A close up of a sign

Description automatically generated**Parent FAQs for Read Write Inc. Phonics**

**Where else can I find information?**

Watch video tutorials on <http://www.ruthmiskin.com/en/parents/> to help you to understand more about Read Write Inc. Phonics and how to help your child read and write at home.

Other useful websites:

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

YouTube

<https://www.youtube.com/ruthmiskintrainingedu?mc_cid=63bfb74b56&mc_eid=4ec2ad9cea>

**Glossary**

**Phoneme**

The smallest unit of sound in a word. For example, cat has 3 phonemes (c-a-t) and so does shop (sh-o-p) and light (l-igh-t).

**Grapheme**

The letter or letters that are used to represent a phonemes / sound.

**Digraph**

When 2 letters are used to represent one sound for example, sh, ch, qu, kn. If the 2 letters have another letter in between them, this is called a **split digraph** for example, a-e in bake, i-e in smile.

**Trigraph**

When 3 letters are used to represent one sound for example, air in fair, ire in fire

**‘Special Friends’**

Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.

**Fred Talk**

Fred the Frog helps children read and spell. He can say the sounds in words, but he can’t say the whole word, so children have to help him.

To help children read, Fred (the teacher) says the sounds and then children say the word.

For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light.

Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds.

For example:

Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee.

Put on your c-oa-t/ h-a-t/ s-c-ar-f.

Set the table with a b-ow-l/ f-or-k/ s-p-oo-n.

**‘Fred in your head’**

Once children can sound out a word, we teach them to say the sounds silently in their heads.

We show them how to do this by:

1. whispering the sounds and then saying the whole word;

2. mouthing the sounds silently and then saying the whole word;

3. saying the whole word straight away.

**Perfect pencil grip**

Children sit at a table to write.

They hold up a pencil in a tripod pencil grip with the non-writing hand flat holding their paper.

**How can I support my child’s reading and writing?**

* Ask your child to read the Speed Sound cards speedily.
* Use Fred Talk to help your child read and spell words. Play some of the Fred games or make up your own.
* Read stories to your child every day.
* Read the book bag books we send home that contain sounds your child knows as regularly as possible and re-read these as many times as you can to help your child focus on reading speedily and with expression as well as develop their understanding of the story.
* Come and talk to us if there is anything you are unsure about or would like more help with.

**How can I support my child to learn Set 1 sounds and to blend?**

* Use pure sounds, not letter names. Try not to add an uh at the end of the sound (c not cuh, t not tuh)
* Practise reading known Set 1 Speed Sounds cards speedily. If needed, show your child the picture side of the card to help them remember the sound.
* Talk about the sounds in words and play simple games such as spotting as many things as possible beginning with d when in the supermarket.
* Play Fred games and talk like Fred at home eg “time to go to the sh-o-p”

**How do I listen to my child read?**

Your child has a Storybook matched to the sounds and words they know – a decodable book – so they should be able to read all the words. Please avoid saying, “This book is too easy for you!” but instead say “I love how well you can read this book!”. Re-read the book multiple times so your child can focus less upon reading the words and more about reading fluently and with expression as well as develop their enjoyment of stories and understanding of characters, settings and plots. If your child is struggling with a particular word, remind them to read using ‘Special Friends, Fred Talk, read the word’ (see glossary). For example *‘*ship’*:* spot the ‘sh’, then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship. Children follow this process in school and are familiar with it. If there is anything they are unable to Fred Talk and blend, tell them what the word is don’t ask them to guess or look at the pictures etc. It’s fine to help them!

Red Words are also known as common exception or tricky words. They occur in stories regularly (said, what, where) but have unusual letter combinations (‘ai’ in the word ‘said’ makes the sound ‘e’). Remind your child not to use Fred Talk to read Red Words but instead to ‘stop and think’. Tell them the word if you need to.

Encourage your child to read words using ‘Fred in your head’ (see glossary) so this step becomes silent and they learn to take a quiet moment to blend any words they are finding difficult rather than doing it all aloud. Take turns reading so you can show your child how to read the story in a storyteller voice using expression and pausing at the end of a sentence where there is a full stop.

**How can I help my child to spell words?**

* Encourage your child to use Fred Fingers to spell words.
* Ask your child to say the sounds in the word as they press the sounds onto their fingers.
* Ask your child to then write the letters – if they get stuck, say the sounds again.
* Praise your child for spelling using the sounds they know, even if their handwriting is not perfect.

**How else can I develop my child’s language?**

Children will have a large vocabulary if they are part of a ‘talk-a-lot’ family:

* use every opportunity to talk with your child throughout the day – meal times, playing together, bath time
* use new and ambitious vocabulary e.g. miserable instead of sad, stroll instead of walk
* speak to your child in complete sentences
* make up stories together - there’s no need to write it down.