

## Read Write Inc Phonics

Read Write Inc. Phonics is a structured, systematic, synthetic phonics teaching programme developed by Ruth Miskin. Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). ... Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word. The programme is designed to ensure all children learn to read accurately and fluently.

Read, Write, Inc is the phonics scheme we use to teach reading and spelling in Early Years and Key Stage One. We have chosen Read, Write, Inc because we want our children to learn to read as quickly as possible, and then read widely and become enthusiastic and lifelong readers.

This video, taken from the Ruth Miskin website, explains the scheme in more detail:

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

## Teaching phonics at Our Lady and St Thomas

We start teaching the programme in your child's Reception year and then continue until they have worked their way through the whole reading scheme, usually this is during Years One or Two. We assess all children on the scheme every 6-8 weeks, to ensure that they are placed in the perfect group for their reading ability. This also allows us to quickly identify any children who need some support to access the learning at the level of the group. If this arises, we provide one-to-one tutoring for the child in accordance with the Read, Write, Inc scheme, to help them make rapid progress and once again be at the level of their group. Groups are taught by either teachers or LSAs who have had Read, Write, Inc phonics training; in utilising so many staff, we can ensure that groups are kept as small as possible and that the teaching the children receive is tailored to their needs. Sessions in Reception are 20 minutes long and then 30 minutes long in Key Stage One.

Children begin by learning the Set 1 sounds in a specific order. They also begin learning to blend sounds together to make words after learning the first 5 sounds, firstly through practising oral blending. Then, when they can blend independently, they progress on to reading green words.

As soon as children can read green words, they begin to read stories in their Read, Write, Inc sessions. Each storybook is matched to the sounds they can already read, which sets them up for success and helps to build their confidence with reading. It is through these storybooks that we teach children red words, which are irregular words that are not phonetically plausible and cannot be sounded out (fred talked). Each storybook is taught in the same way, with children practising reading the green words in the story and also the red words, before they begin to read the book. Children will then read the book several times to help build their fluency and comprehension skills.

Once set 1 sounds are learned and read confidently in words then set 2 sounds are taught. The same process is followed with set 3 sounds. Once children are confidently and fluently reading books containing set 3 sounds they move onto discrete spelling, Grammar and Punctuation lessons in Year 2.

## Helping at Home

### Fred Talk

To expose your child to the idea of blending sounds together to make words, break down the words of the simple vocabulary you often use at home. For example, "please pass me that c - u - p", "let's sit on the r - u - g". This will help your child to practise their oral blending as they can repeat the sounds back to you and then say the word.

### Building vocabulary

Children need a rich vocabulary in order to develop high levels of comprehension. The more words your child has in their vocabulary, the more they will understand when they read. You could try using alternative words for things at home, rather than saying you are *pleased* that they have tidied their toys, you could say that you are *delighted*, *ecstatic*, *overjoyed*.

### **Reading with your child**

Your child will bring home reading books to share with you:

- a Book Bag Book which corresponds to the colour band they are on in Read, Write, Inc sessions
- a book to share – a book that an adult reads with their child where you will talk about the story and what happened in it

When helping your child to decode words at home, it's really important to pronounce the sounds correctly. Here is a helpful guide to show you how we are teaching your child to pronounce the sounds:

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

These resources are great for you to help your child practise sound recognition. If your child is struggling with learning to blend, there is a useful video on the Ruth Miskin Youtube channel called 'Parent video: sound blending', which demonstrates an activity you could do to support your child. This activity is very similar to the type of one-to-one support we would give your child at school if they need it.

### **RWI Glossary:**

<b>Term</b>	<b>Definition</b>
Fred	Fred is a frog puppet we use in sessions. He can only speak in sounds.
Fred talk	sounding out a word, saying each of the sounds before blending
Fred fingers	'Pinching' each sound from a word on your fingers to help spell a word
Green words	Decodable words
Red words	Irregular words that cannot be sounded out
Story Green words	decodable words that will be included in the storybook
Speedy green words	decodable words in the storybook that children should be able to read at speed rather than fred talking first.
Fred in your Head	still sounding out a word but doing so in your head rather than out loud, helps build fluency.
Special friends	Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e.

### **Useful resources**

- Oxford Owl - <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- Ruth Miskin facebook page- <https://www.facebook.com/miskin.education>
- Ruth Miskin website, parents section- <https://www.ruthmiskin.com/en/find-out-more/parents/>