**St Andrews Read Write Inc**



Students, where appropriate, follow the Read Write Inc program to learn letter sounds, blending, and segmenting, reading fluency and comprehension skills in KS3. The scheme should be followed as closely as possible in terms of the order of sounds being taught, however activities can be adapted to suit the needs of the students. Included in this pack is the suggested strategies, time allocation and order of activities to teach Read Write Inc at St Andrews as well as additional information that is useful to the teaching of this scheme. Staff should access the handbooks and resources on Oxford Owl for more detailed information and strategies.

**Read Write Inc Speed sounds sets**

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| Set 1 | m a s d t i n p g o c k u b f e l h sh ck r j v y w th z ch q x ng nk |
| Set 2 | ay ee igh ow oo *oo* ar or air ir ou oy  |
| Set 3 | ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tious tion  |

The letters and sounds that students will learn are split into 3 sets and are named ‘speedy sounds’. This is because students need to recognise and read these sounds at speed in order to read with fluency and focus their attention on what they have read, rather than how to read it. The sets of sounds have been carefully planned and ordered and follow the resources and books appropriately. Staff should avoid teaching out of this order.

The scheme was originally created to teach 1 speed sound a day, however our students may struggle with the pace of this. The suggested time for each sound is no longer than 4 sessions. There is a constant review of sounds all the way through.

**Read Write Inc resources in school**

The following resources can be found in school to accompany the teaching of Read Write Inc phonics. Please return all resources after using so others can use. A full comprehensive list of RWI reading books can be found on the staff server.

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| **Name of resource** | **Quantity**  | **Books** |
| Ditty Photocopy masters book | 1 | Red ditty Book |
|  Simple speed sounds posters | 10 | Green books (Set 1) |
| Complex speed sounds posters | 10 | Purple books (Set 2) |
| Magnetic sound cards | 10 sets | Pink books (set 3) |
| Green word card sets | 10 sets | Orange books (set 4) |
| Red word card sets | 10 sets | Yellow books (set 5) |
| Speed sound cards A4 set 1 | 1 set | Blue books (set 6) |
| Speed sound cards set 1 | 10 sets | Grey books (set 7) |
| Speed sound cards Set 2 and 3 pack | 10 sets |  |
| Speed sound cards A4 set 2 and 3 pack | 5 sets |  |
| Desktop speed sounds chart | 10  |  |

**Timetables and planning**

Please use this as a guide to teaching Read Write Inc, the time spent teaching is at the discretion of the teacher, please adapt the sessions time as necessary. Please do not spend any longer than 1 week (4 sessions) on a sound.

**Set 1: speed sounds only (when teaching the first 5 sounds m, a, s, d, t)**

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| **Day** | **20 minutes**  |
| **1** | Introduce new sound of the week(MT) | Say the sound(MTYT) | Hear the sound in context e.g. using silly soup technique/sound bags (MTYT) | Review the soundsSpot the new sound in the pack(YT) | Sounding out: oral(MTYT) | Write the letter (MTYT) |
| **2** | Say the sound(MTYT) | Hear the sound in context e.g. using silly soup technique/sound bags(MTYT) | Review the soundsSpot the new sound of the week in the pack(YT)  | Sounding out: oral (MTYT) | Write the letter(MTYT) | Speed write: say the sound and the students write it down(YT) |
| **3** | Say the sound(MTYT) | Hear the sound in context e.g. using silly soup, sound bags, sensory activities(MTYT) | Review the soundsSpot the sound of the week in the pack(YT) | Sounding out: oral(MTYT) | Write the letter(MTYT) | Speed write: say the sound and the students write it down(YT) |
| **4** | Say the sound(MTYT) | Hear the sound in context e.g. using silly soup, sound bags etc | Review the sounds; speed sound checkSpot the sound of the week in the pack(YT) | Sounding out: oral(MTYT) | Write the letter(MTYT) | Speed write:Say the sound and the students write it down |

**Set 1: speed sounds and word time (introduce word time after teaching first 5 sounds)**

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| **day** | **10 minutes****Speed sound** | **10 minutes****Word time** | **10 minutes** |
| **1-3** | Introduce new sound(MT) | Say and hear the sound in context(MTYT)(TTYP) | Read the sound (MTYT)(TTYP) | Review the sounds Spot the new sound of the week in the pack(YT) | Write the letter(MTYT) | Review the sounds, spot the new sound of the week in the pack(YT) | Blend orally (MTYT) | Blend with sound cards(MTYT) | Blending with magnetic sound cards (YT) | Spelling with fingers (MTYT) |
| Read green word cards(MTYT) | Review the words‘sound in your head’(MTYT) | Speedy reading(YT) |
| **4** | Say the sound(MTYT)(TTYP) | Hear the sound in context (MTYT) | Read the sound(MTYT) | Review the sounds Spot the new sound in the pack(YT) | Speed write: say the sounds learnt so far, students to write it down(YT) | Review the soundsSpot the new sound of the week in the pack(YT) | Blend orally(MTYT) | Blend with sound cards(MTYT) | Blend with magnetic sound cards(YT) | Spelling with fingers (MTYT) |
| Read green word cards (MTYT) | Review the words‘sound in your head’ (MTYT)Speedy reading(YT) | Assessment using nonsense words(YT) |

**Set 1: Red Ditty** when all set 1 sounds have been covered, introduce Red Ditty photocopies and red ditty books. The red Ditty books are to introduce reading a book by themselves and to increase confidence. You can go straight to books or do the photocopies first. Its depends on how much practice a student needs.

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| **Day** | **2 minutes** | **2 minutes**  | **5 minutes** | **5 minutes** | **10 minutes**  | **10 minutes** | **5 minutes**  |
| **1** | Review all sounds(YT) | Review speedy green words(YT)  | Story green words (MTYT) | Introduce red word Put it in the pack. Spot the new red word in the pack | Partner practice (TTYP) | Introduce Ditty book (MT)And first read(YT) | Read Aloud (MT) and ‘jump in’ (YT)  |
| **2** | Review all sounds(YT) | Review speedy green words(YT) | Story green words(MTYT) | red word: spot the new red word in the pack | Partner practice (TTYP) | Second read (YT) | Questions to talk about (TTYP) |
| **3** | Review all sounds(YT) | Review speedy green words(YT) | Story green words(MTYT) | red word: spot it in the pack  | Partner practice(TTYP) | Third read (YT) | Questions to talk about(TTYP) |
| **4** | Review all sounds(YT) | Review speedy green words(YT) | Story green words(MTYT) | red word: spot the new red word in the pack | Partner practice(TTYP) | Last read (YT) | Hold a sentence |

**Set 2&3: speed sounds and storybooks Green, purple, pink, orange**

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| **Day** | **15 minutes** | **25-30 minutes** |
| **1** | Say the sound and hear the sound in context (MTYT) | Read the sound‘special friends’ Explain split diagraphs where appropriate  | Review the sounds Spot the new sound in the pack (8-10 cards, can include set 1 sounds)(YT) | Green word cards linked to sound(MTYT)Review with other green word cards(YT) | Spell words with fingers‘2 or 3 new, 2 or 3 to review’(MTYT/YT) | Review sounds include ones in the book plus new one, spot the new sound in the pack(YT) | Speedy green, Story green words and red words (YT)  | Partner practice  | Story introduction (MT) and first read (YT) | Read aloud with expressionAsk a question at the end (TTYP) |
| **2** | Say the sound and hear the sound(MTYT) | Read the sound‘special friends’Explain split diagraphs where appropriate (MTYT) | Review the sounds at speed spot the new sound in the pack8-10 sound, can include set 1 soundsYT | Green word cards link to new sound(MTYT)Review with other speedy green word cards (YT) | Spell words with fingers ‘2 or 3 new, 2 or 3 to review’ (MTYT, YT) | Review sounds at speed including those in the book Spot the new sound in the pack(YT) | Speedy, green and red words (YT)  | Partner practice | Second read (YT) | Read aloud with students following, jump in missing words(YT) |
| **3** | Say the sound and hear the sound(MTYT) | Read the sound‘special friends’Explain split diagraphs where appropriate (MTYT) | Review the sounds at speed spot the new sound in the pack8-10 sound, can include set 1 soundsYT | Green word cards link to new sound(MTYT)Review with other speedy green word cards (YT) | Spell words with fingers ‘2 or 3 new, 2 or 3 to review’ (MTYT, YT) | Review sounds at speed including those in the book Spot the new sound in the pack(YT) | Speedy, green and red words (YT) | Partner practice | Third read(YT) | Questions to talk about(TTYP) |
| **4** | Say the sound and hear the sound(MTYT) | Read the sound‘special friends’Explain split diagraphs where appropriate (MTYT) | Review the sounds at speed spot the new sound in the pack8-10 sound, can include set 1 soundsYT | Green word cards link to new sound(MTYT)Review with other speedy green word cards (YT) | Spell words with fingers ‘2 or 3 new, 2 or 3 to review’ (MTYT, YT) | Review sounds at speed including those in the book Spot the new sound in the pack(YT) | Speedy, green and red words (YT) | Partner practice | Final read (YT) | Hold a sentenceMTYTTTYPYT |

**Set 3: speed sounds and story books yellow, blue and grey**

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| Day | **15 minutes** | **25-30 minutes** |
| 1 | Say the sound and hear the sound(MTYT) | Read the sound ‘special friends’ Explain split diagraphs where relevant | Review sounds New sound plus 8-10 others, can include set 1 sounds  | Read green word cards with new sound (MTYT)Review with other speedy green words(YT) | Spell with fingers‘2 or 3 new, 2 or 3 review’(MTYT, YT) | Review sounds including those in the bookSpot the new sound in the pack(YT) | Speedy, green and red words (YT) | Partner practice  | Story introduction(MT)and first read (YT) | Read aloud and ask question (MT, TTYP) |
| 2 | Say the sound and hear the sound(MTYT) | Read the sound ‘special friends’ Explain split diagraphs where relevant(MTYT) | Review sounds New sound plus 8-10 others, can include set 1 sounds | Read green word cards with new sound (MTYT)Review with other speedy green words(YT) | Spell with fingers‘2 or 3 new, 2 or 3 review’(MTYT, YT) | Review sounds including those in the bookSpot the new sound in the pack(YT) | Speedy, green and red words (YT) | Partner practice  | Second read (YT) | Read aloud with students following and jump in (YT) |
| 3 | Say the sound and hear the sound(MTYT) | Read the sound ‘special friends’ Explain split diagraphs where relevant(MTYT) | Review sounds New sound plus 8-10 others, can include set 1 sounds | Read green word cards with new sound (MTYT)Review with other speedy green words(YT) | Spell with fingers‘2 or 3 new, 2 or 3 review’(MTYT, YT) | Review sounds including those in the bookSpot the new sound in the pack(YT) | Partner practice for speedy, green and red words  | Third read (YT) | Questions to talk about (TTYP) | Question to read and answer (TTYP) |
| 4 | Say the sound and hear the sound(MTYT) | Read the sound ‘special friends’ Explain split diagraphs where relevant(MTYT) | Review sounds New sound plus 8-10 others, can include set 1 sounds | Read green word cards with new sound (MTYT)Review with other speedy green words(YT) | Spell with fingers‘2 or 3 new, 2 or 3 review’(MTYT, YT) | Review sounds including those in the bookSpot the new sound in the pack(YT) | Partner practice for speedy, green and red words  | Final read (YT) | Build a sentence (TTYP) | Hold a sentence(2 sentences)  |

**Baselining**

We are using Assessment 1 to baseline students and fine out what sounds they need to learn and what books they may be able to read. Use the below grid to find out what sounds and books students should be working on. The assessment 1 document can be found on Oxford Owl and on the server. Staff should keep track of what sounds a student is learning.

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| **What students can read** | **What to teach** |
| Few or no set 1 single letter sounds | Teach set 1 single letter sounds and word time |
| Most set 1 single letter sounds (cannot orally blend) | Teach gaps in set 1 single letter sounds and word time |
| Most set 1 single letter sounds and can blend sounds into words orally | Teach gaps in Set 1 single letter sounds and word time |
| All set 1 single letter sounds speedily, sound out and read most words | Continue to teach and review set 1 sounds- focus on ‘special friends’ ch, sh etc. Ditty photocopy mastersWord time |
| All set 1 sounds speedily, sound out and read most words, sound out and read most alien words (up to red group on assessment 1) | Review set 1 sounds and word timeRed Ditty books |
| Sound out and read most words, sound out and read most alien words, sound in head and read most words (green and purple) | Teach set 2 sounds, continue to review set 1Green story books |
| Sound in head and read most words (purple) | Teach set 2 sounds, continue to review set 1 soundsPurple story books |
| Read the 6 sounds in pink group speedily, sound out and read most words, sound out and read most alien words, sound out in their head and read most words | Teach set 3 sounds, continue to review set 1 and 2, pink story books |
| Read the 6 sounds in orange group speedily, sound out and read most words, sound out and read most alien words, sound out in their head and read most words | Teach set 3 sounds, continue to review set 1 and 2, orange story books |
| Read most alien words in yellow group, sound out in their head and read most words in yellow group | Review set 1, 2 and 3 sounds, yellow story books |
| Read the 6 sounds in blue group speedily, read most alien words, 60-70+ words per minute (wpm)Attempts to read with intonation to show comprehension | Review set 2 and 3 sounds, blue story books |
| Read the 11 sounds in the grey group speedily, read most alien words, 70-80+ wpm Attempts to read with intonation to show comprehension | Grey story books |
| Read most alien words, sound out in head and read all words correctly, 90-100+wpm. Reads with intonation that shows some comprehension | Move onto vipers/pathway to accreditation |

**What’s after phonics?**

Students should still read and be read to regularly with a focus on recapping speed words and red words. Students should have a free choice of books and should be encouraged to access the school library as much as possible to choose books on favoured topics. Students should now follow the reading vipers approach to work on comprehension of a range of texts.