

## Helping at Home

Ask them questions about books you have read: What is happening? What do you think will happen next? What is this character thinking right now? How is this character feeling?

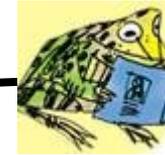
Talk to your child and use lots of interesting words when you are talking like 'boiling' rather than 'hot' and 'scrumptious' or 'delicious' rather than nice.

Read to your child every day for 10 minutes.

Let them see you reading and talk to them about what you are reading so they know reading is important.

The RWI Leader at Brompton-Westbrook Primary School is Mrs Natasha Cox.

All teachers and teaching assistants at the school have been trained in RWI so please just ask if you need any help.



Learning to  
read at  
Brompton-  
Westbrook  
Primary  
School



Read Write Inc (RWI ) is a phonics based program designed to get all children reading and writing quickly and easily.

Your child will learn the 44 sounds in our language and how to blend and segment these sounds to help them to read and write words.

They will talk about the books they read to help develop their comprehension and understanding.

They will develop their handwriting and their spelling.



The children are assessed every 6 weeks so we can see how they are getting on.

They are put into groups so that they work with children at the same level as themselves.

They will meet Fred, a frog puppet



who can only talk in sounds. For example, he can only say c-a-t not cat. If the children can understand what Fred says then they can blend. This will help them to read. We call this 'Fred Talk'.

Fred helps the children to spell too! Children learn to segment a word into sounds. They put the sounds they hear in a word on to their fingers e.g. m-a-t. This is called Fred Fingers.



## What you can do to help at home

Make sure your child knows all 44 sounds

### Simple Speed Sounds

|                             |    |    |    |     |    |                         |     |    |    |    |    |    |
|-----------------------------|----|----|----|-----|----|-------------------------|-----|----|----|----|----|----|
| Consonant sounds - strictly |    |    |    |     |    |                         |     |    |    |    |    |    |
| f                           | l  | m  | n  | r   | s  | v                       | z   | sh | th | ng | nk |    |
| Consonant sounds - loosely  |    |    |    |     |    |                         |     |    |    |    |    |    |
| b                           | c  | d  | g  | h   | j  | p                       | qu  | t  | w  | x  | y  | ch |
| k                           |    |    |    |     |    |                         |     |    |    |    |    |    |
| Vowel sounds - loosely      |    |    |    |     |    | Vowel sounds - strictly |     |    |    |    |    |    |
| a                           | e  | i  | o  | u   | ay | ee                      | igh | ow |    |    |    |    |
| Vowel sounds - strictly     |    |    |    |     |    |                         |     |    |    |    |    |    |
| oo                          | oo | ar | or | air | ir | ou                      | oy  |    |    |    |    |    |

Encourage them to 'Fred Talk' a word if they get stuck at home, this will help them to read it e.g. dog is d-o-g, milk is m-i-l-k.

Ask them to use their 'Fred Fingers' to help them to write words. Encourage them to say the word slowly so they can hear each sound and then spell it using their fingers to mark each sound to help.