

Early Reading Home School Partnership



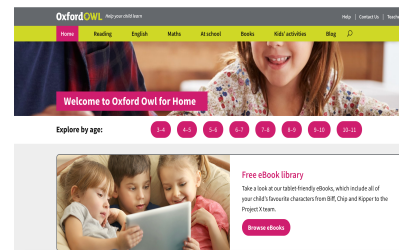
Learning to read
at
Humberston CE Primary
School



We have adopted the Read Write Inc phonics scheme at Humberston CE Primary School. The scheme is based around synthetic phonics, which is the process by which sounds are represented by letters, or combinations of letters, which can be blended together (or synthesised) into a word.

Sound representations (graphemes) are introduced daily and as soon as the first 5 have been taught (m,a,s,d,t) we begin blending the sounds together to hear / read the word. Set 1 comprises all the single letter sounds plus ch, sh, th, ng and nk. Set 2 introduces long vowel spellings and Set 3 moves into alternative spellings.

It is important that children say the pure sounds, ie, with no 'uh' sound. Demonstration of pure sounds can be found on the Oxford Owl website (<https://home.oxfordowl.co.uk/>). This site also has many useful video tutorials linked to the RWI scheme.



Consonants: stretchy

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

Consonants: bouncy

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

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Set 1 sounds



Set 2 sounds

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

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

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

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

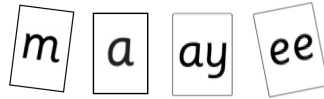
At School

A typical phonics session will follow a familiar format:

New learning – picture prompt
– pure sound



Review – speed sounds



Apply – Word Time



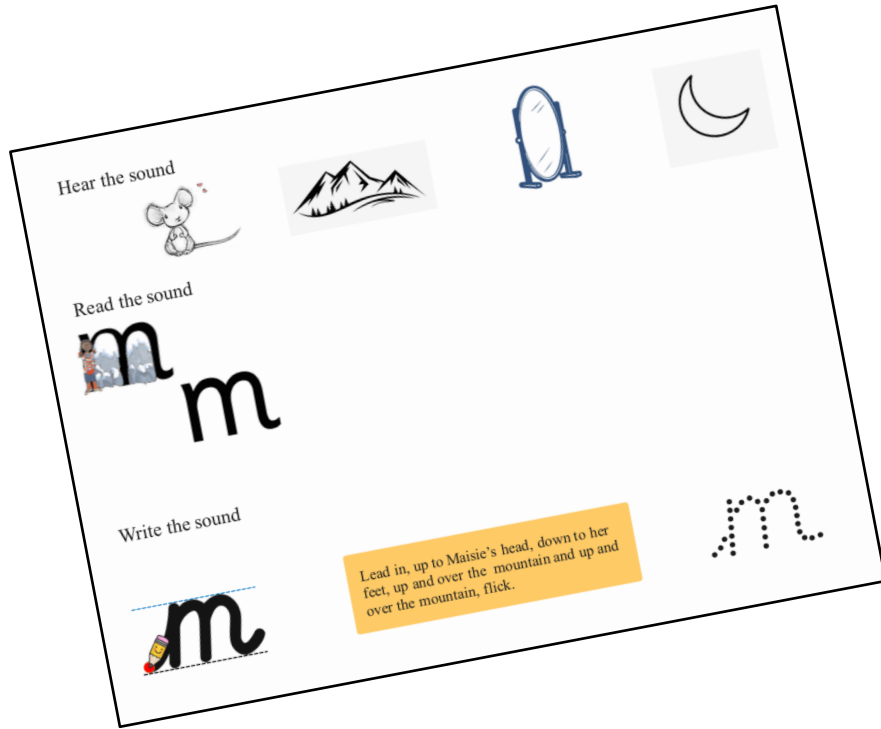
Fred Talk for blending

Fred Fingers for spelling

Fred Talk refers to our frog puppet Fred who is unable to say words, only sounds. Initially Fred will say the sounds and the children are encouraged to blend the sounds to hear the word. Later they will begin to use Fred Talk themselves, saying the sounds and blending independently to read the word.

Fred Fingers for spelling is where the children are taught to hear the sounds in a word (segment) and 'press' them onto their fingers to spell. In the early stages the children are told how many fingers they need but again, will become independent spellers.

At Home



Each week the children will bring home a sheet regarding the graphemes taught that week. The sheets provide practice for hearing the sound, reading the grapheme and correct letter formation. Please note that we teach cursive formation so each prompt reminds children to 'lead in' from the line.

At regular intervals you will receive a Word Time sheet providing prompts for work to practice blending and segmenting skills using the sounds taught so far.

Word Time!



Fred Talk each sound in the word.

(Orally at first, then write the word/ make it with letter cards and say the sound in response to the letter then blend the sounds together to read the word.)

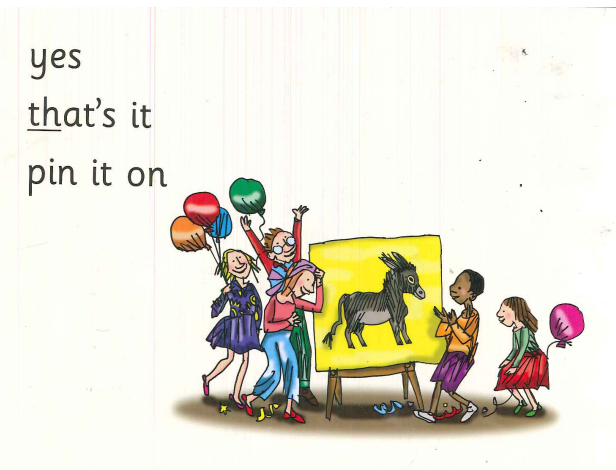
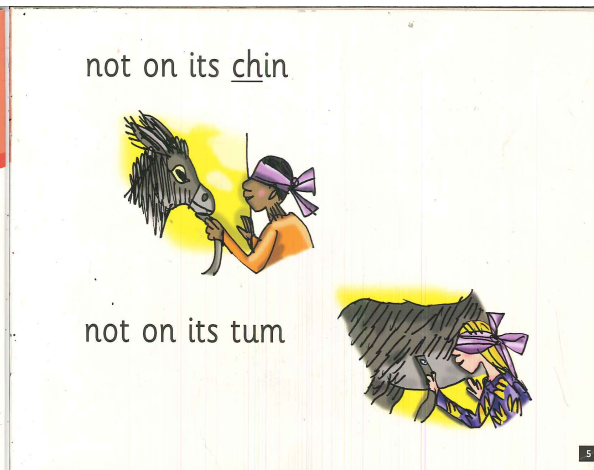
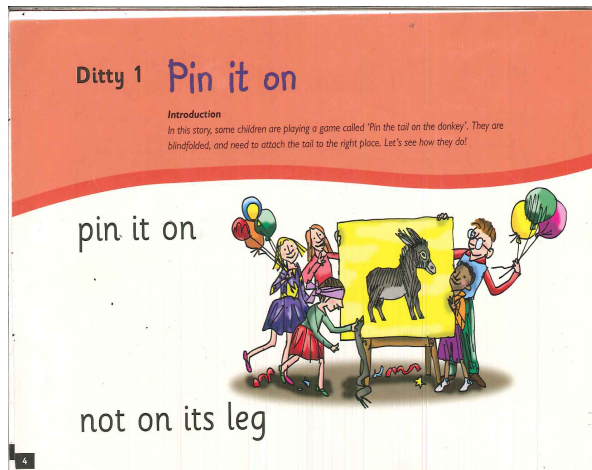
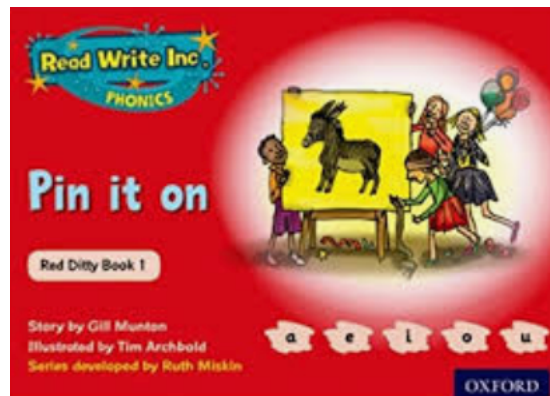


Use Fred Fingers to spell the word. "Push" the sounds on to each finger.

(Orally at first, then encourage your child to write / make the word and use Fred Talk to check.)

mad, sad, dad, mat, sat, sam

Moving On 1



Once the children are able to say the sound in response to the graphemes in Set 1 at speed, they are introduced to Ditty books containing simple phrases and captions. Daily practice to consolidate recognition and blending skills will still take place, alongside some written work.

Moving On 2

The children will be taught that some words contain 'tricky' bits which make them difficult to blend using Fred Talk. They learn to recognise the tricky bits that they need to remember. Many of these tricky words are very common and often the children come to recognise them 'on sight'.



Red Words



he	said	no
my	I	you
be	of	your
the	put	said

So how can you help your child?

- By modelling pure sounds.
- By using the Speed Sound charts sent home with your child. Ask your child to use the prompts to teach you!
- By knowing how to blend using Fred Talk for reading.
- By knowing how to do Fred Fingers for spelling.
- By having fun with Fred Talk at home!

Simple Speed Sounds

Consonant sounds - slowly

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

Consonant sounds - slowly

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

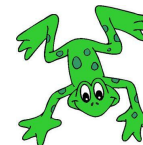
Vowel sounds - slowly

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - slowly

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

m_a_t



“What a tidy r-oo-m!”

“Where’s your c-oa-t?”

“Time for b-e-d!”

More useful words:

back, head, tum, leg, hand, foot, knee, coat, hat, scarf, zip, sock, glove, run, walk, skip, hop, fast, slow, stop, shop, red, blue, green, black, knife, fork, spoon, plate, bowl, pan, bread, cheese, meat, soup, jam, cake

- By **reading** to your child - lots of lovely stories - and talking about what you have read.

Why do you think that happened?

How do you think that character is feeling now?

What do you think might happen next?

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We hope that this information has been helpful to you.
If you have any questions or would like any further information,
please do not hesitate to email via your class email.