapheme f (fun) or ff (huff) or ph (photo), the sound 'c' can be written with the grapheme c (cat) or k (key) or ck (clock)
Green word: Words made up of the graphemes listed in the sound boxes on pages 4-5
Red word: Common words with a grapheme not listed in the sound boxes e.g. said
Challenge words: Topical words with low frequency graphemes
Syllables: Chunks within long words
Root: The part of the word that gives the most meaning
Fastest Finger: Your child can look through the book and point to where the evidence for the answers are
TTYP: Talk to your partner, during phonics sessions in school your child will discuss ideas with a partner

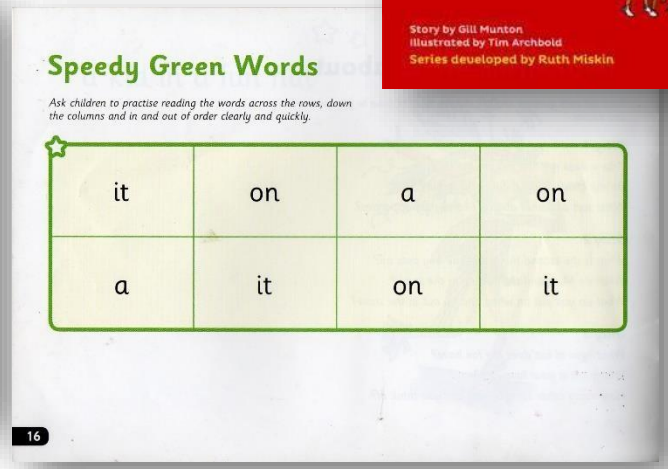
Please help your child to look after their books!
If they become lost or damaged the school will require a payment of £5 before they will be given their next book.

Reading Ditties in Red Books











Red books

The red books contain 3 ditties.

Please note: the children would have read this book a minimum of 3 times in school over 2 weeks. It may appear too easy for them but, practicing text over and over willimprove the **fluency** of their reading. Please make sure they are also **accurate** with what they are

reading too.

Read Write Inc. Phonics

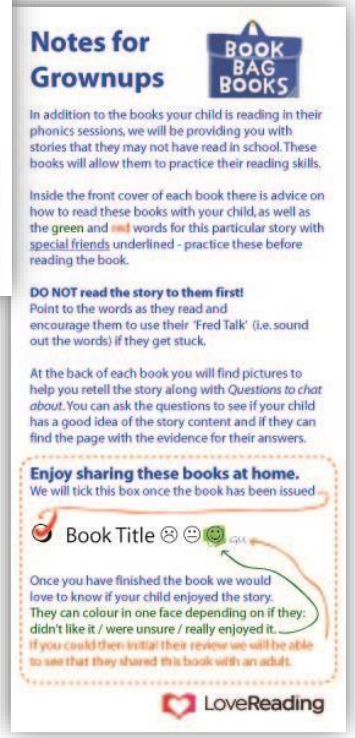
Book Bag Books

They will also receive a Read, Write, Inc. bookbagbooks alongside their online book to reinforce and consolidate the sound they are learning to read and apply in their online Read Write Inc. book.

Yourchild will also take home other books like school library books an d books they would like to share with people at home. These are to support children gain a love of reading!







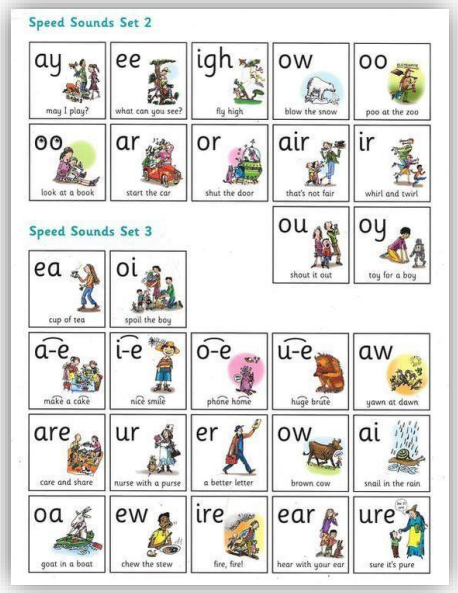


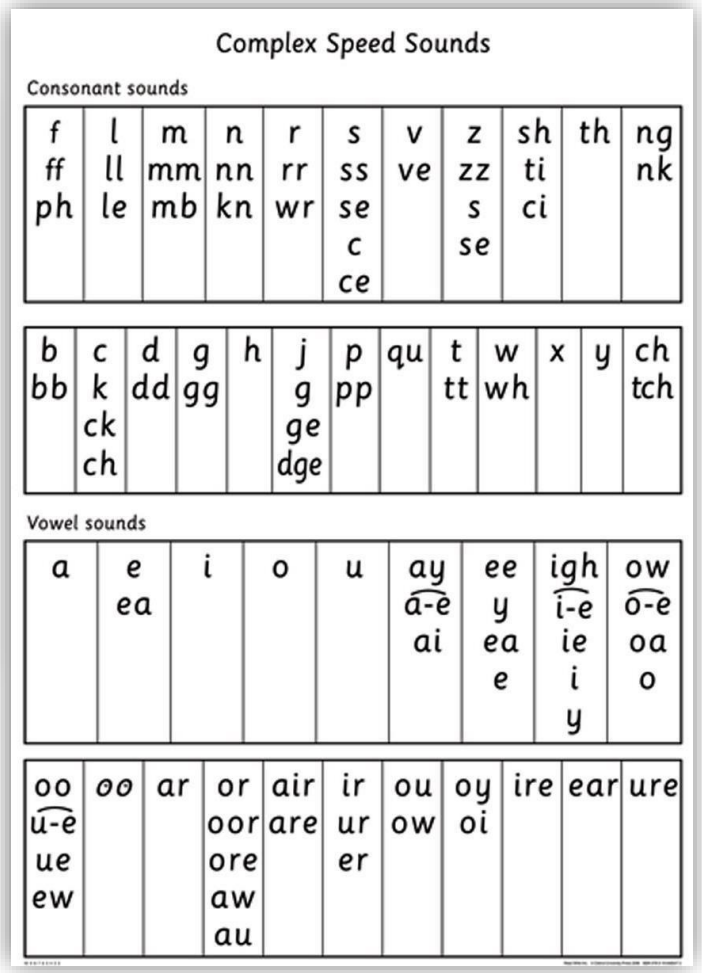
Set 2 and 3 sounds



As the children gain confidence and speed with their reading they will move through the programme and the coloured level of books.

We will then teach Set 2 and lastly Set 3 sounds.





We will then learn how there are different **graphemes** (letters to write the sounds) and how they can make the same sound or **phoneme**.

The **Complex Speed Sounds Chart** show us all the graphemes that make the one sound

s ss se c ce	sun dress horse princess prince
igh i-e ie i y	night nice pie hi fly

and puts them into one box.

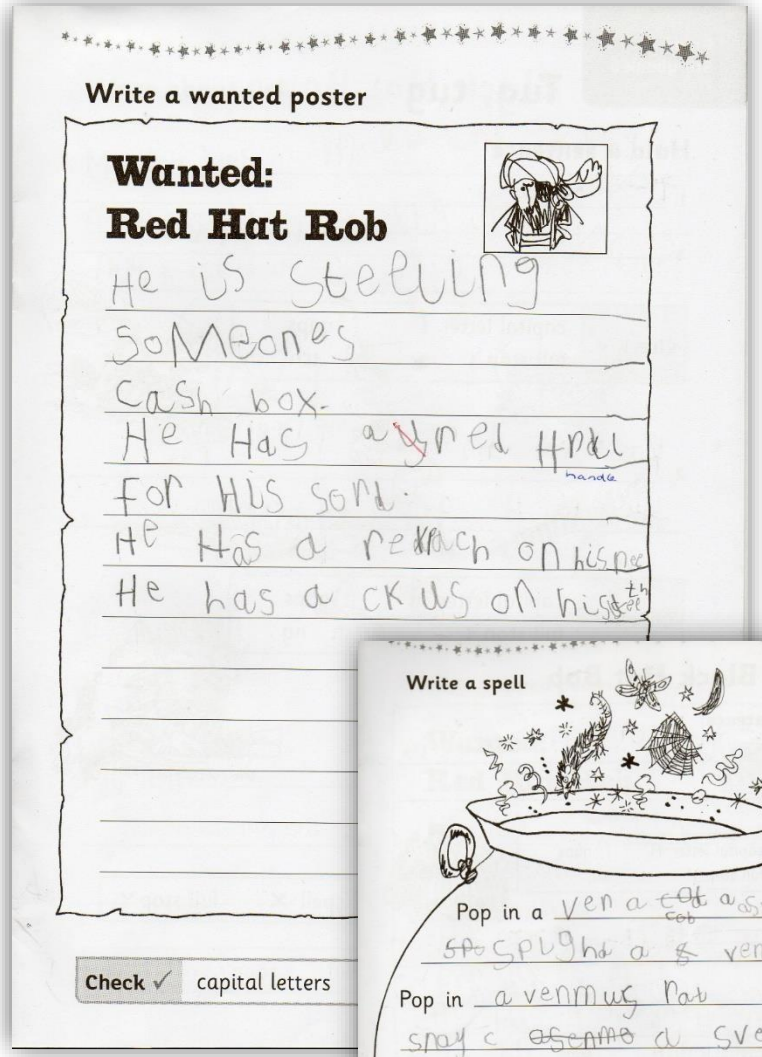
Read Write Inc. Phonics

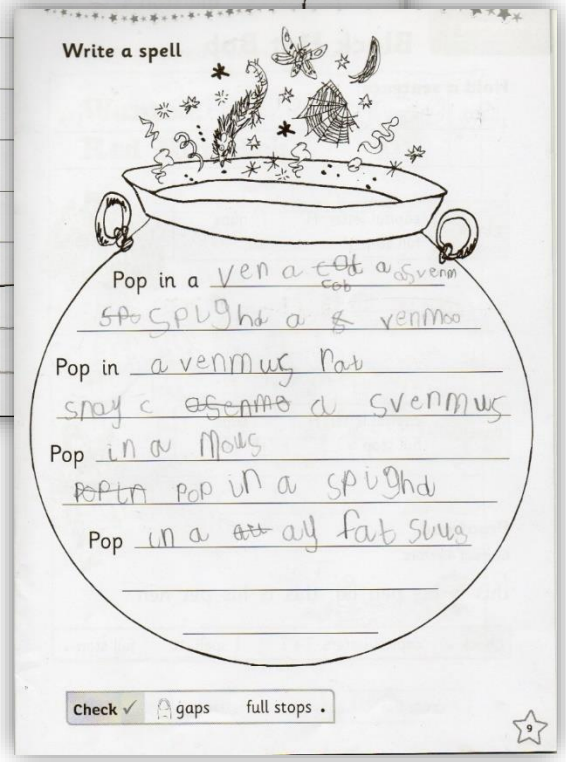
Writing

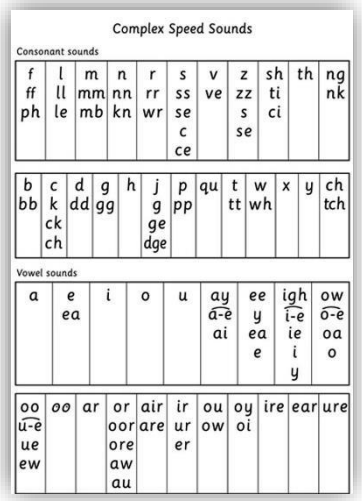
The children will practice their writing skills and use their Fred Fingers to break down words and spell. This will help them to reach the **Early Learning Goal** at the end of Reception.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are **phonetically plausible**.







steeling — ee, y, ea, e — stealing

nee — n, nn, kn — **knee**

pa**ch** — ch, tch — pa**tch**

The **Complex Speed Sound Chart** will help show how the different sounds are represented by many graphemes. This will help with spelling the words that they want to write.

For the Love of Reading



The love of reading, and the variety of texts, will inspire your child's **imagination** and expand their **vocabulary.**

Sharing a book with a child is fun!





Be a reading role model…



…show them how you love to read
And they will too!

It's a time for closeness, laughing and talking together.

It can also give children a flying start in life and help them become lifelong readers.

Read Write Inc. Phonics