



Vauxhall Primary School

Phonics

A guide for parents on: Read

Write Inc.

Set 2

(For children on green, purple, pink, orange & yellow books)

Read Write Inc.

At Vauxhall Primary we teach the children to read using a phonics programme called Read Write Inc. (RWI). This is a programme which yields excellent results and has been developed by Ruth Miskin an ex-teacher and head teacher, with a passion to ensure every child learns to read.

Terminology

There is some key terminology used when teaching RWI and phonics. These are explained throughout the booklet to help parents understand the programme. We have identified the first time we use the word like this (**red**) to show you that they are explained in the glossary at the end. Remember that your children are RWI experts and are very happy to help tell you how to do something if you are not sure!

The most important thing at the beginning of the programme is to use the sounds not the letter names.

Timetable

Children have a daily phonics session during their time at school. Children are taught in smaller groups, with children of a similar ability. Children are taught by a trained RWI tutor, these are teachers and teaching assistants who have completed the RWI training programme. Groups and tutors are changed at least every half term so it is common that they will have different RWI teachers during the year.

Stages

At least every half term, your child's phonics progress is assessed and children grouped accordingly. Please remember children are at different levels of their reading development and this is completely normal. Please see the 'RWI Progress Chart for Parents' in this booklet for more information about what your child is learning in phonics.

Resources

After learning the Set 1 sounds and being able to read 1.6-1.7 words, children are ready to learn Set 2 sounds. However, it is important that they still review the Set 1 sounds and words. Please refer to our Set 1 booklet to help you practise these with your child. Children will continue to bring home a RWI storybook and a RWI book bag book. In addition, children will bring home a book from the book corner as a 'love of reading' book.

RWI Ditty: These are the small, coloured ones. These are carefully matched to the children's current phonics knowledge and are taught in phonics lessons. Children practise reading the key words and explore the text during the time it is set. Children read the story at least three times at school over the time they have the book. Children should also read this book with parents at home. Please get your child to read the sounds and words at the front of the book and also the story to you. There are some questions you can ask them at the back as well. Reading the story several times encourages children to build their confidence and fluency.

RWI Book Bag Books: Book Bag books are **supplementary** books for children to practise **sound-blending**. Each book corresponds with a core RWI storybook. It has a similar theme, and the same **graphemes**, so it is familiar and accessible for the children. For example, the Book Bag Book 'Red Hat Rob' builds on the core storybook, 'Black Hat Bob'. Children should be able to read this book independently to an adult at home, they can also verbally retell the story using the picture prompts at the back.

Love of Reading Book: This is a book your child has chosen from the book corner in class. It is one that has particularly interested them or might be one a teacher has read to the class previously. Your child may be able to read this text, or parts of it, but it is not necessarily at their level. This is the ideal book to use to read to your children to encourage them to develop a love of reading. This will be a text that your child will need support to access and is ideal for a bedtime story!

Any Questions

Please remember your child's class teacher is always happy to help with any concerns or questions you may have. If you need clarification, or would like to know more about our phonics teaching, please make an appointment to speak to your child's class teacher.

Further Guidance

There is lots of additional guidance on the Ruth Miskin parents' page to help further including useful videos on how to say the sounds accurately.

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Please also refer to our simple guide for additional support.

The information written in this booklet has been gathered from a variety of sources, including:

www.oxfordowl.co.uk

www.oup.com/oxed/primary/rwi.forparents/

Read Write Inc. Phonics Flashcards – Home Pack

What first?

Before your child can start to read, they need to learn to:

- Say the sound or **phoneme** that is represented by each letter or group of letters. These are called 'Speed Sounds'.
- How to **blend** the sounds together in a word to read it e.g. g-r-ee-n -> green. This is called '**sound blending**' or '**blending**'.

What are speed sounds?

In RWI, the individual sounds are called 'speed sounds' because they need to read them speedily! There are three sets of speed sounds (Set 1, 2 and 3).

This booklet specifically refers to Set 2.

Children learn Set 2 in Reception and Year 1. **They start to learn Set 2 when they move on to green books.** Set 2 are the long **vowel** sounds. There are twelve Set 2 'speed sounds' that are made up of two or three letters.

It is important that your child does not pronounce these as 2 or 3 separate sounds.

What are **special friends**?

We use the term 'special friends' so that children understand **digraphs** (two letters, one sound) and **trigraphs** (three letters, one sound). We tell the children that the two letters are friends and when you see them next together they make a sound e.g. 'sh' makes 'shhh'.

When children read a green word with a special friend in it, we ask the children to spot the special friend, Fred Talk, read the word e.g. to read fish the children would say 'sh, f-i-sh -> fish'.

When they start learning special friends, they are underlined in words to help the children identify them. These are then removed so that the children get used to finding them on their own.

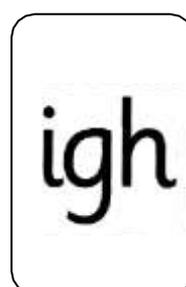
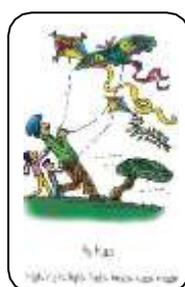
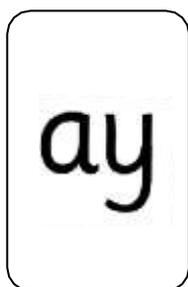
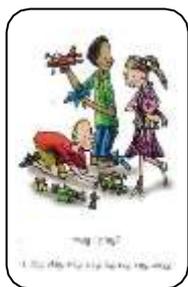
How are the speed sounds taught?

The children learn a sound a day. We use **pure sounds** so that your child will be able to blend the sounds into words more easily.

A picture with a key phrase is used to help your child learn these sounds quickly.

e.g. 'ay-may I play' becomes 'ay'

'igh-fly high' becomes 'igh'



Set 2 sounds are taught in a specific order:

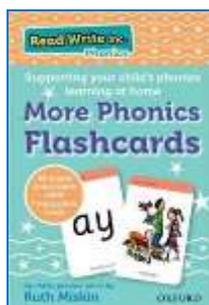
ay – may I play
ee – what can you see?
igh – fly igh
ow – blow the snow
oo – poo at the zoo
oe – look at a book
ar – start the car
or – shut the door
air – that’s not fair
ir – whirl and twirl
ou – shout it out
oy – toy for a boy

How to say the sounds?

There is a video on YouTube created by RWI called ‘Parent video: how to say the sounds’, this is really helpful and refers to how the sounds are said.

How can I help practise the Set 2 sounds?

Firstly, make sure you are saying the sounds correctly using the video link and the above guidance.



We do not normally recommend buying flashcards for home use. However, we make an exception with these. They are great cards which directly link to the scheme we do at school. You can use them with your child during Reception, Year 1 and sometimes Year 2.

They are available on Amazon for less than £5. Search for Read Write Inc. Home: Phonics Flashcards. These include the Set 3 sounds for when your child starts to learn these as well.

How should I use the cards?

An example of how to practise a speed sounds e.g. ay:

1. Hold up the picture. Show the picture of the story and tell the children the story. e.g. ‘There is a little girl who comes over to the boys and says “ay – may I play?”’
2. Get your child to say the sound and phrase ‘ay – may I play?’
3. Show them the sound and say ‘ay’. Ask your child to say ‘ay’.
4. Flip the card on both sides asking your child to say either ‘ay’ or ‘ay – may I play?’, depending on which side you show.

How do I know what my child is working on?

At the end of this booklet, you will see a complete RWI Progress Grid for Parents to explain the entire RWI programme. During the next section, we will highlight how to teach the next steps of the programme. We will also include what RWI Group Level the children would be at if they are at that stage and what they should be working towards next.

Please remember the children need to do this independently at school not just at home with support.

What are green words?

Words are called green words to show that your child can 'go ahead' and read them. We have grouped some words for each sound together so it is easy to practise them.

For each of the words, ask your child to first spot the 'special friend(s)', Fred Talk and then blend the sounds together e.g. 'ay, s-p-r-ay -> spray'.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Green		<ul style="list-style-type: none">Teach Set 2 sounds and corresponding green words.Review Set 1 and previously taught Set 2 green words.	<ul style="list-style-type: none">Read at least the first six, Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily.Read these sounds in green words and nonsense words with Fred Talk.Read 1.6-1.7 words speedily (please see the Set 1 booklet for these).
Purple		<ul style="list-style-type: none">Alien words (Set 2 and 5 sound Set 1 words).Spell Set 2 words/5 sound Set 1 words using Fred fingers.	

Words with 'ay'

day
may

play
tray

say
spray

Words with 'ee'

seen
feel

need
three

sleep
green

Words with 'igh'

might
night

light
fright

sight

high

Words with 'ow'

snow

blow

flow
know

show
crow

Words with 'oo'

mood
spoon

stool
fool

moon
pool

Words with 'oo'

took
look

book
shook

cook
foot

Children on green or purple books can learn the other Set 2 sounds below but they must be able to speedily recall the first six sounds above (and read these in words) to move on to pink books.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Pink		<ul style="list-style-type: none">• Teach Set 2 sounds (if Year 1, might introduce Set 3 sounds) and corresponding green words.• Review Set 2 green words and introduce multisyllabic words.• Alien words (Set 2 and multisyllabic).• Spell Set 2 words/multisyllabic words using Fred fingers.	<ul style="list-style-type: none">• Read the majority of Set 2 sounds speedily.• Read these sounds in phonics green words and nonsense words with Fred Talk.

Words with 'ar'

bar
car

park
spark

smart
sharp

Words with 'or'

sort
fork

worn
short

sport
horse

Words with 'air'

fair
lair

stair
chair

hair
air

Words with 'air'

fair
lair

stair
chair

hair
air

Words with 'ir'

girl
whirl

twirl
third

dirt
bird

Words with 'ou'

out
found

loud
shout

round
mouth

Words with 'oy'

toy

boy

enjoy

Children on pink books in Year 1 may start learning Set 3 sounds, but these normally wait until orange books.

Children on orange books will still need to practise and revise Set 2 sounds and words while they learn Set 3.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Orange		<ul style="list-style-type: none">Teach Set 3 sounds and corresponding green words.Review Set 2 and previously taught Set 3 green words.Alien words (Set 3 words).Spell Set 3 words using Fred fingers.	<ul style="list-style-type: none">Read all Set 2 sounds in real and nonsense words with Fred Talk.Read an increasing amount of multisyllabic words.

How does phonics help writing?

Encourage the children to **segment** words (or count how many sounds there are) when they are spelling or writing so to write the word 'green' encourage them to use their sound knowledge to count that there are four sounds 'g-r-ee-n' before writing 'green'. Sometimes children will underline the special friends.

What other practise can we do?

Please do not practise all these words in one go! Several a night is plenty. Encourage your child to highlight or tick the words when they can read the words without needing to Fred Talk or sound the word out.

These are a mixture of Set 1 and 2 words to support your child's reading development.

day	must	may	way	vest	spray
see	stop	been	green	sleep	box
high	night	shop	fright	rock	might
snow	dress	slow	show	crisps	flow
too	jump	mood	fool	fish	spoon
took	top	book	shook	foot	sit
car	think	star	ship	start	sharp
sport	sort	thin	worn	black	horse
fair	stair	bath	air	chair	has
girl	bird	swing	whirl	chip	dirt
out	mouth	swim	dog	round	found
toy	boy	sad	this	enjoy	got
loud	lair	spark	zoo	twirl	need
fork	moon	shout	glow	bright	snout

How should we use the RWI books that are sent home?

First, get your children to practise reading the sounds. Point to the sounds and get your child to say them at speed. Jump around so you do not always read them in order.

Speed Sounds

Consonants Ask children to say the sounds.

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

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

Each box contains one sound but sometimes more than one grapheme.
Focus graphemes for this story are **circled**.

After that, get your child to read the story green words they will find in the book. To begin with your child might need to sound these words out using their Fred Talk but encourage them over the few days you have the book to read them with increasing speed.

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

red black fox hat frog clap hen
pup pen sing fish lap

Ask children to read the root first and then the whole word with the suffix.

jump → jumping

There is a speedy green word grid at the back of all of the books. These are words that the children should be able to read quickly, without sounding the words out. You can do lots of different activities such as timing the children how long it takes them to read them or reading a row or column and if they get a word wrong they have to go back to the start.

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.

with	fat	with'
thin	and	on
us	cat	in
dog	sit	and

There is a red word grid at the front of all of the books. These are words that the children should be able to read instantly. You can do lots of different activities such as timing the children how long it takes them to read them or reading a row or column and if they get a word wrong they have to go back to the start.

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

the	your	put
I	he	of
my	put	no
the	your	he

Once you have read the story with your child, you can ask them the questions at the back of the book and get them to find the answer in the text.

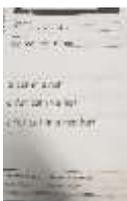
Questions to talk about

Ask children to TYP for each question using 'Fastest finger' (FF) or 'Have a think' (HaT).

p.8 (FF) What is the fox wearing?
p.10 (FF) What is the frog doing?
p.12 (FF) What does the hen look like?
p.13 (FF) What does the boy have in his lap?

Read Write Inc. Progress Chart for Parents

The following guide has been written to explain each stage of the RWI programme. There is specific terminology referenced below, please use the phonics booklets to help understand what stage your child is at.

RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage
Speed Sound A	The Set 1 sound page that they have learnt that day.	<ul style="list-style-type: none"> Set 1 sounds. Blending words using magnetic whiteboards. Oral Fred talk. 	<ul style="list-style-type: none"> Read 10+ Set 1 sounds speedily.
Speed Sound B	The Set 1 sound page that they have learnt or reviewed that day.	<ul style="list-style-type: none"> The remaining Set 1 sounds. Blending words using magnetic whiteboards. Oral Fred talk. 	<ul style="list-style-type: none"> Read the majority of Set 1 sounds speedily. Orally blend words using Fred talk e.g. when told c-a-t, child makes cat.
Speed Sound C	CVC words in their yellow book	<ul style="list-style-type: none"> Review any Set 1 sounds required. New words 1.1-1.4. 	<ul style="list-style-type: none"> Read all Set 1 sounds speedily (bar a couple if appropriate). Read these sounds in simple two or three sound CVC words and blend independently.
Photocopiable Ditties		<ul style="list-style-type: none"> Set 1 special friends. Review any Set 1 sounds required. New words: 1.5-1.6. Review words: 1.1-1.4. Alien words (3 sounds). Spell using Fred fingers. 	<ul style="list-style-type: none"> Read all Set 1 sounds speedily including special friends. Read 1.6 words with Fred Talk. Read 3 sound, nonsense words with Fred Talk.
Red Ditty Books		<ul style="list-style-type: none"> New words: 1.6-1.7 (4/5 sound words). Review words: 1.1-1.5. Alien words (3/4 sounds). Spell using Fred fingers. 	<ul style="list-style-type: none"> Read 1.6-1.7 (4 and 5 sound) words with Fred Talk. Read 3 and 4 sound, nonsense words with Fred Talk.
Green		<ul style="list-style-type: none"> Teach Set 2 sounds and corresponding green words. Review Set 1 and previously taught Set 2 green words. 	<ul style="list-style-type: none"> Read at least the first six, Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily. Read these sounds in green words and nonsense words with Fred Talk. Read 1.6-1.7 words speedily.
Purple		<ul style="list-style-type: none"> Alien words (Set 2 and 5 sound Set 1 words). Spell Set 2 words/5 sound Set 1 words using Fred fingers. 	
Pink		<ul style="list-style-type: none"> Teach Set 2 sounds (if Year 1, might introduce Set 3 sounds) and corresponding green words. Review Set 2 green words and introduce multisyllabic words. Alien words (Set 2 and multisyllabic). Spell Set 2 words/multisyllabic words using Fred fingers. 	<ul style="list-style-type: none"> Read the majority of Set 2 sounds speedily. Read these sounds in phonics green words and nonsense words with Fred Talk.
RWI Group Level	What they should be bringing home	What they are learning	What they need to do for the next stage

Orange		<ul style="list-style-type: none"> • Teach Set 3 sounds and corresponding green words. • Review Set 2 and previously taught Set 3 green words. • Alien words (Set 3 words). • Spell Set 3 words using Fred fingers. 	<ul style="list-style-type: none"> • Read all Set 2 sounds in real and nonsense words with Fred Talk. • Read an increasing amount of multisyllabic words.
Yellow		<ul style="list-style-type: none"> • Teach Set 3 sounds and corresponding green words • Teach additional graphemes if not already taught. • Review Set 2 and previously taught Set 3 green words. • Alien words (Set 3 words). • Spell Set 3 words using Fred fingers. 	<ul style="list-style-type: none"> • Read at least the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e). • Read these sounds in phonics green word and nonsense words with Fred Talk. • Read a passage at 60-70 words per minute, attempting intonation.
Blue		<ul style="list-style-type: none"> • Review Set 3 sounds with corresponding multisyllabic words. • Review Set 3 and multisyllabic words. • Alien words (Set 3 and multisyllabic). • Spell Set 3 and multisyllabic words using Fred fingers. • Practise choosing the correct grapheme choice dependent on the word. 	<ul style="list-style-type: none"> • Read the majority of Set 3 sounds speedily. • Read these sounds in phonics green words and nonsense words with decreasing amounts of Fred Talk. • Read a passage at 70-80 words per minute, attempting intonation.
Grey		<ul style="list-style-type: none"> • Review all appropriate sounds and additional graphemes. • Increase fluency of reading multisyllabic words. • Spell words using Fred Fingers, choosing the correct grapheme choices. 	<ul style="list-style-type: none"> • Read all Set 3 sounds speedily. • Read these sounds in phonics green words and nonsense words. • Read multisyllabic Set 3 words speedily. • Read a passage at 80-90+ words per minute, with intonation that shows comprehension.
Off Programme	Following Grey, children will be off the RWI programme and will follow the reading policy appropriate to their ability.		

Children will be constantly assessed during phonics sessions but formally assessed every half term and put into new groups depending on this information.

Age Related Expectations:

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Reception	Speed Sound B	Speed Sound C/Ditty	Ditty	Ditty/Red	Red/Green	Green/Purple
Year 1	Purple/Pink	Pink/Orange	Orange/Yellow	Orange/Yellow	Yellow/Blue	Blue/Grey
Year 2	Grey/Off Programme	Off Programme	-	-	-	-

Glossary

blending – blending is bringing the sounds together to make a word or syllable e.g. c-a-t -> cat.

consonant – b, c, d, f, g, h, j, k l, m, n, p, q, r, s, t, v, w, x, y, z.

CVC words – consonant-vowel-consonant words e.g. mat, bat, pin.

digraph – two letters representing one sound e.g. 'oa' makes the sound in 'boat'.

Fred Talk – Fred the RWI frog only talks in sounds so to 'Fred talk' 'mat' it becomes 'm-a-t'.

grapheme – a written representation (a letter or cluster of letters) of one sound. For example, 'ee', 'ea', 'e-e', all make the same phoneme but are spelt differently.

letter names – how we refer to letters in the alphabet e.g. the letter 't' is said as 'tee', where the sound it makes is like in 't-t-tower'.

phoneme – a speech sound, it is the smallest unit of sound in a word. There are 44 phonemes in the English language.

pure sound – this sound does not have extra tones added to it, it is really difficult to use a letter's pure sound and takes practise! There is a video on YouTube created by RWI called 'Parent video: how to say the sounds'.

segment – the opposite of blending, used to support with spelling e.g. cat -> c-a-t.

special friends - two or three letters, one sound, a RWI saying to help explain digraphs and trigraphs.

sound-blending – see blending.

trigraph – a group of three letters representing one sound e.g. 'igh' in high.

vowel – a, e, i, o, u.

Red Words

Teach your child these words by saying the word and getting them to repeat it. These words do not follow a regular phonics pattern and are therefore called 'red words'. Practise these at speed so the children become very familiar with them.

the	a	do
to	today	of
said	says	are
were	was	is
his	has	I
you	your	they
be	he	me
she	we	no
go	so	by
my	here	there
where	love	come
some	one	once
ask	friend	school
put	push	pull
full	our	what
all	call	want
does	tall	small
any	come	watch
once	talk	one
anyone	many	some

Set 2 & 3 Sound Picture Prompts

If your child writes at home, have this page out by them to help them with their phonics.

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 coke	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  core 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