
Read Write Inc. What happens after Pine?



December 2025



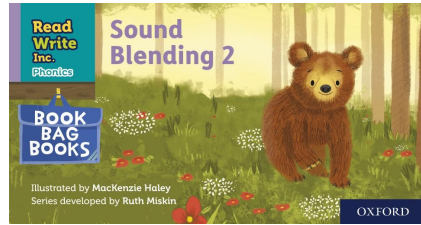
The Firs
Lower School

Expectations of Progress



	Autumn- 1st half	Autumn- 2nd half	Spring- 1st half	Spring- 2nd half	Summer- 1st half	Summer- 2nd half
YR	Picture books	Picture books	Sound Blending books	Ditty Sheets		
Y1						
Y2					Off RWI and into class literacy	

Order of Storybooks



Dirty 7 pup in the mud

Spelt books - identify each of just the letters in the word

u t d p s n m o i

Green words - read them out loud to your partner and then together

pup mud tub mop up in tut
sit sit

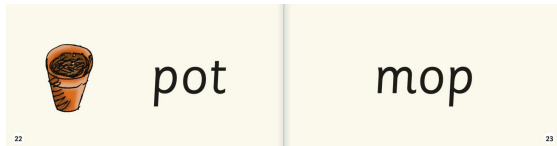
Red words - read them out loud but not the word it they get stuck

the I

pup sits in the mud
tut tut

pup sits in the tub
I mop up the mud

Remember not to read the story to your child first. To get the most from the story, to discuss what you've read, play a game, or make a drawing. You'll find the story on the page opposite to the storybook cover.



Yellow, Blue and Grey Storybooks

- Children read all the Yellow, Blue and Grey storybooks.



- **Yellow** books:-
 - increase in length (300 words from 150 words)
 - contain Set 1 and Set 2 sounds
 - include longer words e.g. pecked, flapped, grabbed.
- **Blue** storybooks:-
 - include challenging words containing Set 3 sounds.
- **Grey** books (450 words):-
 - include words containing **all** Set 3 sounds
 - include word endings such as -tion, -cious, -tious, -ible, -able.

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

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

a	e	i	o	u	ay	ee	igh	ow
	ea				a_e ai	y ea e	i_e ie i	o_e oa o

oo	oo	ar	or	air	ir	ou	o y o i	ire	ear	ure
u_e ue ew			oor ore aw au	are	ur er	ow				

Learning Set 2 and Set 3 sounds

- Harder for children to learn as the children need to learn phrases.
- ‘Focus’ sound- new sound or a ‘wobbly’ sound.
- ‘Focus’ sounds- taught on Mondays, Tuesdays and Wednesdays (reviewed on Thursdays and Fridays).
- Reinforcement of these sounds at home is key. Your child can practise them (out of order) using the yellow Speed Sound book.
- Intend to share when children have been taught a sound for the first time so children can practise them at home.



RWI Definitions

Fred Talk	saying sounds overtly
Fred In Your Head	saying sounds in their head (secret Fred Talk)
Speedy Reading	reading the word straight away- 'at a glance'

Speedy Reading



- Children need to be able to read at a sufficient rate to support comprehension. Both accuracy and speed are essential.
- There are three stages when learning to read words 'speedily':-
Fred Talk → Fred In Your Head → Speedy Reading
- Children progress at different rates and will need different amounts of time at the *Fred Talk* and *Fred In Your Head* stages
- Some children really struggle to 'let go' of Fred Talk!

Speedy Reading (cont)

- ‘Common words’ are taught using *Fred In Your Head*
- Speedy Reading forms part of the half termly formal assessment
- Can often be the barrier to children moving up to the next colour band.
- Knowing the meaning of the word is key! Children are able to read words at speed more easily if they have a visual representation of that word in their mind

What can parents do to help their child read words speedily?

- Prompt your child to read common words in the storybook using *Fred In Your Head*.
- Encourage your child to re-read storybooks to gain fluency- it's just practice, practice, practice!
- Give definitions of words which your child may be unsure of. (This may be more necessary for the Book Bag books which are unseen books.)
- Practise Speeding Up Word Reading films emailed home (this will depend on the need of the child). These have a great impact on a child's ability to read words 'speedily'!

Red Words

- These are words which have a tricky sound e.g. 'said' 'want'
- Children are taught what the tricky sound(s) is.
- Children need to learn these words **by sight**. Parents may want to display them around the house.
- In the early RWI books (Red, Green, Purple, Pink and Orange), these words are printed in red so that children know they can't be sounded out.

the

the

Core books

- Core books are read in class three times:-
 - 1st read-practise decoding
 - 2nd read- developing an understanding of the text
 - 3rd read-develop a story-telling voice
- 4th read at home! Another chance to build fluency as well as practise using their story-teller's voice!

Book Bag Books

- Book Bag Books are carefully matched to the Core book.
- Unseen books so your child may need more support with these. Prompt your child to sound out words rather than guessing!
- Re-reading the Book Bag Books is so valuable!
- **Red, Green, Purple, Pink** and **Orange**- Core book plus Book Bag book sent home every fourth/fifth day.
- **Yellow, Blue** and **Grey**- Core book plus two Book Bag Books sent home every fourth day.
- Recommend that children read at least times a week

Spelling



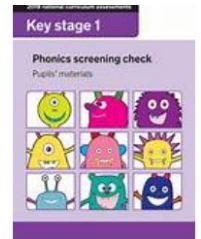
- Convert a whole word they hear into individual sounds- 'segmenting'.
- Children use 'Fred Fingers':-
 - Hold up the correct number of Fred Fingers.
 - Squeeze the sounds they hear on their fingers
 - Write the word down.
- This strategy means that children do not need to memorise lists of spelling words.
- Once the children have had lots of practise spelling words with Set 3 sounds, we focus on 'same sound, different grapheme' * e.g. play, paint, name



*grapheme- written representation for a sound

Phonics Screening Check

- Statutory assessment of your child's phonics knowledge.
- Carried out week beginning 8th June 2026 on one-to-one with the class teacher.
- Contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.
- Pseudo-words- words that are phonically decodable but are not actual words with an associated meaning. We call them 'nonsense' or 'alien' words.
- Pseudo are included in the check specifically to assess whether your child can decode a word using their phonic skills.



Phonics Screening Check (cont)

- Pass mark has been 32 out of 40 since it started in 2012. Parents are informed of the result in your child's end of year report.
- Children who don't pass re-sit the Phonics Screening Check in June 2027. They do not do a further re-sit.
- Extra practice in class and one-to-one interventions are put in place for children at risk of not passing.
- [Phonics Screening Check 2025- Information for Parents](#)

Useful Websites

Look at the 'Learning To Read At Home' page on the web for tips and resources for supporting your child at home:

[RWI- Information for parents](#)



[RWI resources- OUP](#) (RWI resources are published by Oxford University Press)

Any questions?





**At this school the Read Write Inc
Programme is managed by:**

Mrs Mercer