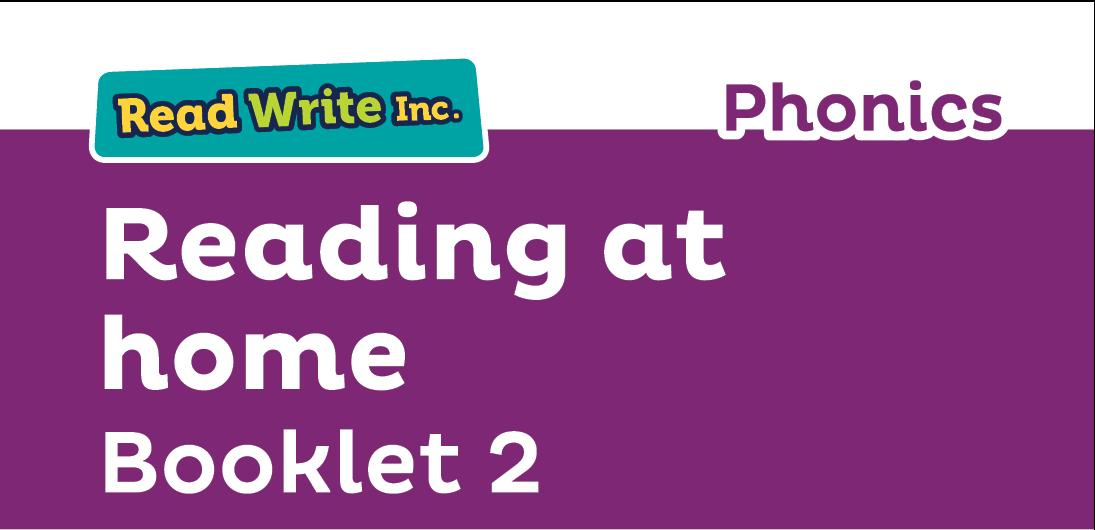
**Glossary**

**Fred Talk** – sounding out the word before reading (blending)



**sound-blending** – putting sounds together to make a word,

e.g. c–a–t *cat*

**special friends** – sounds written with more than one letter,

* 1. **sh**, **ng**, **qu**, **ch**

**Speed Sounds** – the individual sounds that make up words

**Read stories to your child with feeling! The more you love the story, the more your child will love reading.**



#### Booklet 2 shows you how to help your child practise reading:

* Sets 2 and 3 Speed Sounds
* Pink, Orange, Yellow, Blue and Grey Storybooks.

Your child is learning to read with ***Read Write Inc. Phonics***, a very popular and successful literacy programme. This **second booklet** shows you how you can get your child off to a quick start.

## Your child will learn to read in a very simple way. He or she will learn to:

1. Read **letters** by their ‘sounds’

## Blend these sounds into **words**

1. Read the words in a **story**.

[www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents) has many videos to help you help your child.

For more information on *Read Write Inc.*, please talk to the *Read Write Inc.* manager in your child’s school or visit [www.readwriteinc.com.](http://www.readwriteinc.com/)



8

***How to listen to your child read***

**How will my child learn to read?**

Your child will already have learnt to read:



* Set 1 Speed Sounds: these are sounds written with one letter:   
  **m a s d t i n p g o c k u b f e l h r j v**

**y w z x** and sounds written with two letters • (your child will call these ‘special friends’): **sh th ch**

**qu ng nk ck**

* Words containing these sounds, by sound-blending,

e.g. m–a–t *mat*, c–a–t *cat*, g–o–t *got*, f–i–sh *ﬁsh*,   
s–p–o–t *spot*, b–e–s–t *best*, s–p–l–a–sh *splash*

* Blending Books and Red, Green and Purple Storybooks.
* Ask your child to read the sounds and words before he or she reads the story.
* When your child reads the story, ask him or her to sound out the words that he or she can’t read automatically. Don’t allow your child to struggle too much. Praise your child when he or she succeeds.
* Read back each sentence or page to keep the plot moving. (Your child’s energy is going into reading the words not the story.)
* Do it all with patience and love!

Now, he or she will learn to read:

* Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**
* Words containing these sounds
* Pink, Orange and Yellow Storybooks.

Next, he or she will learn to read:

* Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**
* Words containing these sounds
* Blue and Grey Storybooks.

We have a storytime every day at school so children develop

a love of stories. We hope that you will do the same by reading a bedtime story to your child every night. We have wonderful books in school for you to borrow.

**Book Bag Books**

Your child may also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Your child will need more support in reading this book.

Again, explanations of how to use the activities are included in the books.

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# Help your child read the Sets 2 and 3 Speed Sounds

Your child will bring home the Set 2 or Set 3 Speed Sounds

Each sound has a picture and phrase to help your child remember the sound. For example:

* the sound ‘ay’ has the phrase ‘May I play?’ with a picture of children playing together
* ****the sound ‘ee’ has the phrase ‘What can you see?’ with a picture of two boys in a tree.

**Using the Set 2 Speed Sounds**

***You can write cards with each sound on from the sound mat, to help you at home or just write letters on a whiteboard or paper.***

First, on the sound mat, ﬁnd the sounds: **ay ee igh ow oo**

1. Ask your child to say the phrase on each letter, getting quicker each time.
2. Help your child to say the sound hidden behind the letter, getting quicker each time. If he or she forgets, say the phrase again. When your child can say the sounds without the phrase, increase the speed!
3. Repeat with the sounds: ***oo* ar or air ir ou oy** and then mix these sound up. Keep practising until your child can read these 12 sounds quickly and conﬁdently.



* In the classroom, your will read the speed sound cards daily, like the above image.

**Using the Set 3 Speed Sounds**

***You can write cards with each sound on from the sound mat, to***

***help you at home or just write letters on a whiteboard or paper.***

First, on the sound mat, ﬁnd the sounds: **ea oi a-e i-e o-e u-e**

* 1. Ask your child to say the phrase on each letter, getting quicker each time.
  2. Help your child to say the sound hidden behind the letter, getting quicker each time. If he or she forgets, say the phrase again. When your child can say the sounds without the phrase, increase the speed!
  3. Repeat with the sounds: **aw are ur er ow ai oa ew** and then mix these sounds up. Keep practising until your child can read these 14 sounds quickly and conﬁdently.
  4. Repeat with the sounds: **ire ear ure**