



Reading the story

- Ask your child to read the story. If they hesitate in reading a word, ask them to show you how they sound it out – and praise them when they succeed.
- Read back each section to keep the plot moving. (Their energy is going into reading the words.)
- Do not ask them to guess the word by using the pictures.
- Be patient.

A Fresh Start Reader

Your child might bring home a *Fresh Start* Reader. This book provides extra practice of the sounds they have been learning. Your child may not have read the text at school so will need more support in reading this book. Help them to read the **Red Words** and **Challenge Words** at the start of the story.



If you have any questions, please speak to your child’s class teacher. Alternatively, [www.ruthmiskin.com/parents and carers](http://www.ruthmiskin.com/parents-and-carers) has many videos to help you support your child.

Information booklet for parents and carers

At times, there are children that fall behind when learning to read, through no fault of their own. However, it is never too late for them to learn. This booklet shows you how to support your child step-by-step using *Read Write Inc. Fresh Start*.

They will learn to:

- Read **letters** by their ‘sounds’ (not by their letter names)
- Blend these sounds into **words**
- Read the words in a **story**.

1. First your child will learn to read the Set 1 sounds:

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: sh th ch qu ng nk ck

(we call these ‘best friends’ or ‘digraphs’).

2. Then they will learn how to blend the sounds together to read words.

For example:

p-a-t → pat c-u-p → cup s-e-n-d → send
 sh-i-p → ship ch-o-p → chop w-i-th → with

3. Next, they will learn to read the Set 2 sounds, and then to read them in words:

ay (play) ee (see) igh (high) ow (snow) oo (zoo) oo (look)
 ar (car) or (for) air (fair) ir (whirl) ou (out) oy (enjoy)

4. Then they will learn to read the Set 3 sounds, and to read them in words:

ea (tea) oi (spoil) a-e (make) i-e (smile) o-e (phone) u-e (huge)
 aw (yawn) are (care) ur (purse) er (letter) ow (brown) ai (rain)
 oa (goat) ew (chew) ire (fire) ear (hear) ure (sure)

At each stage they read stories with words that contain the sounds they have learnt. As they learn more sounds, they will learn to read more stories.

For example, once they can read Set 1 sounds, they will be able to read this:

The Thing from Planet Z

1 "Stop!" yelled Alek. "Stop!"

It was big with long fangs, and lots of lumps and scabs on the back of its neck.

It crept along on stiff, bent legs. It was the Thing! The Thing from Planet Z!

2 "Hiss! Hiss! Gulpi!"

It crept up to Alek and gripped his leg in its fat fists.

"Help! Agh! It's got me! The Thing's got me!"

3 Asha was mending the fins of the Sun Ship. She looked up from the deck of the craft and squinted into the red dust. She looked grim.

"Hang on, Alek!" she yelled. "Just hang on, if you can!"



Once they can read Set 2 sounds, they will be able to read this:

A short history of football

1 Football has transformed as a sport since it was invented. Let's look back at the ways in which the sport has evolved ...

2 **1800s**
When it started as a sport, football was similar to rugby. All players could catch the ball and run with it. A player carrying the ball could be grabbed or pushed to the floor!

3 **1871** Now just the goalie could pick up the ball. The sport started to look more similar to the football of today.
1881 You could see a women's match such as Scotland v England. The kit they wore has evolved a bit since then!



4 **1888** Some of today's top clubs, such as Aston Villa, had formed. Players could now expect payment and you could expect to see a top-class match.
1895 A British women's football team was formed. 10000 fans attended a women's match in March 1895.

Once they can read Set 3 sounds, they will be able to read this:

Frankenstein's monster

1 "I am going to make a new, superior kind of human being!"

These were the fatal words of Victor Frankenstein, doctor and inventor, the man who created ... a monster.

I knew I could do it. First I needed the raw materials. I became a collector of body parts – an arm here, a leg there, a few brains ... I made working drawings. I weighed and I measured. Then, at last, I was ready to make my human figure. I worked night and day to make a human form, capable of speech, thought and movement – the process took many months.

And then, at last, I stood back to see what I had made.



Red Words

Some words contain sounds which are tricky as they don't look like they sound. For example, *said, the, friend, who*. We call these 'Red Words'. Your child might need help reading these words.

How you can help

Your child will make faster reading progress if you are able to support them at home.

They may bring home:

1 My Set 1 (or My Sets 2 and 3) Speed Sounds Book

This is to help them practise reading their sounds. There are instructions in the book explaining how you can help.



Once your child is reading stories, they may bring home:

2 A story in a *Fresh Start* Module

Your child will have read this story three times within their Fresh Start session at school, so they should be able to read the story confidently. Let them show you how well they can read it. Don't forget to praise their effort.



Reading the sounds and words

Ask your child to show you how they read the sounds and words at the front of the Module. Help them with the Red Words and Challenge Words if necessary.