

Phonics – Read Write Inc



We use Read Write Inc. Phonics programme to teach our children to read, write and spell.

Parent information:

Phonics

Read, Write Inc. Phonics is a structured programme that uses systematic phonics to teach all children to read and write. The ability to read and write is a key life skill that paves the way to success at school and in the world beyond.

To begin children are taught individual sounds daily during 'Speedy Sounds' sessions. After these have been learnt, children begin to learn how to blend these sounds into words during regular 'Word Time' sessions. It is vital that children are taught to pronounce 'pure' sounds. Sounds are either stretchy, like ssssssss or bouncy, like b,b,b,b.

Please follow the link below to find out the correct pronunciation of all the sounds taught through the Read, Write Inc. programme.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Green words

'Green' words are phonetically decodable words that the children learn to read. They allow children to become fluent readers because regular reading of these words mean that they become familiar and are able to recognise/read them on sight. They can then use their knowledge of these words to read similar words more quickly.

Red words

Red words are sometimes known as 'common exception words' or 'tricky' words. These are words that children will need to learn on sight because they contain parts that are not decodable. For example the word 'the' could be decoded as 'teh', but children must learn the correct pronunciation and spelling. Some of the red words are only

tricky until a specific sound is learnt or because people pronounce them differently in different parts of the country.

Nonsense words

Research has shown that incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However it is important to ensure that children understand that they are reading nonsense words so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick and valid way of assessing children which is why they form part of the Phonics Screening check that all children in Year 1 have to take. However reading nonsense words is only a small part of the Read, Write Inc. phonics teaching.

Fred talk



Fred is our Read, Write Inc. mascot/friend. He can only speak in sounds though, so we have to help him learn to say words, instead of sounds. For example Fred says 'c-a-t' instead of cat. We also teach him not to add 'uh' to our sounds in order to keep them pure. For example we say 'c' and not 'cuh'.

Fred Fingers

We use 'Fred Fingers' to help make the transition between oral sounding out and spelling with magnetic letters or on paper.

Firstly we count how many sounds we can hear:

"cat, c-a-t, 3 sounds".

Then we hold up that many fingers.

For each sound we use our other hand to squeeze a Fred Finger and say the sound

"c-a-t".

Watch out - words such as fish needs 3 Fred Fingers - "f-i-sh". Words such as flight need 4 Fred Fingers - "f-l-igh-t".

As children become more confident with their sounds and spelling words they will move away from using their Fred Fingers and instead rely on sounding out in their head.

Read, Write Inc. books

After children have learned and are confident in pronouncing enough sounds they will begin to read 'Ditty' books in their Read, Write Inc. lessons. Ditty books contain 3 short stories that the children read and these stories are made up from green and red words.

Following Ditty books children continue to read groups of books that have been specially written to support progress through the scheme. These books follow their own colour scheme and do not tie in with the previous home/school reading books scheme.

Children will bring home the RWI books they have been reading in class. Please hear your child read these books. By the time children bring the books home, they should be able to read them fluently therefore you will be able to celebrate their excellent reading with them!

Children will still bring home other books to share that they have chosen. They will not necessarily work the books bands of the previous scheme in the same way.

As part of the RWI scheme, children are now reading on a daily basis in school. Only reading done on top of this will be recorded in their reading record books so please don't worry if you do not see much evidence of school reading in these books.

Writing in Read, Write Inc. sessions

A typical Read, Write Inc. session contains a mix of learning and practising sounds, reading and writing. Each of the coloured storybook bands have a matching 'Get Writing' book that contains activities that the adults can use to build on the reading activities the children will have completed. The activities are designed to support the learning of sentence structure and grammar but also developing vocabulary and generating ideas for writing. Activities often include:

Hold a sentence - listening to, orally repeating and then writing a sentence linked to the book they were reading.

Edit a sentence - correcting errors in a sentence, for example missing capital letters, punctuation and spelling mistakes.

Create a sentence - writing about a stimulus, often a picture from the storybook they were reading, for example filling in a speech bubble, completing a 'Wanted' poster or writing a simple recipe.

Useful links

The websites below contain more information and resources that can be used to support your child at home. There is also a parent pack available to buy online. If you wish to have a look at one before buying then we have now got one in school.

<http://www.ruthmiskin.com/en/parents/>

<https://www.facebook.com/miskin.education>

<http://www.oxfordowl.co.uk/Reading/> This site does require you to register but it is free to do so.

Watch phonics videos using Set 1, 2 & 3 sounds:

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Read Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Use Oxford Owl for more help with Read Write Inc:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

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.

Speed Sound Chart Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	r	j
v	y	w	z	x
sh	th	ch	qu	ng
nk				

RWI letter formation

Read Write Inc. Letter Formation

The red dot indicates where to start with your pencil.

 <p>a</p> <p>Around the apple and down the leaf.</p>	 <p>b</p> <p>Down the laces to the heel and around the toe.</p>	 <p>c</p> <p>Curl around the caterpillar.</p>	 <p>d</p> <p>Around the dinosaurs bottom, up his tail neck & down to his toes.</p>	 <p>e</p> <p>Lift off the top and scoop out the egg.</p>	 <p>f</p> <p>Down the stem and draw the leaves.</p>
 <p>g</p> <p>Around the girls face, down her hair and give her a curl.</p>	 <p>h</p> <p>Down the head, to his hooves and over his back.</p>	 <p>i</p> <p>Down the body and dot for the head.</p>	 <p>j</p> <p>Down his body, curl, dot for his head.</p>	 <p>k</p> <p>Down the kangaroo's body tail and leg.</p>	 <p>l</p> <p>Down the long leg.</p>
 <p>m</p> <p>Down Maisie, mountain, mountain.</p>	 <p>n</p> <p>Down Nobby and over his net.</p>	 <p>o</p> <p>All around the orange.</p>	 <p>p</p> <p>Down the girates plait and around his face.</p>	 <p>q</p> <p>Round her head, up past her earring, down her hair and flick.</p>	 <p>r</p> <p>Down the robots back and curl over his arm.</p>
 <p>s</p> <p>Slither down the snake.</p>	 <p>t</p> <p>Down the tower, across the tower.</p>	 <p>u</p> <p>Down and under, up to the top and draw the puddle.</p>	 <p>v</p> <p>Down a wing, up a wing.</p>	 <p>w</p> <p>Down, up, down, up.</p>	 <p>x</p> <p>Down the arm and leg, repeat the other side.</p>
 <p>y</p> <p>Down a horn, up a horn and under head.</p>	 <p>z</p> <p>Zig-zag-zig.</p>				

Set 2 & 3 Sounds:

ay	ee	igh
ow	oo	oo
ar	or	air
ir	ou	oy

ea	oi	a_e
i_e	o_e	u_e
aw	are	ur
er	ow	ai
oa	ew	ire
ear	ure	

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.

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



Home Reading

Children have:

- A RWI Book Bag Book – this is as near to an exact match of the sounds a child knows so this should be a book where a child gets that sense of achievement whilst reading it at home. This is an independent reading book.
- An animal book – these are books for children to share with an adult at home. They are simpler and shorter in length compared to our picture sharing books. An animal book not an independent reading book.
- A picture sharing book – these books are for adults at home to read to their child. These should broaden vocabulary, give opportunity to ask questions and talk about what has been read and most importantly be enjoyed together! A picture sharing book is not an independent reading book.
- RWI Storybook – these books are a copy from books read in RWI lessons (they will be given out according to the speed of the sequence of lessons so therefore not on a set day) Children should be able to ‘showcase’ their reading skills and become a storyteller as they will have read it in class a number of times to assist accuracy and fluency. This is an independent reading book.
- Once children have moved off RWI they move to the ORT scheme. In year two, children move through turquoise, purple, white and lime levels. These children will also continue to take home a RWI Book Bag Book and a picture sharing book.

How to use Oxford Owl Website for School and Home (video)

<https://www.loom.com/share/045f927066424dec983ca9f02769fd7a>

