

Read Write Inc.

At Uplands Manor we use Read Write Inc Phonics (RWI) to give your child the best possible start with their reading. We have put together a guide to how the RWI programme works together with some useful links.

Please take the time to read the information as it will provide invaluable information as to how you can help and support your child in reading.

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

How will RWI be taught?

All children are assessed regularly so they work with children at the same level. This allows complete participation in lessons.

Nursery

Children will be introduced to the pictures during the Summer term of Nursery.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners

- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Year One

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level.

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



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'. E.g. 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. https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Step 1

Children are taught pictures for each sound to help recognise the sound.



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.

Set 1

Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle

b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Please do not use letter names at this early stage

Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
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?	

Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  go on the see
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  what and how?

Speed Sounds Set 3

ea  top of tea	oi  spin the toy	ou  shout it out	oy  try for a toy	
a-e  milk a cake	i-e  milk milk	o-e  phone home	u-e  huge bear	aw  go on at dawn
are  care and share	ur  name with a purse	er  a better letter	ow  brown cow	ai  stall in the train
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  here it's pure

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

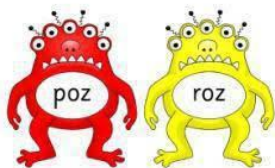
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Nonsense words (Alien words)



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.

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties.

Within all the books children will have **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.

I	the
you	your
said	was

at	mad
sad	dad
sat	mat

Dots and dashes represent the sound each letter makes.

Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

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.

Spelling



Children will use first use 'Fred fingers' to first sound

out a word before they write it down. Children learn how to spell by pinching each sound on fingers before writing the word.

Order of Story books: Children follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	End of Reception
Purple 1-10	Reception/Year One
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One

To help at home:

Children will bring home a 'book bag book' linked to the books they have been reading in school . Please help them to read and give lots of praise!

If you have any other questions about RWI, please see your class teacher.

Phonics Screening Check Year One

What is the Year 1 phonics screening check?

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then

be able to retake the check so that schools can track pupils until they are able to decode.

Useful websites for Parents

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.

<http://jollylearning.co.uk/> - Games and information for parents

<http://www.phonicsplay.co.uk/> - many games to play

<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.kenttrustweb.org.uk/kentict/kentict_home.cfm - fun games for the children to play and information for parents

<http://www.ngfl-cymru.org.uk/> - fun games for the children to play

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

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

Sparklebox - lots of resources to print off and help you support your child at home

BBC Bitesize - many games to play covering all areas of the curriculum