

Dear Parents and Carers,

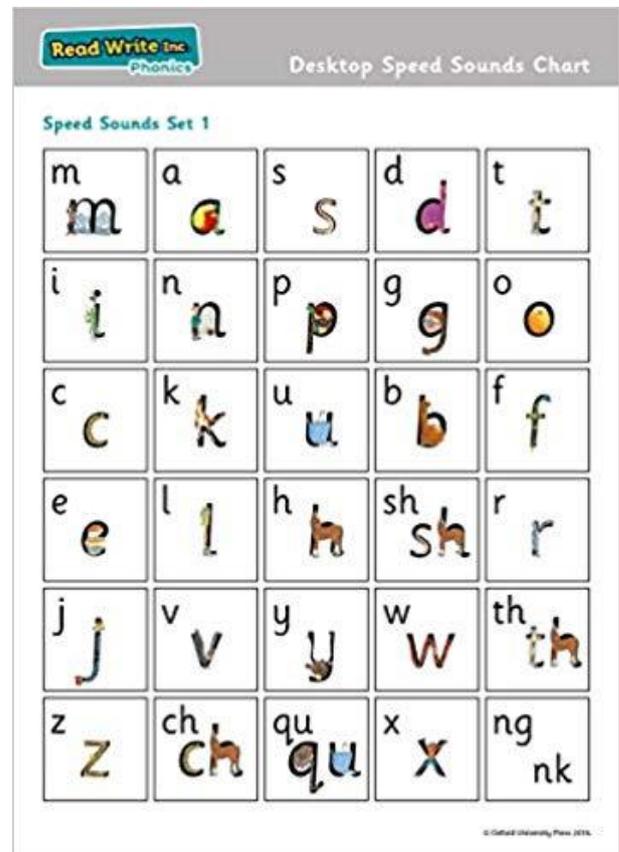
**Phonics and learning to read:**

At the end of last term, every child had an informal assessment to check their phonics knowledge, so that we can begin to group them according to their need. We know that children make the fastest progress in phonics, if they are grouped with other children who have similar next steps. So, this week, the children have started new phonics groups according to their current attainment level.

Please check your child’s bag this week as they will bring home a letter informing you about which phonics group they are in and which teacher is taking the group.

**How to help at home:**

The children have now been taught most of the Read, Write Inc Set 1 sounds. The chart pictured to the right will help you to continue to practise the Set 1 sounds with your child at home to support their learning.



The chart below gives you some information about what each phonics group means and what they will be focusing on. If you have any further questions about RWI phonics and the way that we group the children, please don’t hesitate to ask. You are always welcome to speak to me on the playground after school. Alternatively, do ask your child’s Teacher or Teaching Assistant.

Kind regards,

Miss Caush

Phonics group	What does this mean?	When should children reach this level?
<b>1A</b>	Still learning to recognise set 1 sounds.	Most children are level 1A when they start school.
<b>1B</b>	Can recognise all/most set 1 sounds speedily.	End of October term.
<b>1C</b>	Recognise all set 1 sounds speedily and can orally blend short words. E.g. if an adult says ‘c-a-t’, the child will blend the sounds together and say ‘cat’.	End of Christmas term.
<b>Ditty group</b>	Read short words containing set 1 sounds. E.g. ‘cat’, ‘hot’, ‘sit’.	End of February term.
<b>Red group (books 1-5)</b>	Read short words containing set 1 digraphs (sh, th, ch, qu, ng, nk). E.g. ‘fish’, ‘chop’.	End of Easter term
<b>Red group (books 6-10)</b>	Read short words containing set 1 digraphs (as above). Developing the stamina to read slightly longer sentences.	End of May term
<b>Green group</b>	Reading longer words containing set 1 sounds. E.g. ‘twist’, ‘splash’. Starting to read short words speedily.	End of year
<b>Purple group</b>	As above but reading many short words speedily and has developed the stamina to read longer texts.	