



**Ruth Miskin  
Training**



*Read Write Inc.*  
**Making a strong start in  
Reception**

## Making a strong start in Reception

### How will my child learn to read?

First, your child will learn to recognise each of the single letter Set 1 Speed Sounds, along with the corresponding mnemonic:

**m a s d t i n p g o c k u b f e l h r j v y w z x**

e.g: 's' is in the shape of a snake

'd' is in the shape of a dinosaur

'a' is in the shape of an apple

'm' is in the shape of two mountains

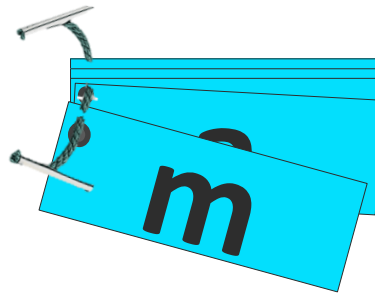


Followed by the Set 1 sounds written with two letters: ('special friends'):

**sh th ch qu ng nk ck**

## Making a strong start in Reception

You can revise these sounds at home with your child using their Set 1 Blue Cards. New sounds will be added to their pack following the focus lesson in class.



Gradually children will be exposed to words on flashcards containing these taught sounds and will practice sound-blending in the word-time element of the lesson.

e.g. *m-a-t mat*, *c-a-t cat*, *f-i-sh fish*, *s-p-o-t spot*, *s-p-l-a-sh splash*

At this point your child will be sent home a word-mat (1.1-1.7) including these same words so they may gain confidence through practice.

Read Write Inc. Words - Set 1.1

mat at mad  
sad sat dad

Completed: \_\_\_\_\_

Read Write Inc. Words - Set 1.3

bin cat cot  
can kit mud  
up cup bad

Completed: \_\_\_\_\_

Read Write Inc. Words - Set 1.5

red run rat  
jog jet jam  
vet yap yes  
yet yum web  
win wish  
wet sock

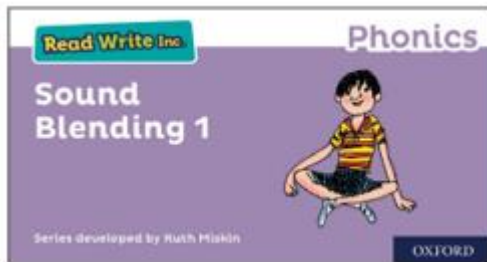
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# Read Write Inc.

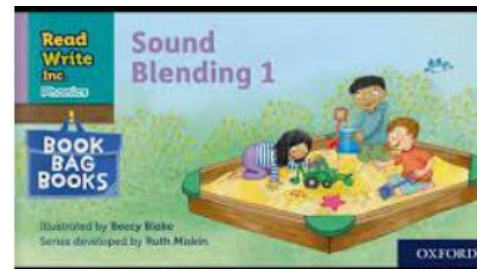
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They will then begin the Sound Blending books in class using partner-practice. The children work in pairs, one pointing beneath each sound while their partner sounds out the word using Fred Talk before attempting to blend the word. Then, he or she can turn over and check if they're right using the picture clue. The children then switch roles and repeat.

in class



at home



Your child will be sent home the Book Bag counterpart to the class book so they may practice at home, this contains the same sounds but in different words.

Initially children will sound blend with overt Fred-talk however as their confidence grows they will be taught to silent blend, 'Fred-in-your-head Secret Fred-talk'.

## Making a strong start in Reception

As their confidence in sound-blending and partner-practice grows, the children progress from reading words to reading captions in ditties.

At this stage, children are expected not only to read simple captions but also to be able to hold a dictated short sentence in their head and use Fred-fingers to spell each word in order in their exercise book.

e.g. **the** cat sat in mud.

Your child will read several simple ditties in lesson over the course of the week and will receive one photocopiable ditty to practice at home. These texts will often contain red words, e.g. **I the my** - non-decodable words that have to be recognised by sight instead.

**Ditty 6: naps**

Speed Sounds - read the sounds that the letter name!

s n i a g c t d p m b u o

Green Words - read these words by blending the sounds together

in cat on bus dog mat nan pot  
nap naps

Red Words - read these words but tell your child the word if they get stuck

**the**

a dog naps on **the** mat

nan naps on **the** bus

a cat naps in **the** pot



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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# Read Write Inc.

## Making a strong start in Reception

Once your child is reading captions confidently they can access RWI storybooks. These longer texts require them to read sentences with partner-practice and complete associated tasks. The group will work on the same book over 3 to 5 lessons to ensure learning is embedded.

Reception aged children will typically work through **Red**, **Green** and **Purple** Storybooks to meet age-related expectations.

Your child will bring home the corresponding Book Bag Book. This book will build upon the ideas and many of the words in the Storybook he or she has just read in class, however your child may need more support in reading this. Word-mats will be also be sent home which when practiced, will assist them with their book.



**Red Words** All children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

he	said	no
my	I	you
be	of	your
the	put	said

**Speedy Green Words** All children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.

ship	box	off
box	off	will
is	that	him
this	his	get