

Parent Guide

Read Write Inc.
Phonics

A phonics lesson

Each lesson is broken down into:

Speed sounds recap

New speed sound

Blending (Fred talk)

Segmenting (Fred fingers)

Reading

We will hear more about each stage this afternoon.

This is Fred who helps us through the lesson.



Speed sounds

- **Each session the children will be introduced to a new speed sound.**
- **These are made up of single letter sounds, digraphs, trigraphs and quadgraphs (special friends) and split digraphs (chatty friends).**

Special friends – Two, three or four letters that make one sound. For example: s, ay, igh, tion

Chatty friends – when one sound splits the a, e, i, o, or u and the final e. For example, stage has a split digraph but not flat and file has a split digraph but not fill.

Speed sound cards

As you can see the earlier cards support the children in forming the letters with memorable phrases.

Later on the cards support the children remembering the correct sounds with memorable phrases and rhymes.



Blending

**Blending is how your children learn to put these sounds together into words.
In RWI we call this 'Fred Talk'**

Eg: c.a.t cat

To blend we first spot special friends

Eg: p.l.ay first we would spot that the special friends ay are in this word.

We then use FRED talk to sound out all the sounds p.l.ay

We then blend the word together "play".

As words become more familiar we may build fluency and 'FRED in our head' rather than out loud.

Segmenting

Segmenting is in a sense the opposite of blending and how we teach your children the early stages of spelling and writing words.

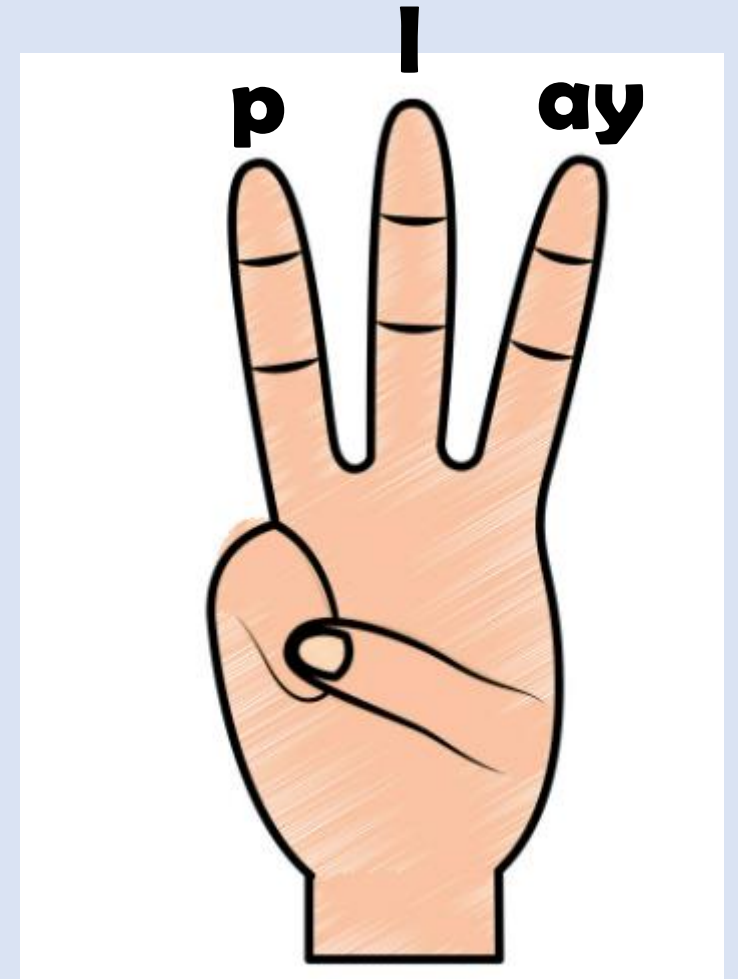
Here we reverse the process.

We start with saying the whole word

“play”

We then break this down into how many sounds the word has, we show the sounds on our ‘FRED fingers’.

We may pinch the sounds before writing them to form the word.



Reading books

The children our given books matched to their phonic stage.

This means they should know all the sounds in the book and will be practising the blending skill and increasing speed and fluency.

After 3 days of practise (everyday) the children should be fluent in reading their book and be blending quickly in their heads.

When reading with your children at home please encourage independence and allow them to sound out the words at first. As we do in school, encourage them to point out 'special friends' and 'chatty friends' to you first.



Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - funny

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowel sounds - funny

a	e	i	o	u
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Consonant sounds - stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - stretchy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowel sounds - stretchy

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds - stretchy

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
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Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							







Assessment

The children are assessed every couple of weeks to catch them as soon as they are ready to progress to the next colour.

The assessment is a mix of speed sounds and blending real and 'alien words'. This is to ensure that the children are prepared for the statutory phonics screening in year 1.

This screening will test their ability to read real and 'alien' words. More information and practise materials regarding this will be available to year 1 parents and carers soon.

in	ot 
at	vap 
beg	osk 
sum	ect 

Any Questions ?

