

Red and Green words

Green words

Green words are words that your child will be able to *sound out* and then sound blend together, using the speed sounds they have learnt.

Your child will be able to read a book more easily if they practice reading these words first.

Red words

Red words are those words which contain spelling patterns that cannot be *sounded out*. Some of the most frequently used words in the English language have an uncommon spelling pattern and don't sound like they look, for example, **said** sounds like 'sed'.

Red words have to be learnt by sight. These words are printed in red in the story books. Learning to read the **red words** is a very important part of reading and one which you can help with at home.

There is a list of red words in this leaflet for you to practise with your child. A good way to do this is to put them onto small pieces of paper and use them as flash cards. When you hold up the word your child should be able to say the word. Please remember you cannot sound out all the sounds in these words as some sounds are 'grotty'!



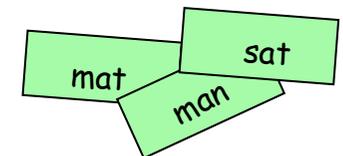
Red Words

Remember these words cannot be completely *sounded out* - they must be learnt by sight!
The best way to do this is by 'flashing' the cards to your child in random order.

I	some	worse
the	come	talk
you	watch	caught
yours	who	bought
said	where	thought
through	was	here
are	were	walk
of	there	they
to	brother	wear
do	other	could
does	mother	should
all	father	great
call	above	water
tall	love	whole
any	two	son
many	buy	once



A guide for parents



Dear Mums, Dads & Carers,

At Chelmondiston Primary we use the **Read Write Inc** (RWI) programme to get children off to a flying start with reading. This leaflet is designed to offer information about how you can help with your child's reading at home.

RWI is a phonic based approach to teaching reading. It involves children learning to read sounds and how to blend them together to read words.

RWI is a successful reading programme that enables every child to become a confident and fluent reader at the first attempt. It aims to teach all children to read at a pace that they are comfortable with.

The children learn 44 sounds (speed sounds). These are the letter **sounds** and not letter **names**. The speed sounds are divided into small groups. Once your child has learnt all of the sounds in one group, they can move on to *sound blending* the letters in that group to read words.

The speed sound groups:

m a s d t
i n p g o
c k u b
f e l h sh
r j v y w
th z ch q u x ng nk

For example, once your child has learnt to read the first 5 sounds: **m a s d t** they can then start to read words that include these sounds such as **mat**, **sat**, **sad**, **mad**, **at** etc.

Your child will then learn the next five sounds and be able to read words with a combination of the ten sounds.

How can I use RWI at home?

1. Help your child to learn the speed sounds and the writing formation of the sound with the corresponding action.
2. Help your child learn to read the **green words** by sound blending.
3. Help your child find and read **red words** in story books.

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
---	---	---	---	---	---	---	---	----	----	----

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
---	---	---	---	---	---	---	----	---	---	---	---	----

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----



Types of sounds

Pure sounds

When teaching the speed sounds it is very important that you do not add an intrusive 'uh' to the end of the consonant sound. Try to pronounce them as **pure** sounds: 'mmm' not 'muh', 'ffff' not 'fuh' and 'llll' not 'luh'.

This can be quite difficult to begin with but by ensuring only the pure sounds are pronounced, your child will find it much easier to *blend* the sounds to make words.

There is a video that demonstrates this on the RWI website: www.ruthmiskin.com under the 'Parents' tab. Look for 'Sound Pronunciation Guide'.

Bouncy and stretchy sounds

To help your child remember his or her sounds we say that some make a stretchy sound and some make a bouncy sound.

Stretchy sounds are said in one continuous sound, e.g. mmmmmmmmm as in mountain.

Bouncy sounds are said with a short sharp gap in between e.g. d-d-d as in d-d-d dinosaur.

Fred Fingers

Once your child can recognise the first set of sounds, they will start to use magnetic letters to build simple words. In school we call this **Fred Fingers**.

Fred Fingers involves children hearing the sounds in simple words and pressing each sound onto their fingers as they say the sounds. For example, 'sad, s-a-d, sad'. After this they will practise finding the magnetic letters to build the word and then when they are ready, will start to write words on paper.