

At The Blake Church of England Primary, we aim for all our children to become fluent, confident readers who are passionate about reading. Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! Reading will give your child the tools to become independent life-long learners. We can achieve this together through:

- **Read Write Inc, a programme to help your child read**
- **Encouraging children to develop a love of books by reading to them daily; at home and at school**
- **Giving children access to a wide range of books at school and at home**

We use Read Write Inc Phonics (RWI) in Reception, Year 1 and Year 2 to give your child the best possible start with their literacy. We have put together a guide to how the RWI programme works together with some useful links. Please take the time to read this invaluable information as it will help you to support your child with their reading.



What is Read Write Inc?

Read Write Inc (RWI) is a phonics 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. It also allows them to spell effortlessly so that they can put all their energy into composing what they write. The children are assessed by known adults and grouped according to their ability. Small group phonics lessons are taught daily by trained staff and there are consistent expectations across the range of abilities. At the end of each half term the children are assessed to check on their progress and regrouped as appropriate.

Children learn sounds in school which help them to read and write. They then practise these skills through reading 'Book Bag Books' at home which are specifically pitched to both consolidate learning and provide challenge in an engaging and fun way! This is what they look like.



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

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down. Those who are ready, will begin to read simple words within books and write some of these.

Year 1 and above

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 are taught within their year groups to ensure progression.

The children are taught the sounds in 3 sets.

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.






























m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



Please do not use letter names at this early stage. Click on the hyperlink below to watch the films that show parents and carers how we teach children to read and write with *Read Write Inc.* Phonics.

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Speed Sounds Set 1

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

Set 2 Sounds

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at the book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy



When they are very confident with all Set 1 and 2, they are taught Set 3 Sounds.

Set 3 Sounds

ea: cup of tea

oi: spoil the boy

a-e: make a cake

i-e: nice smile

o-e: phone home

u-e: huge brute

aw: yawn at dawn

are: share and care

ur: purse for a nurse

er: a better letter

ow: brown cow

ai: snail in the rain

oa: goat in a boat

ew: chew the stew

ire: fire fire!

ear: hear with your ear

ure: sure it's pure?

tion: (celebration)

tious / cious: (scrumptious / delicious)

e: he me we she be



[Reading at Home Booklet 1](#)

[Reading at Home Booklet 2](#)

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. Fred is our Read, Write Inc. friend. He can only speak in sounds, so we help him learn to say words instead of sounds. For example, Fred says 'm-a-t' instead of mat. We also teach him not to add 'uh' to our sounds to keep them pure. For example, we say 'c' and not 'cuh'.



Reading

Children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions

Writing

Children will:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme

Talking

Children are assessed so they work alongside children at the same level. This allows them to fully participate in all lessons.

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

Blending

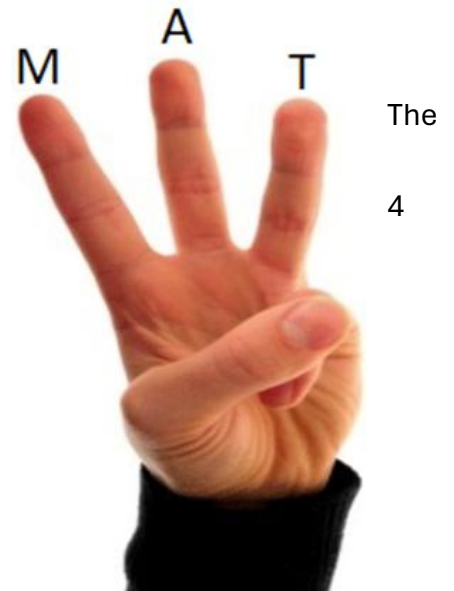
Help your child learn to read words by sound-blending (Fred talk) eg. c-a-t = cat, sh-o-p = shop.

Children learn to read words by blending the letter-sounds that are in the Speed Sounds set. Help your child to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.



Spelling with your Fred Fingers

Children are taught to use their fingers to help them write words. children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds fingers etc. Children pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.



Nonsense words (Alien words)



Research has shown that incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However, it is important to ensure that children understand that they are reading nonsense words (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick, reliable, and valid way of assessing children. However, reading nonsense words is only a small part of the Read, Write Inc. phonics teaching.