

# Reading at home

## Glossary

**Fred Talk** – sounding out the word before reading (blending)

**sound-blending** – putting sounds together to make a word,  
e.g. c-a-t *cat*

**special friends** – sounds written with more than one letter,  
e.g. **sh, ng, qu, ch**

**Speed Sounds** – the individual sounds that make up words

### Useful Video Links:

How Read Write Inc. phonics works:

<https://www.youtube.com/watch?v=MbWIujM1WGM&t=43s>

10 things to think about when reading with your child:

[https://www.youtube.com/watch?v=eqhwJhd\\_fNM](https://www.youtube.com/watch?v=eqhwJhd_fNM)

Your child will learn to read in a very simple way.

He or she will learn to:

1. Read **letters** by their 'sounds'
2. Blend these sounds into **words**
3. Read the words in a **story**.



## How will my child learn to read?

First, your child will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter:  
**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** and sounds written with two letters  
(your child will call these 'special friends'): **sh th ch**  
**qu ng nk ck**
- Words containing these sounds, by sound-blending,  
e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*,  
s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- Blending Books and Red, Green and Purple Storybooks.

Second, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or**  
**air ir ou oy**
- Words containing these sounds
- Pink, Orange and Yellow Storybooks.

Third, he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw**  
**are ur er ow ai oa ew ire ear ure**
- Words containing these sounds
- Blue and Grey Storybooks.

Your child will be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em';  
's' as in 'sun' not 'es'.

## 1. Help your child read the Set 1 Speed Sounds

Before you get going, visit [www.ruthmiskin.com/parents](http://www.ruthmiskin.com/parents) to practise saying the sounds clearly. The more clearly *you* say the sounds, the more quickly your child will learn them.

**Important:** We say 'mmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

Your child will bring home the Set 1 Speed Sounds cards or a *My Set 1 Speed Sounds Book*.

You'll see that each sound is drawn in the shape of a picture. For example:

- '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.



## Using the Set 1 Speed Sounds cards

The name of each picture is written on the back of the cards.

1. Ask your child to say the name of the picture on the back of each card, e.g. a-a-a-apple, ssssssnake, getting quicker each time.
2. Help your child to say the sound hidden behind each picture, e.g. 's' is behind the snake. Repeat until your child can do this quickly.
3. Help your child to say the sounds on the letter side, getting quicker each time. If he or she forgets, turn back to the picture side. When your child can say the sounds without turning over to check, increase the speed!



Learning the Speed Sounds in the classroom.

### Useful Video Links:

How to say the sounds:

<https://www.youtube.com/watch?v=KUbrJPA+65g&t=54s>

Reading 'stretchy' sounds:

<https://www.youtube.com/watch?v=jzAD1EPaYKY>

Reading 'bouncy' sounds:

<https://www.youtube.com/watch?v=aYgBI5w-MCw>

Reading 'special friend' sounds:

<https://www.youtube.com/watch?v=jQ3pGvw-HLE>

## 2. Help your child to read words

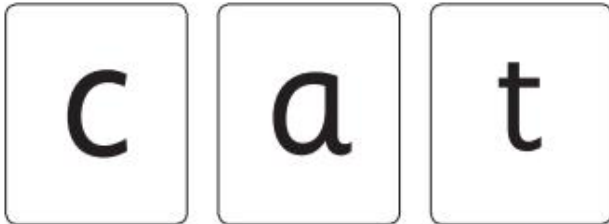
Once your child can read Set 1 Speed Sounds confidently, he or she can learn to read words. First, your child is introduced to a toy frog called Fred. Fred can *only* say the sounds in a word and needs your child to help him read the word. So, when you hear your child say 'Fred Talk', you'll know this means sounding out the word.

You can help your child to read words by following these steps:



Fred says the sounds and children work out the word.

1. Make up a word with three cards that your child can read quickly, e.g. c-a-t.



Point to and say the sounds, and then say the word. Ask your child to copy you.

Muddle up the cards. Ask your child to make the word again, and then point to and say the sounds.

Repeat with more 3-sound words, including some containing sounds made up of more than one letter, e.g. ch-a-t, sh-i-p, th-i-s.

2. Put out three cards. This time, ask your *child* to say the sounds.

Help him or her to blend the sounds into the words, until your child can do it without your help.

3. Repeat with some 4-sound words, e.g. b-l-i-p, f-r-o-g, g-r-i-n, s-t-o-p, j-u-m-p, h-a-n-d, b-l-a-ck.

## Special Friends

### Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



'Special friends' are sounds that are made up of more than one letter.

If your child hesitates when reading words with 'special friends', remind them to read the word using 'Special Friends, Fred Talk, read the word'.

For example, this means they spot the 'sh', then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.

## Reading Red Words

This is Red Hat Rob.



"I will grab that cash box," he said.

I

said

Some words are 'tricky' because they contain letters that don't match the sounds the child has been taught.

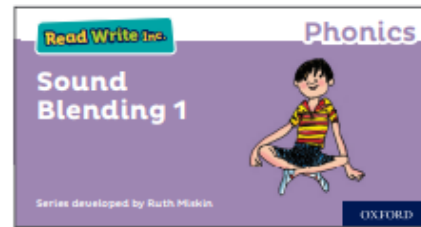
For example, 'said' has 'ai' making an 'e' sound.

We teach these common exception words as Red words.

In the early Storybooks, these words are printed in red text.

### 3. Help your child read the Sound Blending Books

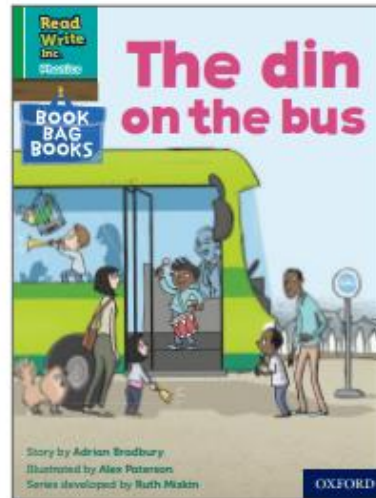
Ask your child to read each word in sounds (Fred Talk) and then say the word. Then, he or she can turn over and check if they're right.



### Book Bag Books

Once they are confident when blending sounds to read words, your child will bring home a Book Bag Book matched to their reading level.

Explanations of how to use the activities are included in the books.



#### Useful Video Links:

Sound blending:

<https://www.youtube.com/watch?v=S8vuje-wMQw>

Sound Blending Books:

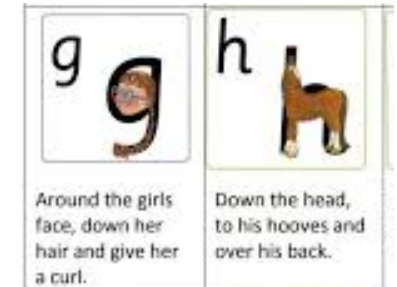
<https://www.youtube.com/watch?v=vhLjXT1jP9M>

How to teach sound blending:

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

### Help your child to write sounds and spell words

Each sound has a handwriting rhyme to help your child form the letter the correct way. It would be useful if you could practise using these rhymes when writing at home too.



Your child will bring home a Sound Booklet to help them practice the letter formation of the sounds they have been learning in school.

We use Fred Fingers to help children sound out words to spell easily.

Children say the word and pinch the sounds in order on their fingers before writing.



#### Useful Video Links:

Spelling with 'Fred fingers':

<https://www.youtube.com/watch?v=95W-q7Sjrbw&t=2s>

## Supporting phonics at home

- Listen to your child read the same Storybook again and again
- Use pure sounds, not letter names
- Encourage your child to use 'Special Friends', 'Fred Talk', 'read the word'
- Listen to your child read their Storybook every day
- Read stories to your child every day

### Useful Links & Further Information:

Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Ruth Miskin YouTube:

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIg9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

## Example comments for your child's reading journal

- Grace sounded out 'cat' and 'Bob' in her reading but she read all other words on sight.
- Max spotted 'the' and told me it was a tricky red word.
- Jim wanted me to read to him tonight, he told me what was going to happen next.
- Sue took a breathe at the full stops and read clearly.
- Betsy was shattered tonight so we just read her bedtime story, she loves Stickman at the minute.
- Elliot spotted 'Maisie mountain mountain' and used Fred talk to sound out his words.
- Joe has really enjoyed this story, he tried using different voices.
- Lisa told me she is a great reader and wanted to tell her Granda all about the new words she could read.
- Maggie played I spy on the way home from school and could identify objects beginning with the 't' sound.
- John enjoyed playing 'Fred games' tonight. He is becoming more confident when blending sounds to identify the word.