



Read, Write Inc. is a reading scheme which focuses on pupils being successful in their reading journey. Reading is taught through phonics, teaching each letter sound and progressing on to blending these sounds in to words. Pupils progress through colour-banded books which also support them to understand different texts.

For more information about phonics and Read, Write Inc. please follow the below links:





[Parent video: What is Read Write Inc Phonics \(youtube.com\)](#)

[Parent video: Understanding Phonics \(youtube.com\)](#)

Tips for Helping your Child at home with Phonics

- ◇ Make sure you are using the pure sounds. This video can help you pronounce the sounds correctly - [Parent video: How to say the sounds \(youtube.com\)](#) (or search on Youtube for 'RWI Parent video: How to say the sounds').
- ◇ Let your child take their time when sounding out words at home—try not to jump in too soon.
- ◇ Check with your child's teacher which sounds they know—it is really important not to ask your child to be using sounds they have not learnt yet.
- ◇ Use phonics or sound recognition in everyday tasks, e.g. helping with the sounds at the beginning of words in the shopping list, identifying sounds at the beginning of words or spotting sounds on signs.
- ◇ Use the Oxford Owl login that you have been provided with to read books at home with your child—these will be allocated by their teacher.
- ◇ If you want to read a story with you child at home (and it is not a book that we have sent/allocated from school), read to your child instead of asking them to read to you. Make this experience exciting and fun!

Read, Write Inc vocab your child may confuse you

-  Special friends - 2 letters making one sound (e.g. ch, ai, oy).
-  Blending - combining 2 or more sounds to make a word (e.g. m-a-t = mat)
-  Segmenting - separating a word into its phonetic sounds (tap = t-a-p)
-  Fred Fingers - allocating each sound in a word a finger to support spelling.