
Read Write Inc. Teaching Phonics at The Firs



October 2018



Why Read Write Inc Phonics?



- Tried and tested over many years
- A systematic, structured and evolving programme
- Regular built-in assessment to check progress
- A one-to-one support programme
- Early success in reading
- Training and ongoing support for staff

"When children can't read there is low self esteem. We want them to be reading with confidence, to be able to read quite sophisticated texts at an early age."

Ruth Miskin – former headteacher and creator of Read Write Inc.

Who is it for?



- Children from 4 years who are starting school – Read Write Inc. is a ‘start-up’ reading programme
- The programme also supports older children, developing their fluency and comprehension at a rapid rate

How does it work?



Your child will:

- Learn 44 sounds and corresponding letters and letter groups
- Learn how to read words by blending
- Read lots of specially written books featuring all the words they have learned to sound out and blend

This is known as **decoding**

How does it work?



To develop their comprehension, your child will:

- Talk a lot about what they have read to show their own understanding
- Listen to and discuss other ideas to deepen their knowledge of the text

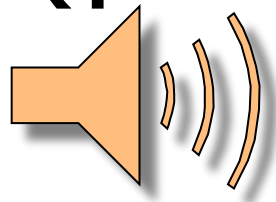


Phonemes



All words are made up of sounds

In English there are 44 sounds (phonemes)



Graphemes



A grapheme is a sound written down.

In English there are more than 150 graphemes to represent 44 sounds using our 26 alphabet letters.

'ai' sound



- train
- day
- cake
- sleigh
- straight
- baby
- rein
- reign

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| b | c k | d | g | h | j | p | qu | t | w | x | y | ch |
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| | | | | | | | | |
|----------|-----------|----------|----------|----------|-------------------------|-----------------------------------|-------------------------------------|-------------------------------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | a_e ai | y ea e | i_e ie i | o_e oa o |

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|--------------------------------------|-----------|-----------|--|------------|------------------------|-----------|-----------|------------|------------|------------|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
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Learning the code



We start off teaching your child a simple version of the code

Consonants: stretchy

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Consonants: bouncy

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Vowels: bouncy

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Vowels: stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

Set 1 sounds

Set 2 sounds ¹¹

Reading



- Involves two skills:-
 - being able to look at the letters and say the corresponding sounds
 - being able to blend the sounds and hear the word
- 'Fred' can *only* talk in pure sounds... (he can only say *c_a_t*, he can't say **cat**) so he helps the children to blend sounds to make a word. We call this *Fred Talk*.
- Lots of oral blending is key!
- Once a child can recognise the first 5 letter sounds (m, a, s, d, t) and they can blend sounds, they should be able to read *sat, Sam, mat, mad, sad, at, as*
- Child is able to read more complex words as s/he progresses through the programme.

Red Words

- These are words which have a tricky part to them
- Children need to learn these words by sight
- In the early RWI books, these words are printed in red.

Spelling...



- ❑ We use Fred to help the children to learn to spell as well!
- ❑ They convert a whole word they hear into sounds.
- ❑ In spelling, we call them 'Fred Fingers'. We tell them how many Fred Fingers they need, they squeeze the sounds they hear in the word on their fingers and then write the word down.



Storybooks and Get Writing Books



Reading Books



- Set 1 sounds and blending
Storybooks 10 x Green 10 x Purple 5 x Pink
Set 1 & 2 sounds
Storybooks 5 x Pink 12 x Orange
Storybooks 10 x Yellow
Storybooks 5 x Blue:
Set 1, 2, 3 sounds
Storybooks 5 x Blue 13 x Grey:
Ditties.... -

The Three Reads

- Reading first to practise decoding
- Reading a second time to ensure they understand the text
- Reading a third time to develop a story-telling voice

So how can you help your child?



- By knowing the 44 sounds

Simple Speed Sounds

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| | | | | | | | | | | nk | | |
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| k | | | | | | | | | | | | |
| a | e | i | o | u | ay | ee | igh | ow | | | | |
| | | | | | | | | | | | | |
| oo | oo | ar | or | air | ir | ou | oy | | | | | |
| | | | | | | | | | | | | |

They can practise the speed sounds with the sheets which are sent home daily and/or the Speed Sound Book

- By using Fred Talk sometimes at home with everyday words like these:

*back, head, tum, leg, hand, foot, knee
coat, hat, scarf, zip, sock, glove*

And...

- By knowing how to blend using Fred Talk for reading **m_a_t**



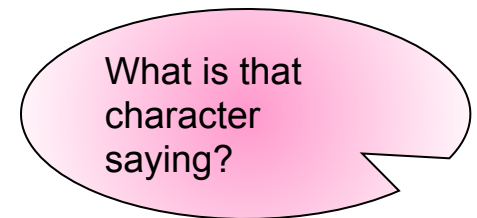
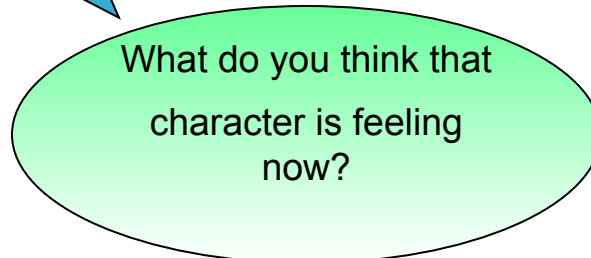
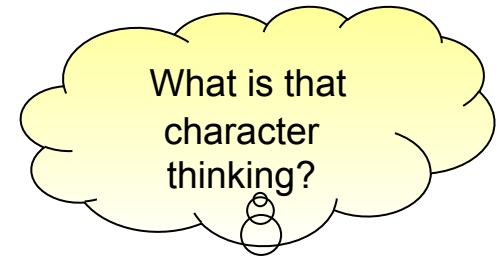
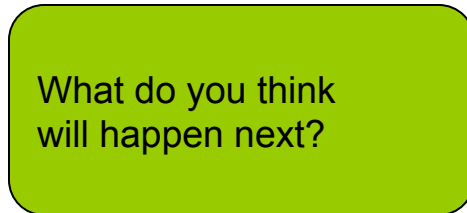
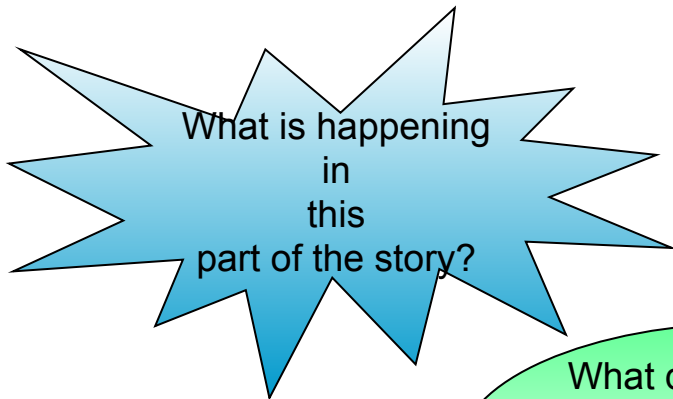
- By knowing how to do Fred Fingers for spelling



And...

- By reading to your child lots of lovely stories that are at a higher level than your child can read yet and asking lots of questions!

Use these prompts at the end of each page or paragraph:



And...

- By talking to your child as much as possible and 'feeding' them new and different words:

"Wow that's a **big** dog!"

"Wow that's an **enormous** dog!"

"Wow that's a **massive** dog!"

"Let's **eat** our lunch now."

"Let's **scoff** our lunch now."

"Let's **munch** our lunch now."

- By enriching conversations through description:

"Look at that rain. It looks like little diamonds hitting the window pane!"

And...

- By having a look at the Read Write Inc At Home pages on the web for tips and resources for supporting your child at home:

www.ruthmiskinliteracy.com

or

www.oup.com (RWI resources are published by Oxford University Press)





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

Mrs Mercer