



Read Write Inc Phonics Programme

At Kates Hill Primary School we use the Read Write Systematic Synthetic Phonics Programme (validated by the DfE) to give your child the best possible start with their literacy. We have put together a guide to how the RWI programme works together with some useful links below.

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 and writing.

What is Read Write Inc. Phonics?

Read Write Inc (RWI) is a complete phonics and 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. Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. The programme is designed for children aged 4-7. However, at Kates Hill, we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. RWI was developed by Ruth Miskin and more information and guidance for parents on this can be found at <https://www.ruthmiskin.com/en/find-out-more/parents/>

Reading

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.

How will RWI be taught?

All children are assessed regularly by our RWI reading leader so they work with children at the same level. This allows complete participation in lessons. Mrs Bloomer is our Phonics reading leader so if you have questions about phonics, contact school who can refer you to her.

Nursery

When appropriate, children will be introduced to the initial sounds every day in the Spring or Summer Term. They spend the first part of their nursery experience learning to hear initial sounds in words, sounds in the environment and learning to Fred Talk (sound out words sound by sound and blend them).

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down. They are split into small ability groups where teachers can pitch learning according to where the child is working developmentally. Phonics top up tuition is given to our pupils who need extra support to help them read and blend.

Year 1 and 2

Children follow the same format as Reception but will work on more complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour. Once children become fluent, speedy readers, they will move on to VIPERS comprehension lessons.

There are 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.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- 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

Writing

The children:

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

Talking

The children:

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary
- Mrs Bloomer our phonics reading leader



Blending

Help your child learn to read words by sounding-blending (Fred talk) e.g. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set (shown further down the page).

Help your child to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.

Reading Books Sent Home

Children in Reception who are learning the first 44 letter sounds and are not blending fluently will bring home sound sheets, picture books and a library book for you to read with them. Once children can blend fluently and know the first 44 sounds they will bring home Ditty sheets or a red Ditty book to read as well as a love of reading book for you to share.

Read Write Inc Books

Please encourage your child to read though the speed sounds page first, then the green and red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. Your child will have read this book at least three times before they bring it home. They should be able to read this book with fluency and expression by the time they bring it home and they should have a good comprehension of what the book is about. At the back of the book are find it/prove it questions for you to do with your child.

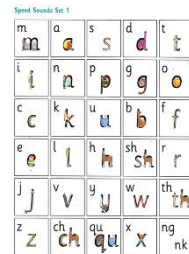
Finally, don't worry if your child is struggling at first with their sounds and words, they will get there in their own time. If you have time, we would urge you to try and read stories to your child before they go to bed. This will help develop a wider vocabulary which makes a vast difference to their quality of writing but it will also encourage them to enjoy a good story.

Developing a love of reading

We can achieve this together through:

- Read Write Inc, a program to help to your child learn to read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school

- Giving children access to a wide range of books at school and at home



A breakdown of the phonics sounds set by set:

The children are taught the sounds in 3 sets:

Step 1:

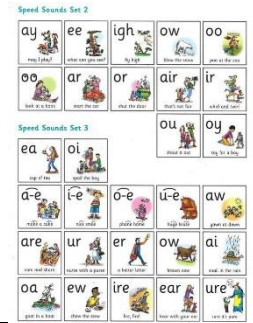
Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. See the following link to know exactly how to pronounce each sound <https://www.youtube.com/watch?v=TkXcabDUg7Q>

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

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?	

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.

Phonics Screening Check Year One

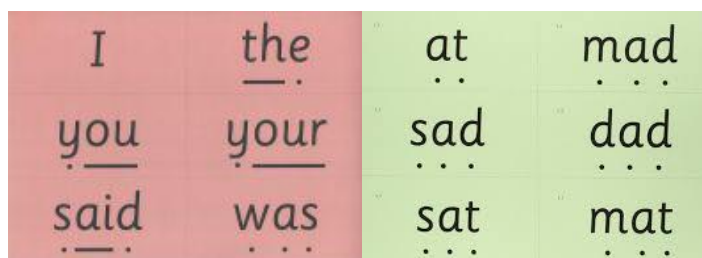
The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track pupils until they are able to decode. Take a look at the following link to find out more about the screening check <https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

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. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

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.



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. You may have heard your child talking about 'hold, edit or build a sentence'

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

Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Spelling

A spelling check will be held each week (This will only start in Reception when children are ready to write and form their letters). Children will use first use 'Fred fingers' to first sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.



Order of Story books: Children will hopefully 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. However, some children may need extra support and your teacher will talk to you about this.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	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/ Year 2

