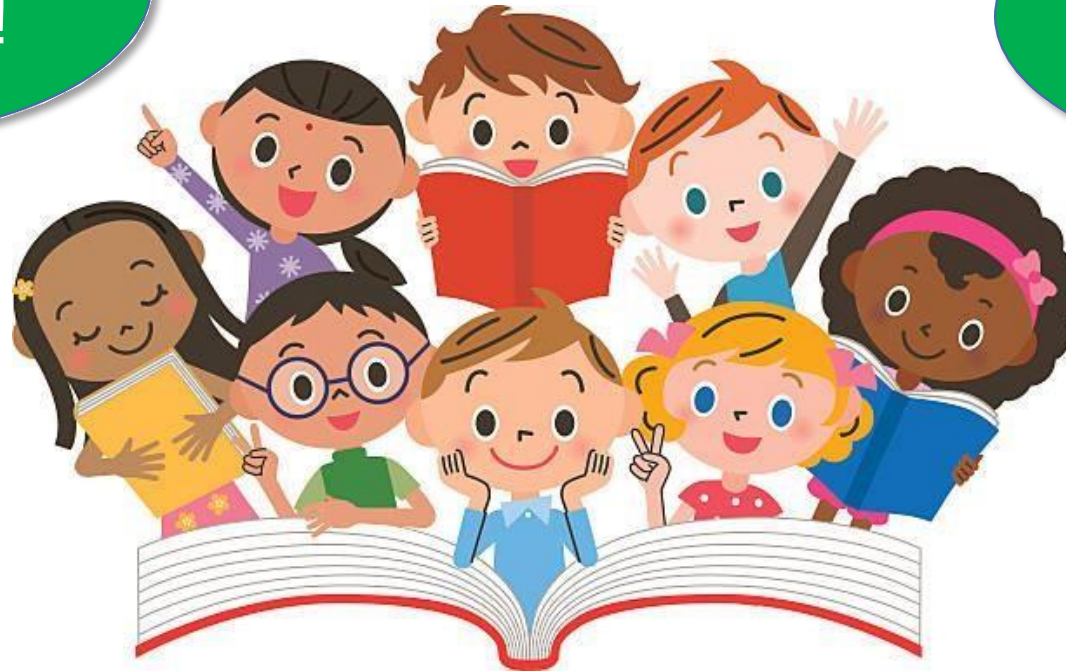




# St Anne's Catholic Primary School Phonics Parent Information

Phonics is quite  
fun actually!



Yeah! We have so much  
fun in phonics!





At St Anne's we use



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



This is Fred Frog

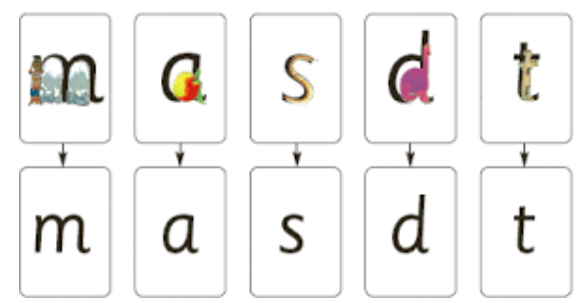
Fred Frog is a fun character who can **only** say and read words in pure sounds.

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”

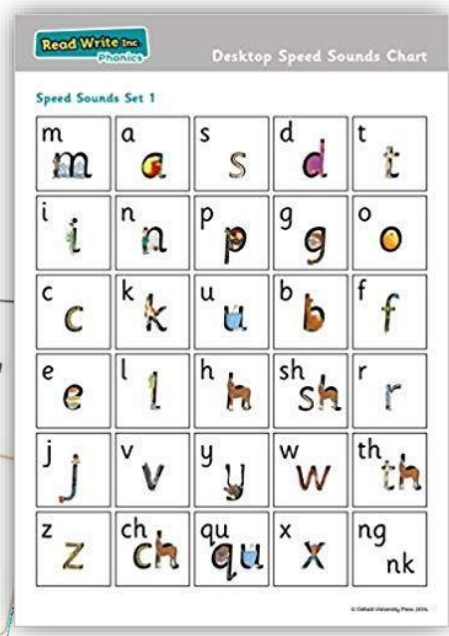


It is so important that a child says these sounds correctly, to hear an example of how to say the sounds please visit:

<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...





# Blend sounds to make words

s a t = sat

qu i z = quiz

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

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



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

**Remember!**

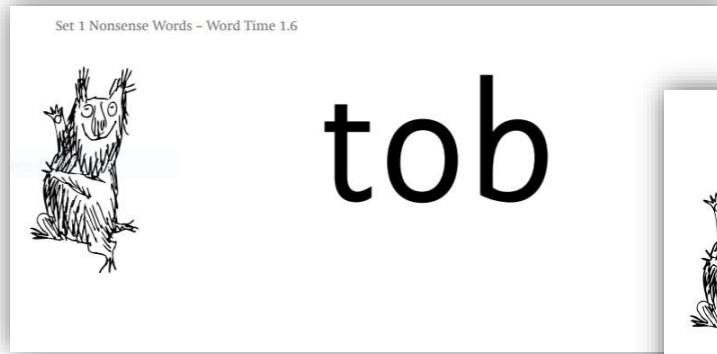
A **special friend** is a sound made from more than one letter.

sh o p





# 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.

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

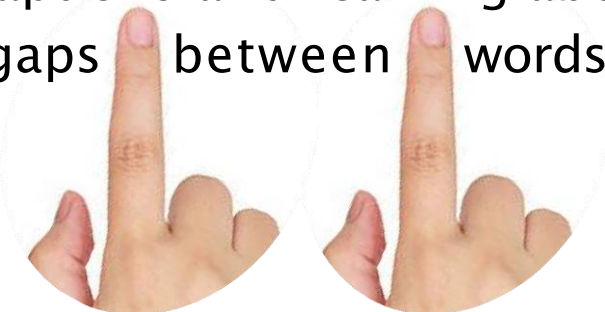
We start off with reading a **Ditty** and the children build a book of their stories that they bring home to share.

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 we will send a leaflet home with the first red book. This will explain the different sections of the book and how to help them practice reading. 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 the book 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.



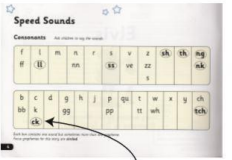
**This is Fred Frog**  
Fred can only say the sounds in a word and needs your child to help him read the word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word.

As part of West Killington 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**

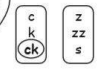


It is really important that your child hears and says the sound correctly. So 'm' as in mat, not 'em' and 's' as in sat, not 'es'. A great film to check if you're using the correct or 'pure sound' is: <https://youtu.be/UCI2mu7URBc>

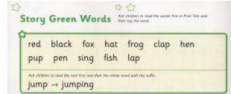
Schwaaring a sound (adding the 'uh' after a consonant) makes it harder to blend  
pure sound ✓ mmm = m - a - t = "mat"  
m  
Schwaaring ✗ muh = muh - a - t = "muhat"

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

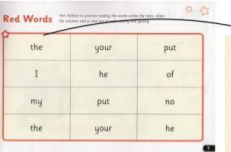
**Special friends**  
Where a sound is made up from two or more letters




**Story Green Words**



**Red Words**



These are highlighted in the text



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.

**Green words**  
Children can first use their Fred Talk and then say the word b-l-a-c-k - 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


Elvis

**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

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



s-t-i-tch



**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

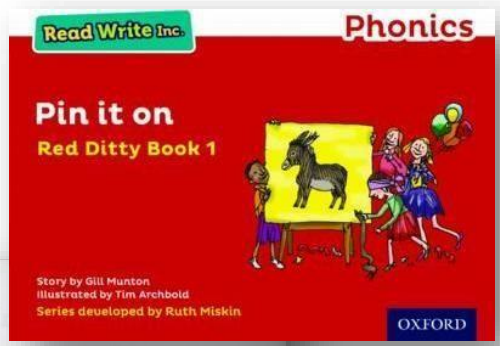
**Fastest Finger:** Your child can look through the book and point to where the evidence for the answers are

**TYP:** 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



**Speed Sounds**

**Consonants** Ask children to say the sounds.

f	l	m	n	r	s	v	z	sh	th	ng		
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

**Vowels** Ask children to say the sounds in and out of order.

a	e	i	o	u
---	---	---	---	---

Each box contains one sound but sometimes more than one grapheme. Focus graphemes for this story are circled.

**Ditty 2 Let's run**

**Story Green Words** Ask children to read the words first in Fred Talk and then say the word.

zip	up	run
-----	----	-----

Ask children to read the root first and then the whole word with the ending.

let → let's

**Red Words** Ask children to practise reading the word.

put
-----

**Speedy Green Words**

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

it	on	a	on
a	it	on	it

**Pin it on**

**Introduction**  
In this story, some children are playing a game called 'Pin the tail on the donkey'. They are blindfolded, and need to attach the tail to the right place. Let's see how they do!

pin it on

not on its leg

## Red books

When a book has been covered in class, we will send it home. The red books contain 3 ditties.

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

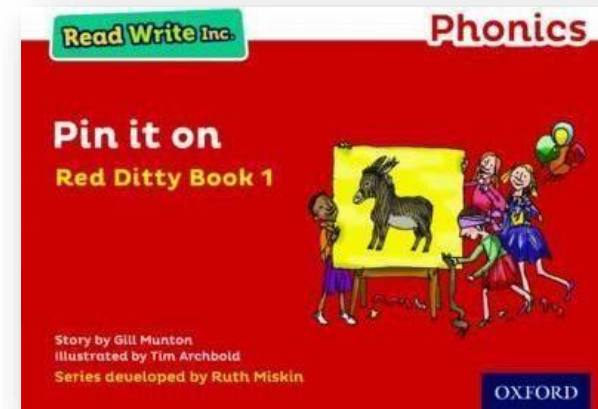


# Get Writing!

In our sessions we will use the familiar story write words.

We may need to use **Fred Talk** and **Fred Fingers** to do this:

chin = ch - i - n we encourage the children to underline special friends



Ditty 1 Pin it on

Complete a sentence

pin it on

not on its chin

not on its leg

not \_\_\_\_\_

Hold a sentence

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check ✓

gaps

5 6

Using these skills, they will  
**'complete a sentence'**  
and then

**'hold a sentence'**  
(write down a sentence  
that has been spoken  
repeatedly for them)



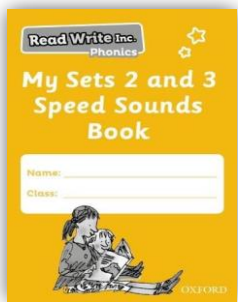
# Set 2 and 3 sounds



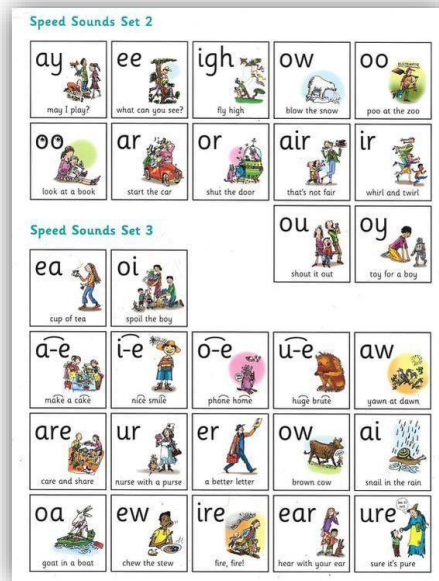
As the children gain confidence and speed with their reading they will move through the programme and the coloured level of books.

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 and puts them into one box.



Complex Speed Sounds												
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-ē	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-ē			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									

s
ss
se
c
ce

sun  
dress  
horse  
princess  
prince

igh
i-e
ie
i
y

night  
nice  
pie  
hi  
fly



# Writing


The children will practice their writing skills in sessions by completing a task linked to the text we have covered. 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**.

Write a wanted poster


**Wanted:**  
**Red Hat Rob**



He is stealing  
someone's  
cash box.  
He has a red hat  
for his son.  
He has a patch on his eye  
He has a cross on his shirt

Check  capital letters

Write a spell



Pop in a ven a ~~at~~ a svenm  
spogph a s venmo

Pop in a venmus Pat  
spog c ~~as~~ a svenmus

Pop in a Mous  
Pop in a spoghd

Pop in a ~~at~~ a fat sus

Check  gaps full stops

Complex Speed Sounds

Consonant sounds																					
f	l	m	n	r	s	v	z	sh	th	ng	f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	ce		se	ci			ph	le	mb	kn	wr	ce		se	ci		
Vowel sounds																					
a	e	i	o	u	ay	ee	igh	ow	a	e	i	o	u	ay	ee	igh	ow				
	ea				ā-e	y	ī-e	ō-e		ea				ā-e	y	ī-e	ō-e				
					ai	e	ie	oa						ai	e	ie	oa				
							y	o								y	o				
Complex Speed Sounds																					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e	ue		oor	are	ur	ow	oi				ū-e	ue		oor	are	ur	ow	oi			
ew			ore	aw	er						ew			ore	aw	er					

steeling

ee  
y  
ea  
e

stealing

nee

n  
nn  
kn

knee

pach

ch  
tch

patch

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.

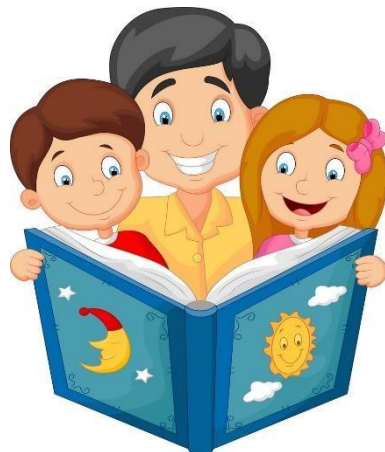


# For the Love of Reading

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!



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.

Be a reading role model...



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