

Read, Write, Inc Phonics

Reception

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

Reading

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 books matched to their phonic knowledge
- work effectively with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

Children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write and spell accurately using Fred Talk
- learn to build simple sentences by saying sentences out loud before they write them

Talking

Children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other

Year One & Year Two

Children follow a similar format to Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for 30 minutes. Once children become fluent, speedy readers they will move into a comprehension group where they will focus on further developing their comprehension skills by targeting the Reading VIPER skills (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing).

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



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

During our sessions we use a frog 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 video below shows an example of blending sounds with Fred.

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

In Read, Write, Inc. the children are taught the sounds in 3 stages.

Stage 1:

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 kangaroo's 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
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.
z	Zig-zag-zig, down the zip.
x	Cross down the arm and leg and cross the other way
sh	Slither down the snake, then down the horse's head to the hooves and over his back
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
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
ng	A thing on a string
nk	I think I stink

Please do not use letter names at this early stage.

To hear how to pronounce sounds correctly, please see the video which can be found on the link below:

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



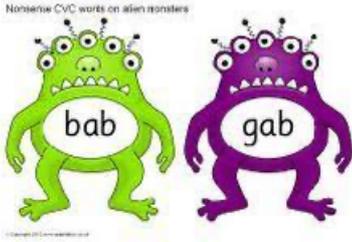
Stage 2:

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**.

Sound	Set 2 Sounds
ay	ay: may I play
ee	ee: what can you see?
igh	igh: fly high
ow	ow: blow the snow
oo	oo: poo at the zoo
oo	oo: look at a book
ar	ar: start the car
or	or: shut the door
air	air: that's not fair
ir	ir: whirl and twirl
ou	ou: shout it out
oy	oy: toy to enjoy

Sound	Set 3 Sounds
ea	ea: cup of tea
oi	oi: spoil the boy
a-e	a-e: make a cake
i-e	i-e: nice smile
o-e	o-e: phone home
u-e	u-e: huge brute
aw	aw: yawn at dawn
are	are: care and share
ur	ur: nurse with a purse
er	er: a better letter
ow	ow: brown cow
ai	ai: snail in the rain
oa	oa: goat in a boat
ew	ew: chew the stew
ire	ire: fire fire!
ear	ear: hear with your ear
ure	ure: sure it's pure
tion	
tious/cious	

Nonsense words (Alien words)



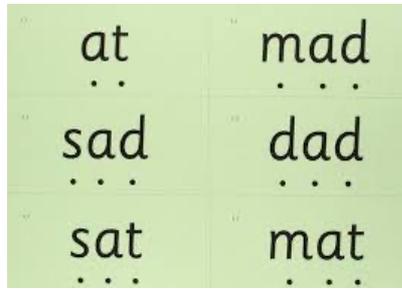
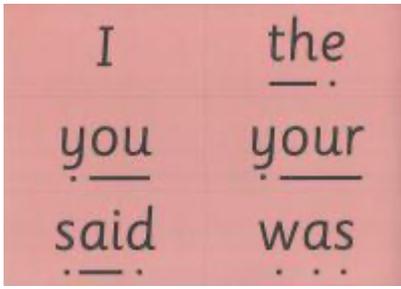
As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also be very prominent in the Year One Phonics Screening check in the summer term.

Stage 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. They will bring these home once they have read and discussed the book in class.

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 contain tricky sounds. **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 week, children read the same Read Write Inc. storybook three times in class with their partner. Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension. This helps children to love reading and want to read because they can read all of the words in the storybook.

Each re-read in school has a different focus:

- 1) The first read focuses on reading every word accurately.
- 2) The second read focuses on reading the story more quickly.
- 3) The third read focuses on comprehension - understanding what they read.

You may have heard your child also talking about 'Hold a Sentence'.

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

Order of Story books:

Below is the order of story books as they appear in Read, Write, Inc. Please note that before children progress onto red ditty books, they may be bringing home some sound blending books which build on what has been taught during RWI Speed Sound sessions in school

Books
Red Ditty
Green
Purple
Pink
Orange
Yellow
Blue
Grey

Expectations of Progress:

Below is a table outlining the expectations of progress for most children.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension

How can I help at home?

Your child will start to bring books home when they are confident readers. Please help them to read their book at home and give lots of praise! Information about the books that your children will be bringing home can be found below:

Information Regarding Read, Write, Inc. Book Bag Books

The RWI book which is been sent home builds upon many of the words and sounds which are covered in the Read, Write, Inc. storybook being read during our sessions in school. Children will need to read this book three times during the week, as they would in school. Each read should focus on the following:

- First read – reading the words accurately
- Second read – focusing on increasing fluency
- Third read – developing their ‘storytelling voice’ that shows an understanding of what is being read. E.g. expression, intonation, etc.

Before reading the book, ask your child to read the Story Green Words and Red Words found at the front of your child’s book. Point to the words as he or she reads. If your child hesitates, help him or her to sound – blend the word. You may also find a breakdown of the important vocabulary that can be found in the text. Please also take the time to discuss these words with your child.

After reading the book through, you will find a number of activities at the back of your child’s book. We recommend that you complete the following activities after each read:

- First read – Complete the ‘Questions to read and answer’ activity
- Second read – Complete the ‘Explain the text’ activity
- Third read – Complete the ‘Questions to chat about’ activity

For children bringing home a Red Ditty book, complete the following activities after each read:

- First read – Complete the ‘Retell the story’ activity
- Second read – Complete the ‘Questions to chat about’ activity

More Information:

More information about Read, Write, Inc can be found at the websites below:

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/>