



Reading Workshop



**WE LOVE
READING**



What is Read Write Inc?



"Read Write Inc" is a Phonics programme developed by Ruth Miskin. It is used to teach children how to segment (sound out) and blend sounds in words to read.

The programme is designed to get all children reading fluently and confidently by the end of Year 1 or early Year 2.

It also helps encourage the children to develop a love of books as they read a range of fiction and non-fiction texts daily and with success.

The National Curriculum states that all children should be taught to read systematically and this is what Read Write Inc does.

This document shows the order that the sounds are taught in throughout the RWI scheme, and the rhymes/stories that go with each of them.

The children will learn 44 different **phonemes** and 70 different **graphemes**. Some are single letters and some are **digraphs** or **trigraphs** (special friends).

	Set 1	Set 2	Set 3
Sound	Rhyme	Sound	Rhyme
m	Maisie, mountain, mountain	ay	may I play?
a	round the apple, down the leaf	ee	what can you see?
s	slither down the snake	igh	fly high
d	round his bottom, up this tall neck and down to his feet	ow	blow the snow
t	down the tower, across the tower	oo	poo at the zoo
i	down the body, dot for the head	oo	look at a book
n	down Nobby, over his net	ar	start the car
p	down the plait and over the pirate's face	or	shut the door
g	round her face, down her hair and give her a curl	air	that's not fair
o	all around the orange	ir	whirl and twirl
c	curl around the caterpillar	ou	shout it out
k	down the kangaroo's body, tail and leg	oy	toy for a boy
u	down and under the umbrella, up to the top and draw the puddle	kn	knock, knock, who's there?
b	down the boaf's faces to the heel, round the top	ck	tick tack clock
f	down the stem and draw the leaves	wh	whisk, whisk
e	lift off the top and scoop out the egg	ph	take a photo
l	down the long leg		ure
h	down the horse's head to the hooves and over his back		cious/tious
sh	sssh says the horse to the hissing snake		cion/tion
r	down the robot's back then curl over his arm		ue
j	down his body, curl and dot		ie
v	down a wing, up a wing		au
y	down a horn, up a horn and under his head		e-e
w	down, up, down, up the worm		
th	ttthhankyou		
z	zig-zag-zig down the zip		
ch	ch ch chao		
qu	round the queen's head up to her crown, down her hair and give her a curl		
x	down the arm and leg and repeat the other side		
ng	a thing on a string		
nk	I think I stink		

Why do we use RWI?



- It's very repetitive and this helps the children learn the sounds quickly.
- It's fast paced to accelerate learning and keep the children engaged throughout the lesson.
- The daily speed sound activities help the children read a range of words containing previously taught sounds.
- Books are matched to each child's reading ability which increases their fluency, comprehension and expression.
- Really clear assessment to track progress.

RWI Assessments:

Laid out by Set 1, 2, 3

Includes alien words

Completed at the end of every term.



Ruth Miskin Sound and Word Assessment

Baseline (initial assessment on entry)

Achieved in autumn term

Achieved in spring term

Achieved in summer term

A	m a s d t i n p g o c k u b f e l h r j v y w x z
B	sad fan tap map cup bid run hen <u>gep</u> <u>rop</u> <u>baf</u> <u>lid</u> <u>ved</u>
C	<u>sh</u> <u>th</u> <u>ch</u> <u>qu</u> <u>ng</u> <u>nk</u> <u>ck</u> <u>ll</u> <u>ff</u> <u>ss</u> shop chip rush thin ring sink <u>quan</u> <u>losh</u> <u>chup</u> <u>ling</u> <u>thip</u>
D	splash thick hand dress click <u>scomp</u> poll <u>stoff</u> <u>pand</u> <u>plick</u>
E	ay <u>ee</u> <u>igh</u> ow <u>oo</u> <u>oo</u> play sleep flight blow spoon shook
F	<u>ar</u> or air ir ou oy part horse fair whirl shout toy
G	<u>glight</u> <u>mout</u> <u>goy</u> <u>jair</u> <u>kirn</u> <u>vard</u> <u>slorf</u> <u>slair</u> <u>flarf</u> <u>snay</u> <u>stoon</u> <u>trow</u> <u>ploun</u> <u>gleep</u>
H	a-e <u>i-e</u> o-e <u>ea</u> shake pipe smoke clean <u>pake</u> <u>jike</u> doke <u>feap</u>

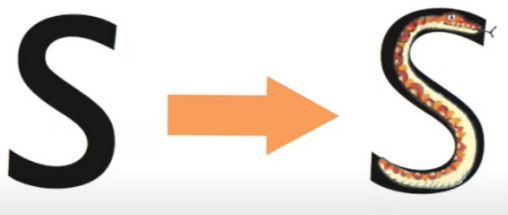
I	u-e ai <u>oa</u> ew oi ire ear er aw ow <u>ure</u> are <u>ur</u> slain float shrew spoil fire hear her claw brown pure share burn rude scur <u>gloip</u> slaw <u>gler</u> <u>scear</u> <u>plare</u> <u>clowp</u> <u>smire</u> skew <u>scroap</u> <u>bluke</u> <u>graip</u> <u>hure</u>
J	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious
Additional sounds:	<u>kn</u> <u>wh</u> <u>ph</u> <u>ue</u> <u>ie</u> au e-e

High frequency words assessment

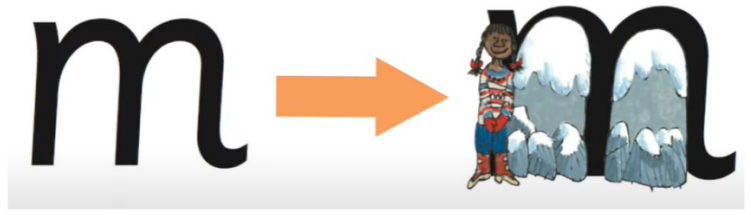
a	an	as	at	if	she	my
in	is	it	of	off	we	went
on	can	dad	had	back	me	play
and	get	big	him	his	be	
not	got	her	mum	but	was	
put	the	to	I	on	you	
go	into	will	that	this	they	
then	them	with	see	for	all	
no	down	look	too	he	are	

How is RWI taught?

Children are first taught one way of reading and spelling the English sounds. A hook is given by using pictures in the same shape as the letter. These letter stories are used to help the children read the sounds easily but also form the letters correctly.



Slither down the
snake



Maisie Mountain
Mountain

The letter stories/ditties are then used to help the children distinguish between different spellings of the same sound.

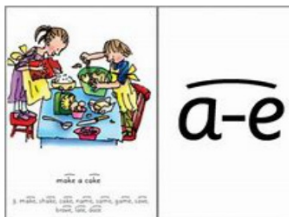
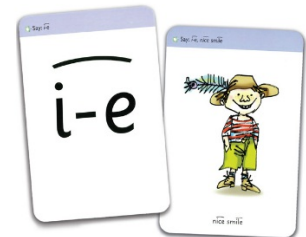
These sounds are called 'special friends'.



ai



igh



Alongside this are RWI books that are carefully matched to the spellings of the sounds being taught.

The children will only read these books when ready and they won't be asked to read books that contain sounds/spellings they haven't learned.



Each book is levelled by colour and the children work their way through them until they have finished the scheme.

LEVEL	PUPIL RESOURCES	NON-FICTION	GET WRITING!	TEACHING RESOURCES	ONLINE SUBSCRIPTION
	STORYBOOKS			HANDBOOKS	TEACHING SOUNDS AND WORDS
RED	<ul style="list-style-type: none"> 10 colour Ditty Books 10 black and white Ditty Books 		10 Get Writing! Red Ditty books	Handbook 1	<ul style="list-style-type: none"> Speed Sounds Cards Sets 1, 2 and 3 (also available as A4) Picture Sounds Cards Sounds-Picture Frieze
GREEN	<ul style="list-style-type: none"> 15 colour Storybooks 10 black and white Storybooks 10 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book	Handbook 2	<ul style="list-style-type: none"> Posters - Simple Speed Sounds and Complex Speed Sounds Magnetic Sounds Cards
PURPLE	<ul style="list-style-type: none"> 15 colour Storybooks 10 black and white Storybooks 10 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book	Reading Leader Handbook	<ul style="list-style-type: none"> Green and Red Word Cards Fred Frog Beans
PINK	<ul style="list-style-type: none"> 15 colour Storybooks 10 black and white Storybooks 10 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book	Ditty Photocopy Masters	<ul style="list-style-type: none"> Desktop Sounds Chart My Speed Sounds Books 10 Sound Blending Books
ORANGE	<ul style="list-style-type: none"> 12 colour Storybooks 12 black and white Storybooks 12 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book		
YELLOW	<ul style="list-style-type: none"> 10 colour Storybooks 10 black and white Storybooks 10 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book		
BLUE	<ul style="list-style-type: none"> 10 colour Storybooks 10 black and white Storybooks 10 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book		
GREY	<ul style="list-style-type: none"> 13 colour Storybooks 13 black and white Storybooks 13 Back Bag Books Storybooks 	5 non-fiction books	1 Get Writing! book		

UPDATED!

Read Write Inc. Phonics Subscription on www.oxfordowl.co.uk

ONE-TO-ONE KIT

One-to-one Phonics Tutoring Kit

NURSERY PACK

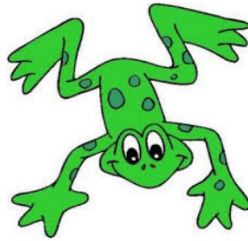
PARENT KITS

My Reading and Writing Kits for parents

Fred helps the children to read and spell.



Green Words



Fred Frog is only able to speak in sounds - "Fred Talk".

For example, Fred would say **m** - **a** - **t** and we would say mat.

Fred Talk helps children read unfamiliar words by pronouncing each sound in a word, one at a time. They can then blend the sounds in sequence to read words. This is done orally first and then with written words.

Fred Talk

play



- Sounds buttons for single sounds.

- Dashes for special friends.

Fred Fingers



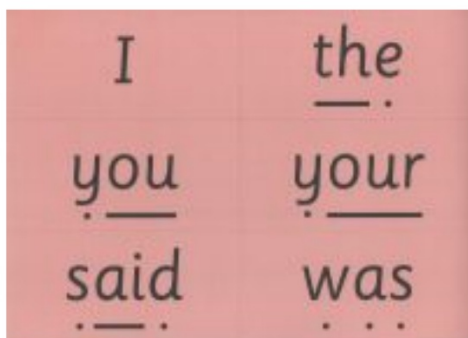
Fred in your head

play

Red Words

Red words cannot be sounded out.

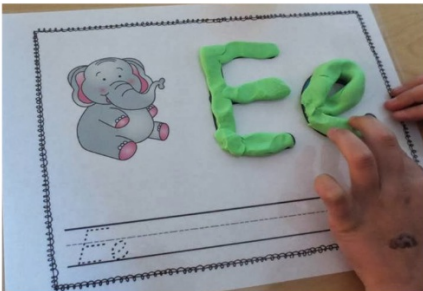
The children are expected to learn them by sight as they know that they can't apply the phonics rules taught. These are also known as high frequency words.



Sound buttons can be used to highlight the alternative graphemes.

Phonics activities to do at home

- Multi-sensory
- Fine-motor
- Gross Motor



Fred Frog games:

I spy...

I spy with my little eye, something that goes like this..... f - i - sh



Bean bags



ICT - Phonics Play



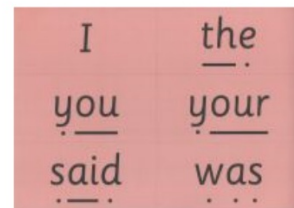
Bingo

ham	mop	net
hut	fin	cub
bed	pen	car



Red rhythms:

Flashcards - (My turn, Your turn)



Model reading the words, then children copy.

Flashcard the red words from the text daily to help with sight reading.

- Robot arms
- Look, cover, say, write, check
- Outdoor games - reading signs and posters.
- Against the clock



Year 1 Screening Check:

This is a statutory National Reading Test that the Year 1 children will sit in June 2023.

At home, you can include alien words into your reading time to help prepare your child for the Phonics Screening Check.

There will be another meeting about the test nearer the time so please don't worry! The children will also do lots of practice at school and materials will be sent home to help prepare them too.

stroft 

terg 

blurst 

voo 

Reading at home:



Story Introduction

- Introduce the text, discuss what can be seen on the front cover, read the title.
- Make predictions.
- Encourage children to make links between the text and their own experiences.

Read Aloud - by you as the parent/carer.

Jump in - As you read, get your child to follow along with their finger/a lollystick. This helps them keep up with the pace of the text and and they can jump in and help you read the story.

Independent Read - the child then reads the text to you.

Comprehension:

Thinking about the story

- Retelling the story.
- Asking how characters are feeling and why.
- Discuss the meanings of new, unfamiliar words.

At this point in the year, the focus is on simple retrieval questions which is when the children find information from the text to answer a specific question.

For example:

What was wrong with the second bowl of porridge that Goldilocks tried?



Spellings and Homework:



These are uploaded onto seesaw every week with videos showing how to read and write words containing the key sounds taught in Phonics lessons, as well as letter formation activities.

Please make sure your child learns their spellings each week!

It makes a real difference to progress in both Reading and Writing!



Mrs. Gama's group: 7/12/22

ch sh ng

	chin	shut	ring	into
Wednesday Practice				
Thursday Practice				
Friday Practice				
Saturday Practice				
Sunday Practice				

o o o o o

o o o o o o o o o o



Any questions
before we watch
Phonics?

