



At High Clarence, we use **Read Write Inc. Phonics (RWI)** as our systematic synthetic phonics programme.

RWI is our very successful Reading programme that enables every child to become a confident and fluent reader. It aims to teach all children to read fluently and confidently. The children:

- learn 44 sounds and the corresponding letters/letter groups
- using simple picture prompts
- learn to read words using sound blending (Fred talk)
- read lively stories featuring words they have learned to sound out

How does it work?

In EYFS and KS1 children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers. Children from KS2 who have not yet finished RWI will also join these lessons.

The children are assessed and grouped according to their ability. They will work with a teacher or teaching assistant on the Read Write Inc programme. At the end of each term the children will be assessed again and put into new groups. In addition to the Read Write Inc programme the children will also be working on writing skills in their classes with their own class teacher.

We have put together a guide to how the RWI programme works together with some useful links. 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.

What is Read Write Inc.?

Read Write Inc. (RWI) is a phonics complete 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. The programme is designed for children aged 4-7. However, at High Clarence 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 on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWI be taught?

All children are assessed regularly so they work with children at the same level. This allows complete participation in lessons.

Reading

The children:

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

Nursery

When appropriate, children will be introduced to the initial sounds in short five minutes sessions.

Reception

In Reception, all children will learn how to 'read' the sounds in words and will practise writing those sounds to form words.

Year One & Year Two

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour.

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.

Children are taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred.

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.

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

Please do not use letter names at this early stage.

[Click here](#) to hear how to pronounce sounds correctly.

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



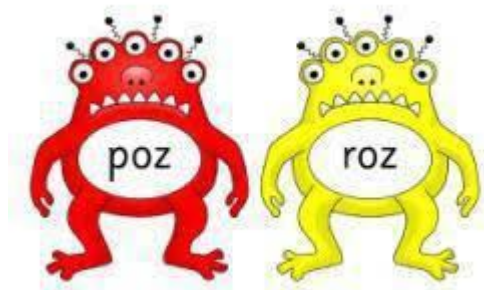
Step 2:

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	Set 3 Speed Sound cards	
	Teach these first		
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.

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.

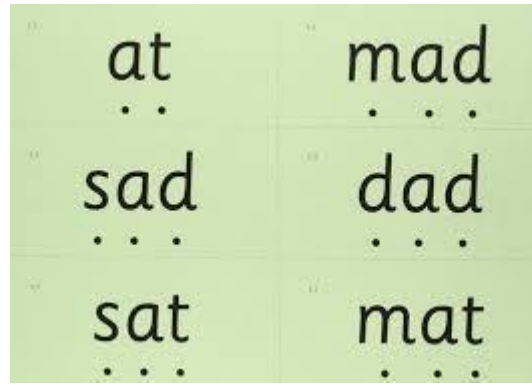
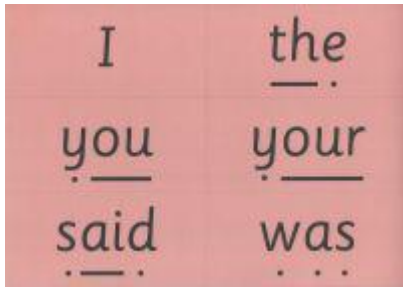
[Click here](#) for further information on the Screening check.

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.

In 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.



Dots and dashes represent the sound each letter makes.

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



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 be tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they are stuck with spelling a word. Children pinch each sound on fingers before writing the word.

Order of Story books:

Children will usually follow the order listed below. The expectation is that all children will leave Year 1 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	Green Words in Books
Red Ditty	Reception	Click here to help your child
Green	Reception	Click here to help your child
Purple	Reception	Click here to help your child
Pink	Reception/Year One	Click here to help your child
Orange	Year One	Click here to help your child
Yellow	Year One	Click here to help your child
Blue	Year One	Click here to help your child
Grey	Year two	Click here to help your child

To help at home:

Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise!

If you have any other questions about RWI, please see your class teacher or Mrs Brown our Reading Lead.