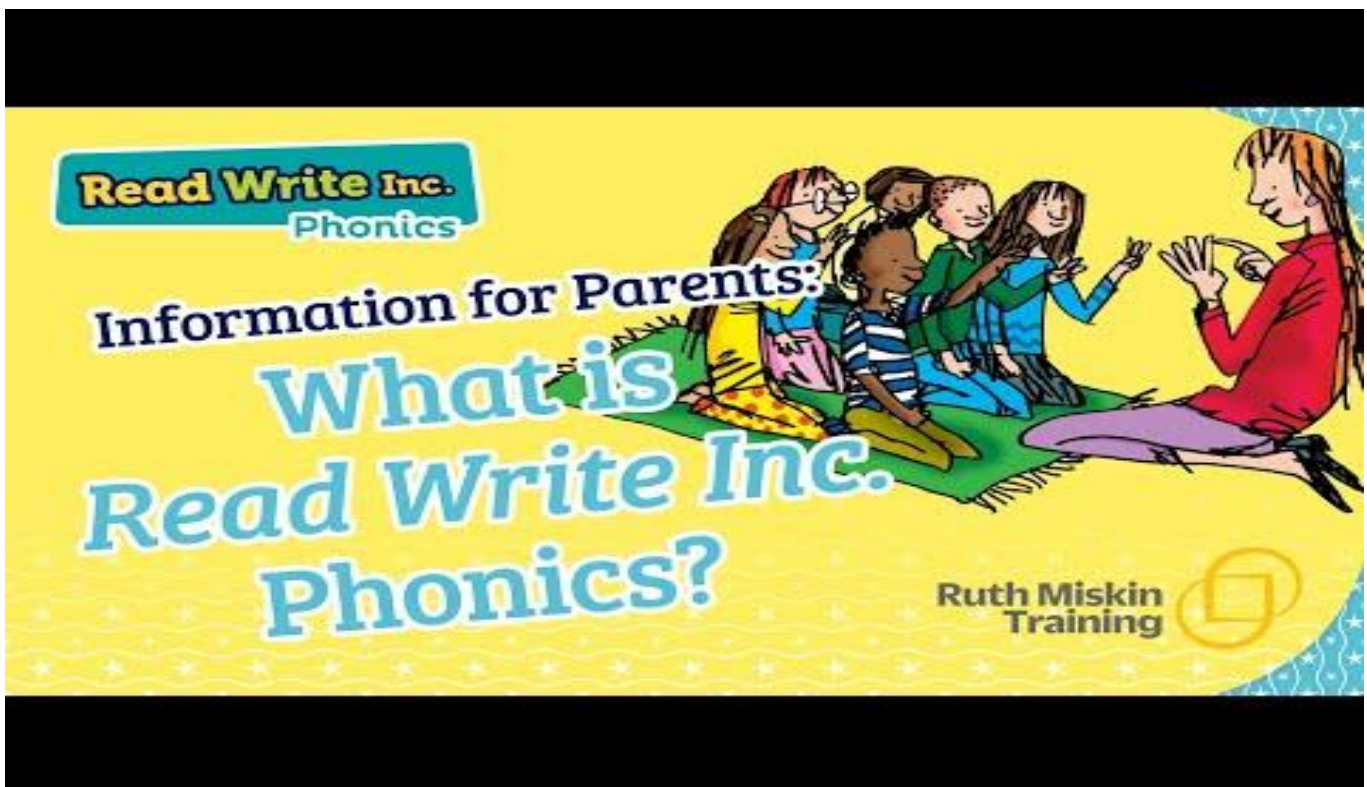




### What is Read Write Inc?

Read Write Inc. (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, we continue teaching RWI to pupils beyond the age of 7 if required, as we use a stage not age approach.

[Parent video: What is Read Write Inc Phonics](#)



RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>

Before learning and practising any sounds, it is really important to model and encourage **pure sounds**.

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

[Parent video: How to say the sounds](#)



### **RWI Set 1, 2 and 3**

The children are taught the sounds in 3 Sets.

#### **LEARNING SET 1 SPEED SOUNDS**

**Set 1 Sounds** are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

**At this stage we do not use the letter names.**

These are the **Set 1 Speed 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*

These are the sounds written with two letters (your child will call these '*special friends*')

*sh th ch qu ng nk ck*

Remember - Make sure your child says sounds like 'mmm', not letter names like 'em' or with a schwa like 'muh'. Watch the [Sound Pronunciation Guide video](#) to help you.

You can help your child practise the Speed Sounds they have learnt with the Speed Sounds practice sheets.

Each sound has an accompanying rhyme

Set 1	
Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.
<b>a</b>	Round the apple, down the leaf.
<b>s</b>	Slide around the snake.
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.
<b>t</b>	Down the tower, across the tower.
<b>i</b>	Down the insect's body, dot for the head.
<b>n</b>	Down Nobby and over the net.
<b>p</b>	Down the plait, up and over the pirate's face.
<b>g</b>	Round the girl's face, down her hair and give her a curl.
<b>o</b>	All around the orange.
<b>c</b>	Curl around the caterpillar.
<b>k</b>	Down the kangaroo's body, tail and leg.
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.
<b>b</b>	Down the laces, over the toe and touch the heel.
<b>f</b>	Down the stem and draw the leaves.
<b>e</b>	Slice into the egg, go over the top, then under the egg.
<b>l</b>	Down the long leg.
<b>h</b>	Down the horse's head to the hooves and over his back.
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.
<b>r</b>	Down the robot's back, then up and curl.
<b>j</b>	Down his body, curl and dot.
<b>v</b>	Down a wing, up a wing.
<b>y</b>	Down a horn, up a horn and under the yak's head.
<b>w</b>	Down, up, down, up the worm.
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back.
<b>z</b>	Zig-zag-zig, down the zip.
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.
<b>x</b>	Cross down the arm and leg and cross the other way.
<b>ng</b>	A thing on a string.
<b>nk</b>	I think I stink.

### **LEARNING TO BLEND WITH SET 1 SPEED SOUNDS**

Your child is learning to read words containing **Set 1 Speed Sounds** by sound blending. For example:

*c-a-t 'cat'*

*m-a-t 'mat'*

*g-o-t 'got'*

*f-i-sh 'fish'*

*s-p-o-t s 'spots'*

*b-e-s-t 'best'*

*s-p-l-a-sh 'splash'.*

If your child is learning to sound blend, watch the [Sound Blending video](#) for tips on how to support them.

## **Blending & Fred Talk**

**F-r-e-d**

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, '**Fred Talk**'.

For example: m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred.

[Read Write Inc. Phonics: Ruth Miskin on how to teach blending to children](#)



## **LEARNING SET 2 SPEED SOUNDS**

These are the Set 2 Speed Sounds:

*ay ee igh ow (as in blow) oo (as in zoo)*

*oo (as in look) ar or air ir ou (as in out) oy*

Each sound in set 2 has a phrase and some key practice words:

Set 2 Speed Sounds		
Sound	Phrase	Words to practise reading and spelling
ay	ay: may I play	play, day, may, way, say, spray
ee	ee: what can you see	see, three, been, green, seen, sleep
igh	igh: fly high	high, night, light, fright, bright, might
ow	ow: blow the snow	blow, snow, low, show, know, slow
oo	oo: poo at the zoo	too, zoo, food, pool, moon, spoon
oo	oo: look at a book	took, look, book, shook, cook, foot
ar	ar: start the car	car, start, part, star, hard, sharp
or	or: shut the door	sort, short, horse, sport, fork, snort
air	air: that's not fair	fair, stair, hair, air, chair, lair
ir	ir: whirl and twirl	girl, bird, third, whirl, twirl, dirt
ou	ou: shout it out	out, shout, loud, mouth, round, found
oy	oy: toy for a boy	toy, boy, enjoy

### [RWI Set 2 Sounds](#)

If your child is learning the Set 2 Speed Sounds, you could help them to:

- Complete the [Speed Sounds practice sheets](#) for the Speed Sounds they have learnt.
- Read these free [eBooks](#) at Red Ditty level, then Green level and then Purple level, in order. We recommend children read each eBook three times, as they would at school: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.

### **LEARNING SET 3 SPEED SOUNDS**

When the children are confident in Set 1 and 2 sounds, they progress onto Set 3.

These are Set 3 Speed Sounds:

**ea** (as in tea)

**oi** (as in spoil)

**a-e** (as in cake)

**i-e** (as in smile)

**o-e** (as in home)

**u-e** (as in huge)

**aw** (as in yawn)

**are** (as in care)

**ur** (as in nurse)

**er** (as in letter)

**ow** (as in brown)

**ai** (as in snail)

**oa** (as in goat)

**ew** (as in chew)

**ire** (as in fire)

**ear** (as in hear)

**ure** (as in pure)



If your child is learning Set 3 Speed Sounds, you could help them to:

- Complete the [Speed Sounds practice sheets](#) for the Speed Sounds they have learnt.
- Read the [eBooks](#) at Pink level, then Orange level and then Yellow level, in order. We recommend children read each eBook three times, as they would at school: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.

Each sound in set 3 has a phrase and some key practice words:

**Set 3 Speed Sounds**

Sound	Phrase	Words to practise reading and spelling
ea	Cup of tea	clean, dream, seat, scream, real
oi	Spoil the boy	join, voice, coin
a-e	Make a cake	make, cake, name, same, late, date
i-e	Nice smile	smile, white, nice, like, time, hide
o-e	Phone home	home, hope, spoke, note, broke, phone
u-e	Huge brute	tune, rude, huge, brute, use, June
aw	Yawn at dawn	saw, las, dawn, crawl, paw, yawn
are	Care and share	share, dare, scare, square, bare
ur	Nurse with a purse	burn, turn, spurt, nurse, purse, hurt
er	A better letter	never, better, weather, after, proper, corner
ow	Brown cow	how, down, brown, cow, town, now
ai	Snail in the rain	snail, paid, tail, train, paint, rain
oa	Goat in a boat	goat, boat, road, throat, toast, coat
ew	Chew the stew	chew, new, blew, flew, drew, grew
ire	Fire! Fire!	Fire, hire, wire, bon/fire, in/spire, con/spire
ear	Hear with your ear	hear, dear, fear, near, year, ear
ure	Sure it's pure	pure, sure, cure, pic/ture, mix/ture, ad/ven/ture

As previously stated, throughout all Stages of phonics, it is important that **pure sounds are modelled and encouraged**. These can be heard again, alongside the RWI letters, in this video link.

[RWI Pure Sounds](#)



Now, children know a variety of ways (graphemes) to represent a sound (phonemes).

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

## READING BOOKS WITH SET 1, 2, AND 3 SPEED SOUNDS

If your child has learnt all three sets of Speed Sounds, they need to practise them and read books with words made up of those sounds. They could:

- Complete the [Speed Sounds practice sheets](#) for the Set 3 Speed Sounds.



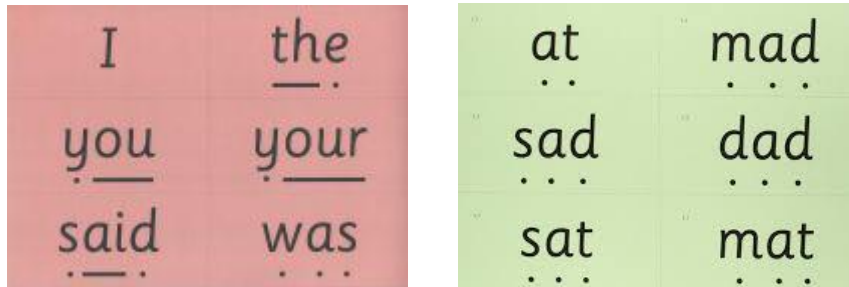
- Read the [eBooks](#) at the Blue level and then the Grey level, in order. We recommend children read each eBook three times, as they would at school: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.

## RED and GREEN Word Cards

Within all the RWI sessions/books children will be exposed to **red** and **green** words to learn to help them to become speedy readers.

**Red** words are words that are not easily decodable and challenge words to extend children's vocabulary.

**Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

During the RWI session children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills. You may have heard your child talking about '**hold, edit or build a sentence**'.

**Hold a sentence** is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

**Build a sentence** is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

## Nonsense words (Alien words)- What 'a load' or nonsense!

As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the **Year One Phonics Screening check** in the summer term. These words provide endless opportunities for children to apply and practise their thinking in a range of different contexts.

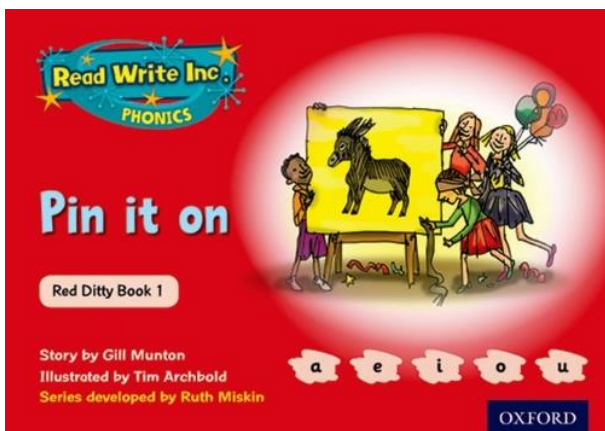




## Reading Read Write Inc. books at home

Children in Reception who are learning the first 44 letter sounds and are not blending fluently will bring home sound sheets, picture books and a library book for you to read with them.

Once children can blend fluently and know the first 44 sounds, they will bring home Ditty sheets or a red Ditty book.



**Ditty 19: can I?**

**Speed Sounds** - read the sounds that the letter names

ch x c i a n s g t p e o b

**Green Words** - read these words by blending the sounds together

can get box pop  
chip chips choc chocs

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

I no of

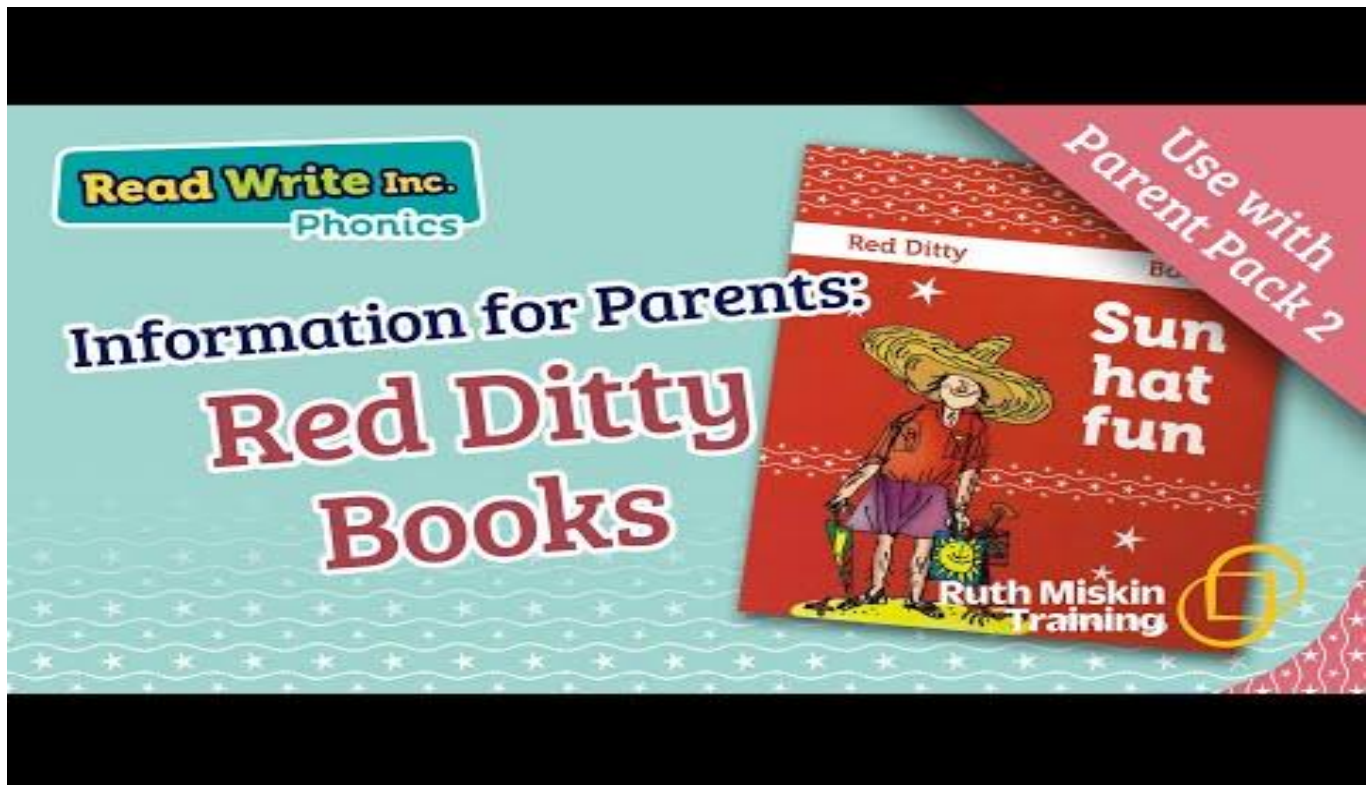
can I get chips?  
no

can I get pop?  
no

can I get a box of chocs?  
no



[Parent video: Red Ditty Books](#)



Please encourage your child to read though the speed sounds page first, then the green and red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. Your child will have read this book at least three times before they bring it home. They should be able to read this book with fluency and expression by the time they bring it home and they should have a good comprehension of what the book is about. At the back of the book are find it/prove it questions for you to do with your child.

### **Useful websites:**

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

<https://www.ruthmiskin.com/en/find-out-more/parents/> - Information and resources to support phonics learning at home

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

[BBC Bitesize](#) - many games to play covering all areas of the curriculum

### **Read Write Inc guide for parents**

The following links provides lots of free *Read Write Inc. Phonics* resources to help your child, including eBooks, practice sheets and parent films.

[Read Write Inc. guide for parents](#)

## **How will my child be taught to read?**

We start by teaching phonics to the children in the Reception class. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. We teach the children simple ways of remembering these sounds and letters. Ask them to show you what these are.

The children also practise reading (and spelling) what we call 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

The children practise their reading with books that match the phonics and the 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence.

The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

## **How will I know how well my child is doing?**

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading. We use the information to decide what reading group they should be in. Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

We also use a reading test so that we can make sure that all our children are at the level that they should be for their age compared to all the children across the country.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

### **How long will it take to learn to read well?**

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

### **What can I do to help? Is there anything that I shouldn't do?**

You will be invited to a meeting so that we can explain how we teach reading. Please come and support your child. We would very much like you to know how to help.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. *Please* trust your child's teacher to choose the book(s) that will help your child the most. Help your child to sound out the letters in words and then to 'push' the sounds together to make a whole word. Try not to refer to the letters by their names. Help your child to focus on the sounds. You can hear how to say the sounds correctly at this link: <https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family. You can find out about good stories to read to your child here: <https://www.facebook.com/miskin.education>

### **What if he or she finds it difficult to learn to read?**

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult. First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own. These adults are specially trained to support these children. Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

If we have any serious worries about your child's reading, we will talk to you about this.

Some children take a bit longer to learn to put sounds together to read a word, e.g. c-a-t to make the word 'cat'. At our meeting, we will explain how you can help your child to do this.

### **What if my child turns out to be dyslexic?**

The way we teach reading is especially helpful for children who might be dyslexic. This is because we use a very well-organised programme that has a strong focus on phonics. This is very important for children who find learning to read difficult. If you are worried about your child, please come and talk to us.

## **My child has difficulty pronouncing some sounds. Will this stop them learning to read through phonics?**

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound. Often they say a t-sound for the c-sound; "tttssh" for the s-sound; "w" for the r-sound and "r" for the l-sound. You can help your child by encouraging him or her to look at your mouth when you say the sound. Whatever you do, do not make your child feel a failure. They can easily learn to read, even if they find one or two sounds difficult to say.

Don't hesitate to contact us if you have any concerns. We are here to help.

## **Where else can I find information?**

Watch video tutorials on <http://www.ruthmiskin.com/en/parents/> to help you to understand more about Read Write Inc. Phonics and how to help your child read and write at home.

Other useful websites:

Ruth Miskin Facebook:

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

Free e-books for home reading:

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

YouTube

[https://www.youtube.com/ruthmiskintrainingedu?mc\\_cid=63bfb74b56&mc\\_eid=4ec2ad9cea](https://www.youtube.com/ruthmiskintrainingedu?mc_cid=63bfb74b56&mc_eid=4ec2ad9cea)

## **Glossary**

### **'Special Friends'**

Special friends are a combination of two or three letters representing one sound, e.g. ck, ay, igh, oa.

### **Fred Talk**

Fred the Frog helps children read and spell. He can say the sounds in words, but he can't say the whole word, so children have to help him.

To help children read, Fred (the teacher) says the sounds and then children say the word.

For example, Fred says c-a-t, children say cat, Fred says l-igh-t, children say light.

Teachers are encouraged to use Fred Talk through the day, so children learn to blend sounds.

For example:

Play Simon Says: Put your hands on your h-ea-d/ f-oo-t/ kn-ee.

Put on your c-oa-t/ h-a-t/ s-c-ar-f.

Set the table with a b-ow-l/ f-or-k/ s-p-oo-n.

### **'Fred in your head'**

Once children can sound out a word, we teach them to say the sounds silently in their heads.

We show them how to do this by:

1. whispering the sounds and then saying the whole word;
2. mouthing the sounds silently and then saying the whole word;
3. saying the whole word straight away.

### **Perfect pencil grip**

Children sit at a table to write.

They hold up a pencil in a tripod pencil grip with the non-writing hand flat holding their paper.

## **How can I support my child's reading and writing?**

Here are the top five things you can do.

See the other FAQs for further detail.

1. Ask your child to read the Speed Sound cards speedily.
2. Use Fred Talk to help your child read and spell words.
3. Listen to your child read their *Read Write Inc. Storybook* every day.
4. Practise reading Green and Red Words in the Storybook speedily.
5. Read stories to your child every day.

## **What will my child bring home to read?**

- 'Last and past' Storybooks: contain sounds and words the children know. This is the Storybook they have just read at school and maybe some they have read before, for extra practice. Please don't worry that books are too easy. Children enjoy re-reading stories they know well. Their speed and understanding improves on every read.
- Book Bag Books: matched to the Storybooks children read in school and used for extra practice. They include many of the same reading activities that we use in class and include parent guidance.
- More Storybooks and Non-fiction books: matched to the sounds and words your child knows well.
- Picture books to share with you: read these stories to children or encourage them to retell the story by looking at the pictures. They are not expected to read the story themselves.
- Speed Sounds cards: for children to practise reading speedily. If needed, show your child the picture side of the card to help them remember the sound.
- Red Word book pages: challenge your child to read the Red Words speedily across the rows and down the columns. Set a timer – can they beat yesterday's time?

## **How can I support my child to learn Set 1 sounds and to blend?**

- Use pure sounds, not letter names. Watch the 'how to say the sounds' parent film on <http://www.ruthmiskin.com/en/parents/>.
- Watch the 'Reading the stretchy sounds with your child', 'Reading the bouncy sounds with your child' and 'Reading the digraphs with your child' parent films on <http://www.ruthmiskin.com/en/parents/> to see how to teach Set 1 sounds.

- Practise reading known Set 1 Speed Sounds cards speedily. If needed, show your child the picture side of the card to help them remember the sound.

We teach children to read and spell using Fred. He is a toy frog who can say the sounds in words, but not the whole word. Children have to help him.

To help children learn to blend, we say the sounds as Fred and then children repeat the sounds and say the whole word.

Here are two ways you can use Fred Talk at home:

1. play Fred Games together – see Fred Games document on <http://www.ruthmiskin.com/en/parents/>
2. speak like Fred throughout the day e.g. time for l-u-n-ch! Let's p-l-ay!

- Watch the 'Sound-blending' parent film on <http://www.ruthmiskin.com/en/parents/>

## How can I support my child to learn Set 2 or 3 sounds?

- Watch the 'Set 2/3 tutoring' film on <http://www.ruthmiskin.com/en/parents/>.
- Help your child practise reading known Speed Sounds cards speedily. If needed, show your child the picture side of the card to help them remember the sound.

## How do I listen to my child read?

Your child has a Storybook matched to the sounds and words they know – a decodable book – so they should be able to read all the words.

Please avoid saying, "This book is too easy for you!" but instead say "I love how well you can read this book!"

## 'Special Friends', 'Fred Talk', read the word

Remind your child to read words using 'Special Friends, Fred Talk, read the word' (see glossary).

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

## Red Words

Red Words are also known as common exception or tricky words. They occur in stories regularly (said, what, where) but have unusual letter combinations ('ai' in the word 'said' makes the sound 'e').

Remind your child not to use Fred Talk to read Red Words but instead to 'stop and think'.

Tell them the word if you need to.

## Read the same book again and again

Children love reading the same book again and again. Their reading becomes speedier and they understand what they are reading.

- Encourage your child to read words using 'Fred in your head' (see glossary).
- Show your child how to read the story in a storyteller voice.
- Share your enjoyment of the story when they read it again and again.

## What do I do with the picture books?

One of the most important things you can do as a parent at home is read *to* your child.

Loving stories is important because children who love stories want to read stories for themselves. Children who read a lot become better readers.

Here are some top tips for storytime:

1. make it a treat – introduce each new book with excitement
2. make it a special quiet time – cuddle up!
3. show curiosity in what you're going to read
4. read the story once without stopping so they can enjoy the whole story. If you think your child might not understand something say something like 'Oh I think what's happening here is that...'
5. chat about the story e.g. I wonder why he did that? Oh no, I hope she's not going to...
6. avoid asking questions to check what they remember
7. link to other stories and experiences you have shared e.g. this reminds me of...
8. read favourite stories over and over again – encourage your child to join with the bits they know. Avoid saying 'not that story again!'
9. use different voices – be enthusiastic!
10. love the book – read with enjoyment.

## How can I help my child to practise their handwriting?

Remind your child:

- to hold their pencil in 'perfect pencil grip' (see glossary)
- say the handwriting phrase to help them form the letter correctly – see Handwriting Phrases on <http://www.ruthmiskin.com/en/parents/>.

Challenge your child to see how many sounds they can write in a minute.

Say the sound and children write e.g. 'write m', 'write s', 'write w'.

## How can I help my child to spell words?

- Encourage your child to use Fred Fingers to spell words.
- Ask your child to say the sounds in the word as they press the sounds onto their fingers.
- Ask your child to then write the letters – if they get stuck, say the sounds again.
- Praise your child for spelling using the sounds they know, even if their handwriting is not perfect.

## How else can I develop my child's language?

Children will have a large vocabulary if they are part of a 'talk-a-lot' family:

- use every opportunity to talk with your child throughout the day – meal times, playing together, bath time
- use new and ambitious vocabulary e.g. miserable instead of sad, stroll instead of walk
- speak to your child in complete sentences
- make up stories together - there's no need to write it down.



## What resources can I buy to support my child's reading and writing at home?

You can purchase the below from Amazon to support your child with blending at home:

- Set 1/2/3 flashcards
- My Reading and Writing Kit age 3-5 – Set 1 Speed Sounds and blending
- My Reading and Writing Kit ages 5-7 – Red Ditty books
- My Reading and Writing Kit ages 5-7- Set 2 Speed Sounds, Green and Purple Storybooks

## Where else can I find information?

Watch video tutorials on <http://www.ruthmiskin.com/en/parents/> to help you to understand more about Read Write Inc. Phonics and how to help your child read and write at home.

Other useful websites:

Ruth Miskin Facebook:

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

Free e-books for home reading:

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

YouTube

[https://www.youtube.com/ruthmiskintrainingedu?mc\\_cid=63bfb74b56&mc\\_eid=4ec2ad9cea](https://www.youtube.com/ruthmiskintrainingedu?mc_cid=63bfb74b56&mc_eid=4ec2ad9cea)

