

# Meadow Park Reception guide to teaching phonics at home



# Five day plan for Read Write Inc. at home

- **Daily Speed Sounds/Words/Spelling lessons – These are great!**
  - RWI videos on YouTube for the set your child needs. You can also access these via [www.ruthmiskin.com](http://www.ruthmiskin.com) and click the 'Help during school closure' tab. This has links to the You-Tube channel and a schedule and timings for the daily online lessons. It also has links to some poems and storytime videos.
- **Daily Speedy Green words –**
  - Using the Oxford Owl PowerPoints for their colour group
- **RWI Non-Fiction book – Some of these are available**
  - Via Oxford Owl eBooks or scanned in on PDF – same book for the week
  - Daily reading activity
  - Two writing activities (Wednesday and Friday)

We are trialling this work, please bear with us as we may encounter some issues. The flashcards are great. Let us know how speedy you are!

Read the Ditties as shown below. Do not try to read more than the one book at a time.

# Step 1 for parents:

- Ask your child who their Read Write Inc teacher is. Look for the teachers name and it will tell you which speed sound set videos you need to watch and which colour to identify on the school website.
- Group colours may change later in the term.

RECEPTION		
Read Write Inc. Teacher	Speed Sounds Set	Colour
Mrs Narracott/Mrs Mullins/ Mrs Dibley	Set 1	Red Ditties (or sounds books on Oxford Owl)
Mrs Gowing	Set 1/Set 2 flash	Ditties
Mrs Foster	Set 2	Green
Mrs Hill	Set 2	Purple

## **Ditty Sheets:** For Mrs Mullins, Mrs Narracott, Mrs Dibley and Mrs Gowing's groups for phonics

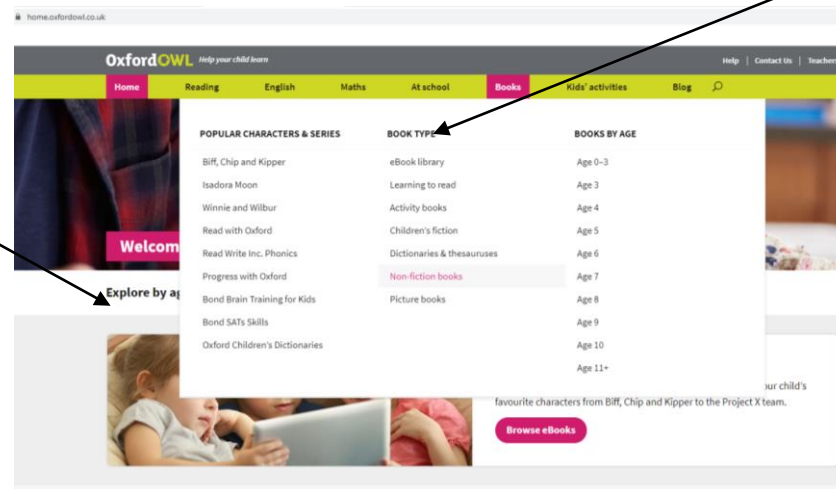
Those children in Ditty (or what we usually call Red Group) can use the Ditty Sheets instead of reading a book from the website. They can do one or two ditty sheet each day. Always start from the first sheets. The later ones are the hardest.

Ask your child to show you how to point at the letters and say the sounds. Do this as quickly as you can. Repeat for the words. Praise and encourage. "Let's read that again" rather than "That's not right". "Wow!" I like the way you read that!!!!

1. Do get your child re-read the ditty until they can read it fluently.
2. Read the ditty to your child using expression.
3. Read the ditty to them slowly whilst they follow each word with their finger. Ask them to 'Jump in' when you hesitate on one or two words each line.
4. Ask them questions about what they have read.

# Step 2 for parents:

- Use the class login you have been sent to access Oxford Owl - <https://home.oxfordowl.co.uk/> - You can also set one up for yourself if you are a new parent with a child starting in September.
- Every day, you will need to click on the books tab and select Read Write Inc. phonics



- The following page appears and you will need it to access the eBooks and speedy green words slideshow

Oxford Owl Help your child learn

Home Reading English Maths At school Books Kids' activities Blog

Home » Reading » Reading schemes, Levels, and Stages » Read Write Inc. guide for parents

### Read Write Inc. guide for parents

Welcome to the *Read Write Inc.* page on Oxford Owl for Home. Here you can find lots of free resources to support your child's learning during the school closures.

[Free eBooks](#) | [Videos](#) | [Set 1 resources](#) | [Set 2 resources](#) | [Set 3 resources](#) | [Kids for parents](#)

### Read Write Inc. Phonics

We have lots of free *Read Write Inc. Phonics* resources to help your child continue learning, including eBooks, practice sheets, slideshows, videos, and parent films. We will be adding more resources throughout the week.

Teachers who teach *Read Write Inc. Phonics* are trained to teach the programme, but don't worry if you are not a phonics expert! These activities will help you support your child during this period of school closures. We suggest you start by watching this film for parents: [What is Read Write Inc. Phonics?](#)

**Try to start at the right place for your child.** If your child is learning to read at school with *Read Write Inc. Phonics*, they will be at one of the following stages:

Learning Set 1 Speed Sounds	+
Learning to blend with Set 1 Speed Sounds	+

- Green and Purple slideshow in set 1 resources

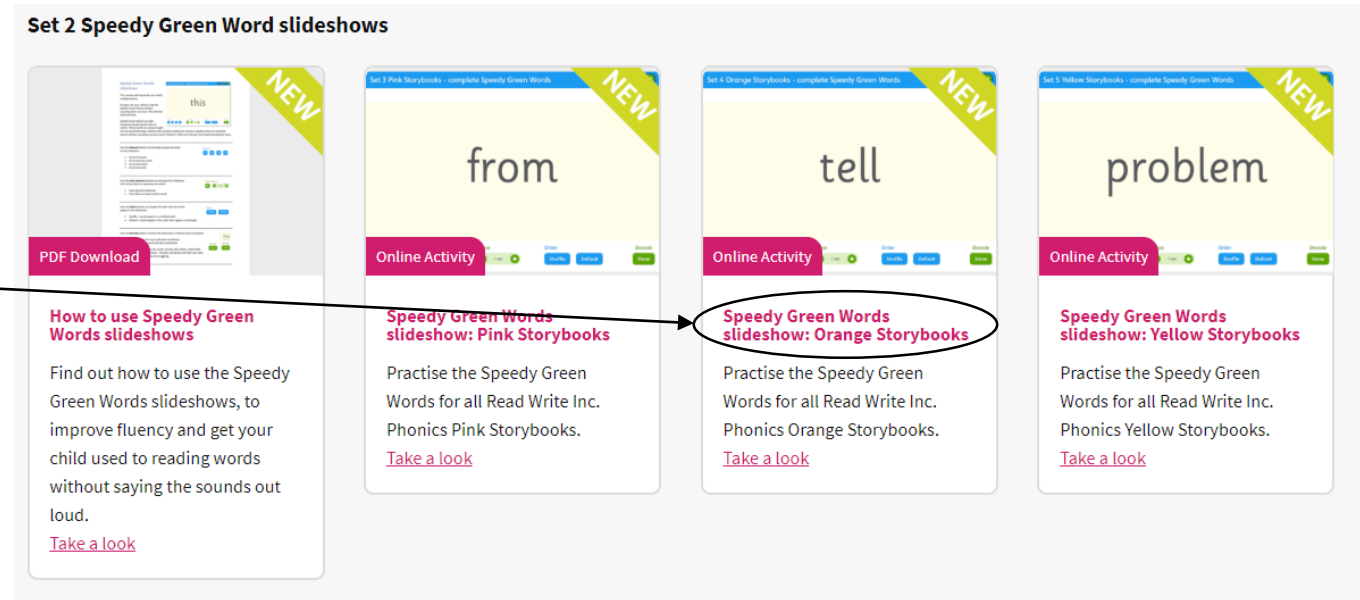
- Pink, Orange and Yellow slideshow in set 2 resources

Blue and Grey slideshow in set 3 resources

# Finding the correct Speedy Green Words

- When you click on Set 1, Set 2 or Set 3, you need to scroll down until you see Set x Speedy Green Word Slideshows your child needs

- Find the colour your child is on and click it



- Use the buttons at the bottom of the page to alter the words and speed

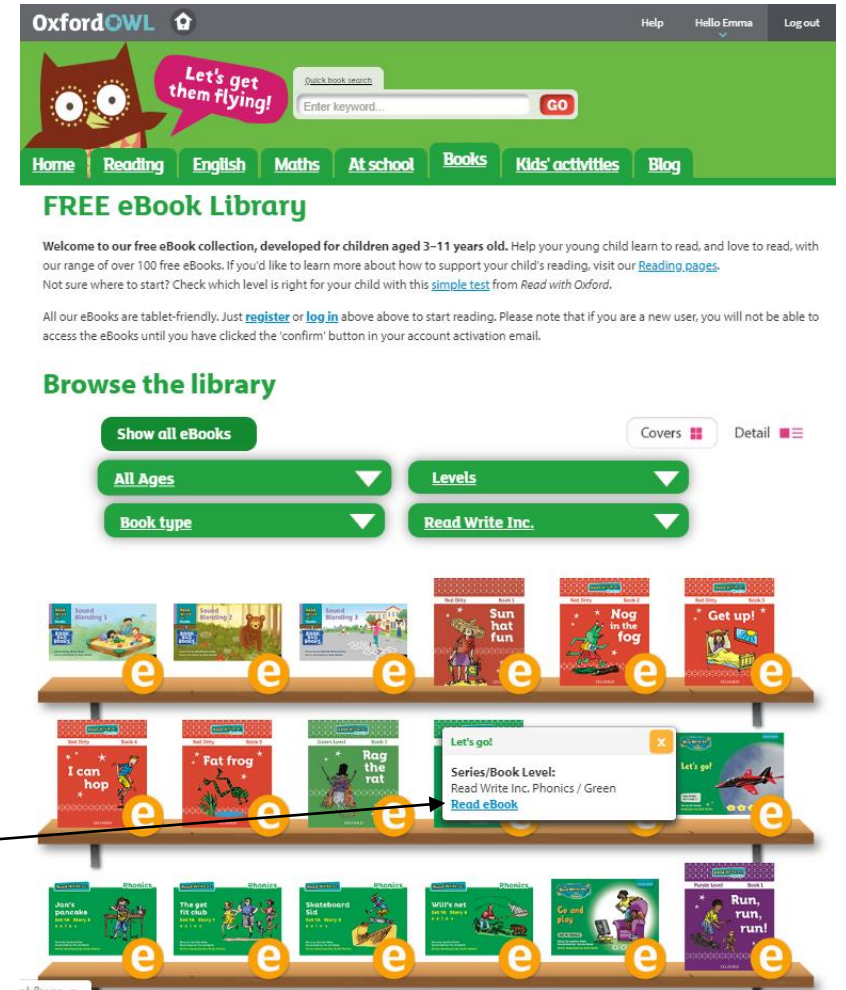


# Finding the correct eBook — The Ditty sheets are separately listed:

- When you click on eBooks — Browse by Series — Read Write Inc. this page appears:
  - Scroll through the page to find your child's colour and the book they have been set.
- If the book is not online there will hopefully be the matching powerpoint on the website.  
(Do check Y1 parts of the website in case they Have been misplaced!).

- Click on the 'e' and click 'Read eBooks'

- When you have selected the book, use the buttons at the bottom of the page to turn the pages





# Book Reading Activities

- Every day your child can have a different reading activity based on their eBook. These are activities which the children practise in their lessons. They will probably tell you how to do it!

	Reading Activity
Monday	<ul style="list-style-type: none"><li>• Speed Sounds from the story book</li><li>• Story Green words</li><li>• Red words</li></ul>
Tuesday	<ul style="list-style-type: none"><li>• Introduction by parent</li><li>• First read by child</li></ul>
Wednesday	<ul style="list-style-type: none"><li>• Vocabulary check</li><li>• Jump in</li></ul>
Thursday	<ul style="list-style-type: none"><li>• Jump in</li><li>• Second read by child</li></ul>
Friday	<ul style="list-style-type: none"><li>• Third read by child</li><li>• Think about the story/Questions</li></ul>

# How to teach the reading activities

- **Speed Sounds from the story book**

- Purpose – to practise reading the sounds in the story .
- How – Children can read the sounds in order or in random. Should last less than a minute.

- **Story Green words**

- Purpose – to practise reading the Story Green Words and learn the meanings of new words.
- How – Children can read the words in order or in random. Should last less than a minute.

- **Red words**

- Purpose – to read the words speedily and accurately
- How - Children to read red words. Red words cannot be sounded out. If your child does not know it, please tell them. Should last less than a minute.

- **Introduction by parent**

- Purpose – to find out what is going to happen in the book
- How – Give your child the context of the story. Some books have an introduction after the red words.

- **First read by child**

- Purpose – to read words correctly and not think about the story.
- How – let your child read and make notes of any words they need further practice with. Do not read the story to them – we need them to work out the words

- **Vocabulary check**
  - Purpose – to learn the meaning of words
  - How – use the vocabulary check page and talk through the word and definition
- **Jump in (Wednesday and Thursday)**
  - Purpose – to prepare them to read the story faster/with greater fluency
  - How – Parent to read from the book, pause at a word – child says the word. Green, purple, pink, orange – do this for the whole story. Yellow, blue and grey – do this for several pages.
- **Second read by child**
  - Purpose – to read the book without using Fred Talk
  - How – sound out unknown words in head if needed
- **Third read by child**
  - Purpose – to read the book speedily
  - How – to read with intonation that shows their understanding
- **Think about the story/Questions**
  - Purpose – to think and talk about what is happening in the book and to answer questions
  - How – parent to ask the questions in the back of the book and child is to answer

# Writing Activities – Hold a sentence

- These are sentences which the children practise writing and are usually linked to the stories that they are reading. The words in these sentences are appropriate to match the children's sound knowledge.
- Each week, try to complete two Hold a Sentence activities – on Wednesday's and Friday's
- An example:



The van is quick.

The hold a sentence

Check



capital letter T

full stop .

qu ck

Key parts your child must include

# How to teach “hold a sentence”:

- Tell your child the sentence – my turn, your turn until they are able to recall the sentence without any help. (this will be around 5/6 times)
- Ask them to tell you the sentence. “What was our sentence?”
- Model writing the sentence with your child helping you to sound out the words. We usually pinch the sounds on our fingers to help.
- Re-read the sentence with the children pointing at each word as you read with them.
- Hide the writing and ask the children to write the sentence independently. They will need reminding to include spaces between words and it doesn’t matter if it is not perfect as this is developing their independence and they can fix their work later.
- Show your sentence and allow the children to “tick or fix” their work. They get one tick per word they have written and if they have made an error they fix it and then tick it.

The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.

-Dr. Seuss