

Dover Park Primary School

Parent Information



At Dover Park Primary we use



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

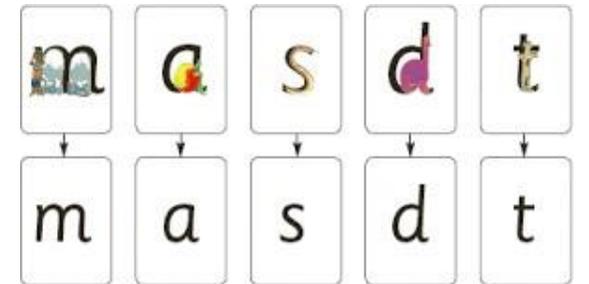


This is Fred Frog

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

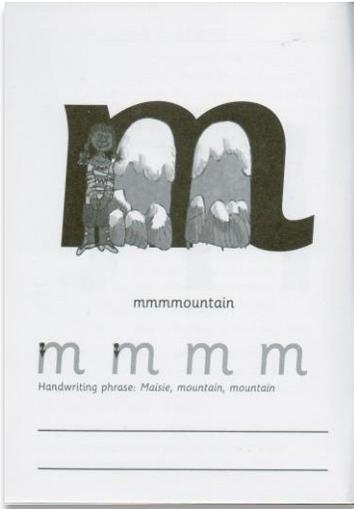
First we teach the “pure sounds”



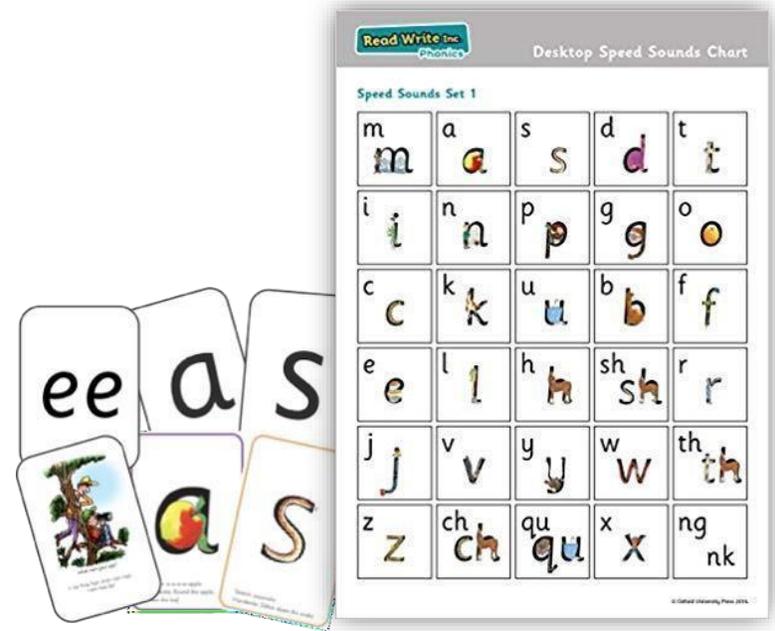
It is so important that a child says these sounds correctly, to hear an example of how to say the sounds please visit:

<https://www.youtube.com/watch?v=UCI2mu7URBc>

more than



There are single letter sounds and sounds made from 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.

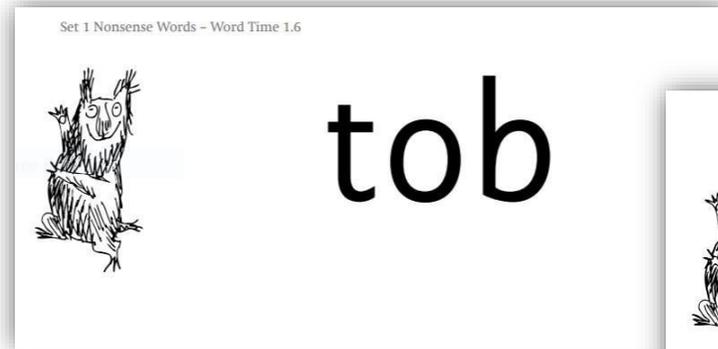
sh o p



Remember!

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

Nonsense words



The Year 1 “What a load of nonsense”
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. briip, 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

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**.

between words)



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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Reading

(gaps

at home

When they start to read books you will notice every book has different sections that help children to read. 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.

Reading

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 Kilington 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.

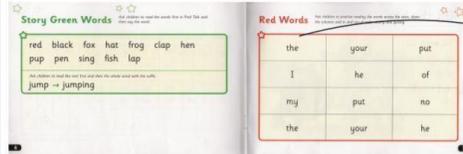
We will show you how to do this inside.



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



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

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

Red words
Practise reading the words across rows, down the columns and in and out of order clearly and quickly

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"

Red words (tricky words) are words which are difficult to blend but are key words they need to be able to read in texts. We sometimes say that one sound is tricking us e.g. put, said, the, your

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 (ck) and Fred Talk the word e.g.



s-t-i-tch



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

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.

Questions to talk about

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.

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 't' can be written with the grapheme t (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

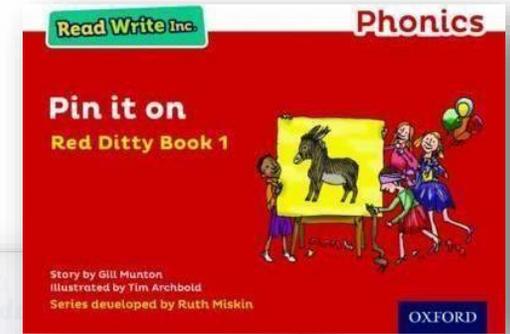
Fastest Finger: Your child can look through the book and point to where the evidence for the answers are

TTYP: 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

The red books contain 3 ditties.

Please note: the children would have read this book a minimum of 3 times in school over 2 weeks. 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.

Read Write Inc. Phonics

Book Bag Books

They will also receive a Read, Write, Inc. bookbag books alongside their online book to reinforce and consolidate the sound they are learning to read and apply in their online Read Write Inc. book.

Your child will also take home other books like school library books and

Name: _____

- The din on the bus 😊😊😊
- Pat, the vet 😊😊😊
- Bad cat 😊😊😊 
- A witch's lunch 😊😊😊 
- Red Hat Rob 😊😊😊
- Lots of fish 😊😊😊
- Beth's chip shop 😊😊😊
- Leggy 😊😊😊
- This is not my pizza! 😊😊😊
- A bed for Kit 😊😊😊 



Notes for Grownups

BOOK BAG BOOKS

In addition to the books your child is reading in their phonics sessions, we will be providing you with stories that they may not have read in school. These books will allow them to practice their reading skills.

Inside the front cover of each book there is advice on how to read these books with your child, as well as the green and red words for this particular story with special friends underlined - practice these before reading the book.

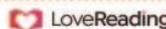
DO NOT read the story to them first!
Point to the words as they read and encourage them to use their 'Fred Talk' (i.e. sound out the words) if they get stuck.

At the back of each book you will find pictures to help you retell the story along with Questions to chat about. You can ask the questions to see if your child has a good idea of the story content and if they can find the page with the evidence for their answers.

Enjoy sharing these books at home.
We will tick this box once the book has been issued

Book Title 😊😊😊

Once you have finished the book we would love to know if your child enjoyed the story. They can colour in one face depending on if they: didn't like it / were unsure / really enjoyed it...
If you could then instigate their review we will be able to see that they shared this book with an adult.





books they would like to share with people at home. These are to support children gain a love of reading!

Set 2 and 3 sounds



Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shout it out	oy toy for a boy	
a-e make a cake	i-e nice smile	o-e phone home	u-e huge bridge	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

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					

Vowel sounds

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				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

Vowel sounds

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			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

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.

Read Write Inc. Phonics

stealin
g

Writing

The children will practice their writing skills and use their Fred Fingers to break down words and spell. 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 crows on his hat

Check capital letters

Write a spell



Pop in a ven a cat a sven
sp sp lgh a s ven mo

Pop in a ven mus Pat
spay c sven mo d sven mus

Pop in a mus
Pop in a sp lgh d

Pop in a aly fat sus

Check gaps full stops

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	th	nk		
ph	le	mb	kn	wr	ce		se	ci				
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg	hh	jj	pp	tt	wh				tch
ck		ch		ge	age							

Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				

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

steeling

ee
y
ea
e

nee

n
nn
kn

pach

ch
tch

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.

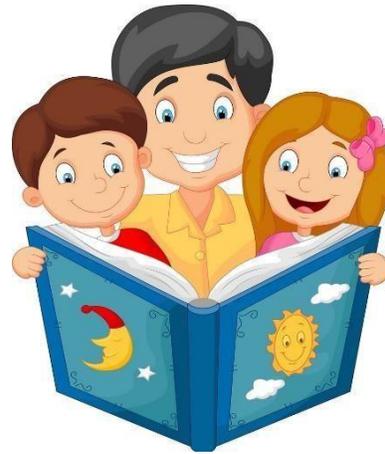
knee

patch

For the Love of Reading

The love of reading, and the variety of texts, will inspire your child's **imagination** and expand their **vocabulary**.

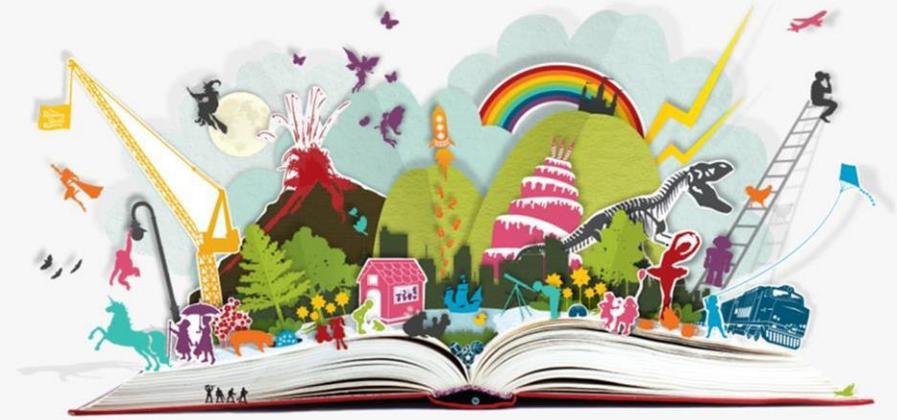
Sharing a book with a child is fun!



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.

Read Write Inc. Phonics



Be a reading role model...



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