

READ WRITE INC

Wednesday 30th September 2026



Why



Phonics?

A complete literacy programme - systematic and structured.

Meets the demands of the new national curriculum, giving your children the best chance of success in the national tests.

Starting at the beginning...Early Years

- *Read storybooks and non-fiction books closely matched to their developing phonic knowledge*
- *Read with fluency and expression*
- *Learn to spell using known sounds*
- *Write confidently by practising what they want to write out loud first*
- *Work well with a partner*

Aim at the end of Year 1...

Children are accurate and speedy readers

Some one-to-one tutoring - no child is left behind.

Storybooks align with the sounds learnt in class.

*What does Read Write
Inc look like in the
classroom?*



How do phonics help us to read?

Say "hello" to Fred.

Fred can only talk in sounds...

He says "c_a_t." Not **cat**.

We call this Fred Talk.



Set 1 Sounds

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

Set 2 Sounds

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

Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	cious	

ue	ie	au	e-e
----	----	----	-----

kn	ck	wh	ph
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tion	sion	e
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cious	tious
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Learning to blend and segment with the sounds we know...

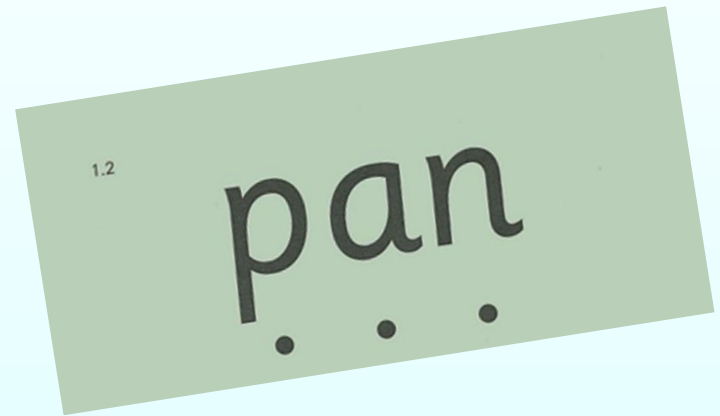
Green words – contain all the sounds we know

**Fred talk*

**Fred in your head*

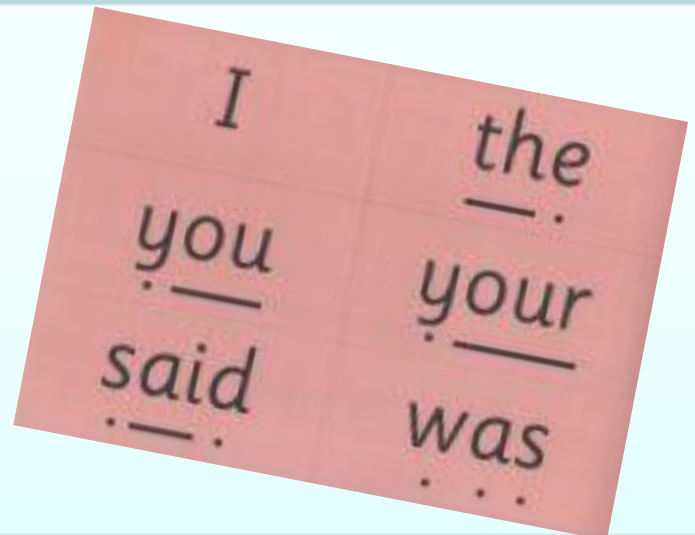
**No Fred talk*

Alien words!



Red words

'If it's red, it's hard to Fred'



Assessment and Monitoring

All staff are Read Write Inc trained – differentiated groups across the school

Reading is a daily activity

The importance of 3 reads

1-accuracy

*2-building **fluency***

3-expression, reading like a storyteller

Official assessments are carried out by the reading leader half termly, any individual concerns are raised.

The reading leader is available everyday to target specific children and support.



The Frog Prince

Many years ago, there lived a prince who was unkind. One day, a travelling witch cast a curse on him. He was transformed into a frog with a swish of her wand. She told him that he would only be turned back when he was thanked for a good deed.

The prince had a loyal servant named Henry. He was so upset at his master's curse that the witch was worried his heart would break. With another flick of her wand, she encased his heart in bands of iron.

For many years, the prince lived a lonely life as a frog with only Henry to keep him company. They spent their days around a large pond at the foot of a castle. Inside the castle lived a princess who was spoilt and as just as rude as the prince had been.

One sunny morning, the princess was playing with a ball of solid gold. It had been a gift from a suitor, but she had taken it and turned him away. On this day, she was throwing it high into the air and trying to catch it. Unfortunately, she missed the ball, and it rolled down the bank and into the muddy pond.

Seeing a chance to be helpful, Henry told the princess that his friend could help her. When the Frog Prince hopped into sight, she screamed and threw him against a tree.

"My lady," Henry shouted, "that frog is no ordinary frog. He was once the prince of

INFERENCE FOCUS

1. Why do you think the witch cast a curse on the prince?
2. Why would a good deed turn him back?
3. Why was Henry so upset at the curse?
4. Why was his life as a frog lonely?
5. Why did the princess throw the frog away?

these lands."

The princess didn't believe him. "If he was once a man, then let him fetch me my ball of gold."

Without hesitating, the prince jumped into the pond and swam to the bottom. He picked the ball of gold up in his mouth and swam back to shore. When the princess saw what he had done, she was so happy she bent down and gave him a kiss on the head. "Thank you," she said.

Henry and the prince jumped as glittery stars circled their heads. When it had disappeared, the frog was once again a prince and Henry's heart was freed from its iron cage. Hand in hand, the princess and the Frog Prince walked back to the castle where they were married.



VIPERS QUESTIONS

- | | |
|----------|---|
| V | Which word means that his heart was covered in metal? |
| R | What was her ball made from? |
| R | What appeared above their heads when the prince turned back? |
| S | Can you identify what happened first in the story: the princess kissing the frog or the frog fetching the ball? |
| E | Why did the author say the wand "swished"? |

How to help your child read at home



Available resources



Supporting our reading scheme

It is not a race through levels...there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and therefore understanding.

Why has my child got a book with no words?

The initial reading books we send home will be 'wordless' books. Until your child has covered, retained and began blending enough of the set 1 sounds it would be unfair to send home reading books with words for them to read.

It is paramount that children are given reading books that match their current phonics ability.

Before a child is given a book with words, we must ensure they are blending and segmenting.

The really important stuff...

Children in Reception and Year 1 will be coming home with one or two (*possibly three depending on RWI stage*) books a week.

These books will be tailored to your child's RWI phonics level.

The stories they come home with link with books they have been reading in school.

Expectations

	Reception
Autumn 1	Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h r j v w x y z t h c h q u n g n k
Autumn 2	- Recap any single letter alphabet gaps from the sounds above. - Teach children to blend using single letter alphabet sounds.
Spring 1	- Recap Set 1 Special Friends: s h t h c h q u n g n k - Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5).
Spring 2	- Recap Set 1 Special Friends: s h t h c h q u n g n k - Secure blending of words containing these sounds (WT 1.4-1.6).
Summer 1	- Recap Set 1 sound gaps. - Teach blending of words containing consonant blends (WT 1.7).
Summer 2	- Teach Set 2 sounds: a y e e i g h o w o o o o a r o r a i r i r o u o y - Teach reading of words containing these Set 2 sounds. - Build speed of reading words containing Set 1 sounds.
End of Year Expectations	Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.

Some children may not be ready for a reading book just yet...



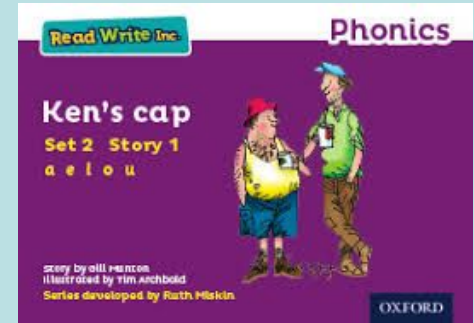
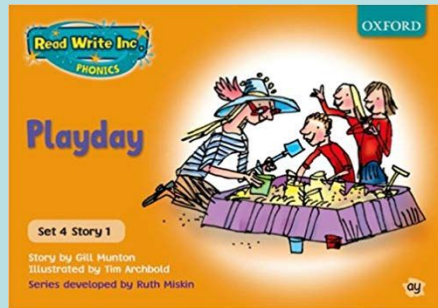
These are 'Sound Blending Books'.

Some children are just starting out on their reading adventure and before they can access the first set of books, they need to begin the blending process.

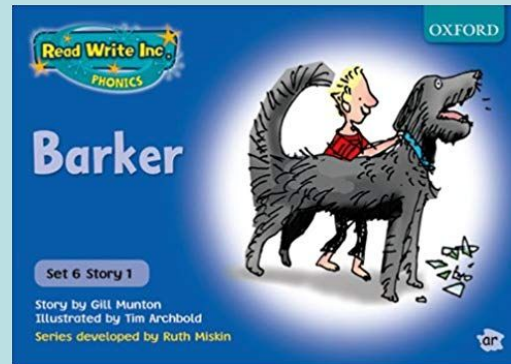
These help your child to begin 'blending' individual sounds into words ready for reading story books.



Reception



End of Reception



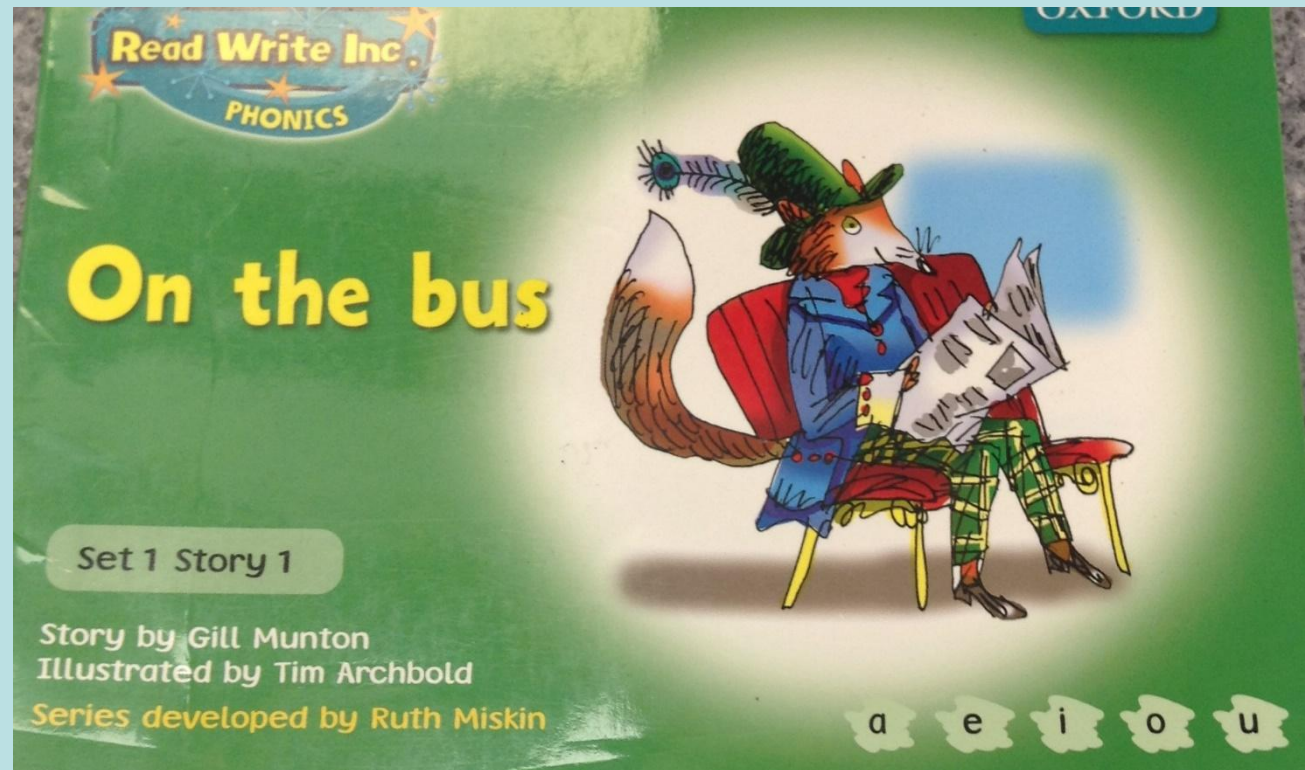
End of Year 1

This is the 'Class Book'.

They are 100% phonetically decodable based on your child's phonics stage.

Example

This is a SET 1 book and within each SET there are 10 books to read.

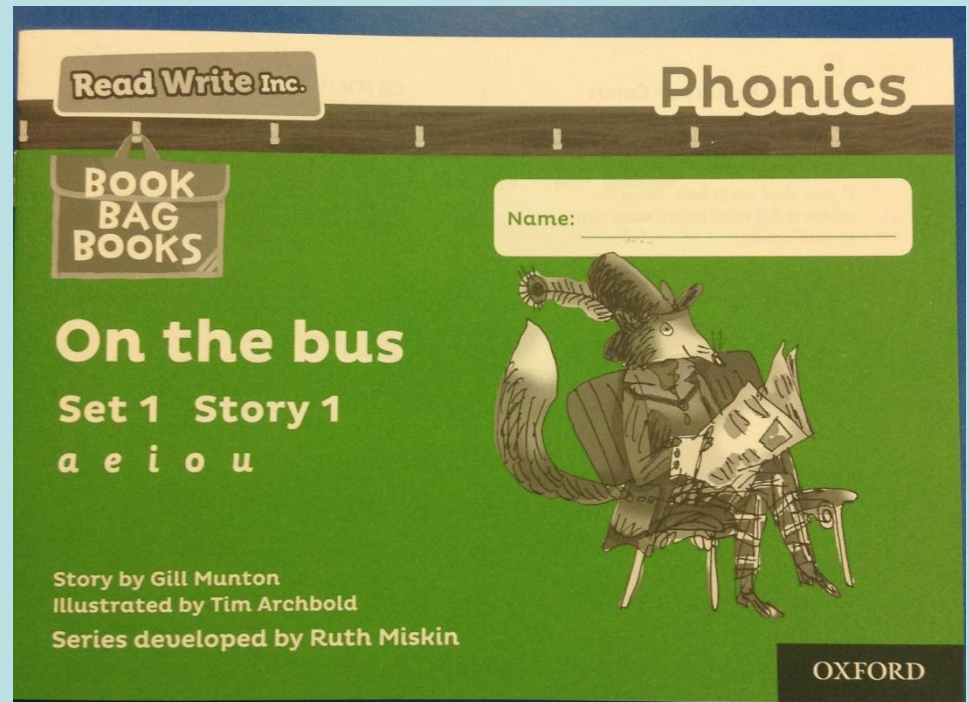


This is the 'Home Reading Storybook'.

Within each book there are some small differences, but the 'Home Reading Storybook' text is the same as the one they have been reading in class.

Children continuing to read this story at home and this will only help build fluency, stamina and give time for you to discuss the book in depth.

'Home Reading Storybooks'

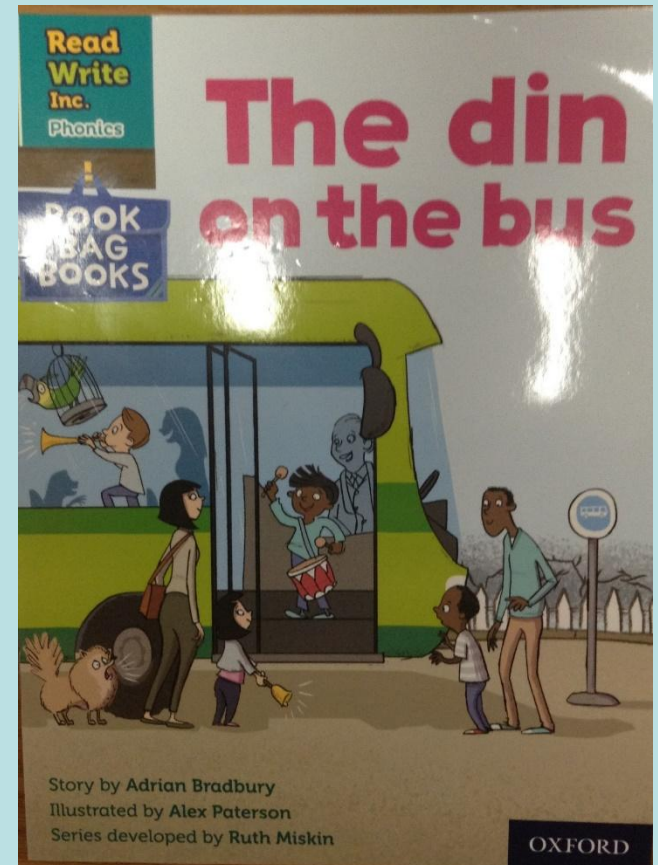


This is a 'Book Bag Book'

A 'Book Bag Book' is an extra book which is 100% phonically decodable based on your child's phonics stage.

They extend the reading experience and help children make better progress.

'Book Bag Book'



What about the *third* reading book?

Not all children are ready for a third reading book just yet.

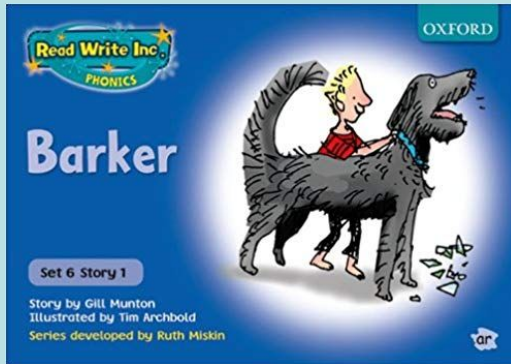
We use our professional judgement to decide whether a child would benefit from a third reading book both in Reception and Year 1.

This third reading book is known as a 'Richer Reading Text'.

This means that not all of the book will be phonetically decodable, but around 70-80% of the book will be. It will include more challenging vocabulary and key words.

If your child does come home with a third reading book, it will be noted in their planner as it is currently.

Why Blue level is so important



Blue level is a particularly important level for children.

Firstly, it is a level which signals to us that a child maybe ready for a 'richer reading book'.

This will help ease children onto the wider reading scheme when they eventually come off the Grey Level.

It is also very important because we now look at the speed a child is reading. We are looking for them to read at 60 words per minute.

We still consider moving children onto Blue if they are not yet reading 60 words per minute, but they are highlighted as 'Spotlight' children who will be monitored closely.

As the books are paper back,
please can we ask all parents
to take extra care with them at
home.



Other Resources



Purple Band RED WORDS

the
of
to
I
my
me
go
he
baby
said
are
you
your
he

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