

# Read Write Inc (RWI) Phonics

## Phonics at Plumcroft Primary School

At Plumcroft we use Read Write Inc Phonics (RWI) to give your child the best possible start with their reading development.

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## Understanding Phonics



<https://www.youtube.com/watch?v=bXOJUPNVnLc> (make image clickable version of video)

# Reading at Plumcroft

At Plumcroft Primary School 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!

More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- **Read Write Inc, a program to help to your child read at school**
- **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**

## What is Read Write Inc?

Read Write Inc (RWI) is the UK's leading synthetic 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. The programme is designed for children aged 4-7. However, at Plumcroft 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://www.ruthmiskin.com/parentsandcarers/>

## Parent video: What is Read Write Inc Phonics



<https://www.youtube.com/watch?v=sjIPILhk7bQ> (make image clickable version of video)

### 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

- They 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

# Progressing through the stages

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 45 minutes. Once children become fluent speedy readers, they will move on to RWI comprehension lessons.

**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.

RWI Set 1, 2 and 3 (be able to enlarge picture by clicking on it)

## Fred Talk




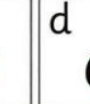








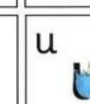









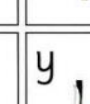


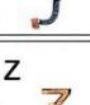
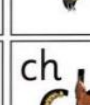


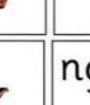


We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

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.













### Speed Sounds Set 1

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

### Speed Sounds Set 2

|   |  |  |   |  |
|---|--|--|---|--|
| ay<br><br>may I play?    | ee<br><br>what can you see? | igh<br><br>fly high.    | ow<br><br>blow the snow    | oo<br><br>poo at the zoo  |
| oo<br><br>look at a book | ar<br><br>start the car     | or<br><br>shut the door | air<br><br>that's not fair | ir<br><br>whirl and twirl |
| ea<br><br>cup of tea    | oi<br><br>spoil the boy    | ou<br><br>shout it out | oy<br><br>toy for a boy   |  |

### Speed Sounds Set 3

|  |   |  |  |  |
|--|---|--|--|--|
| a-e<br><br>make a cake    | i-e<br><br>nice smile        | o-e<br><br>phone home     | u-e<br><br>huge brute         | aw<br><br>yawn at dawn      |
| are<br><br>care and share | ur<br><br>nurse with a purse | er<br><br>a better letter | ow<br><br>brown cow           | ai<br><br>snail in the rain |
| oa<br><br>goat in a boat  | ew<br><br>chew the stew      | ire<br><br>fire, fire!    | ear<br><br>hear with your ear | ure<br><br>sure it's pure   |

# 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.

## 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** and then they are taught the **Additional Sounds**.

At this stage we do not use the letter names

Use the link below to support your pronunciation sounds correctly.

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=3>



<https://www.youtube.com/watch?v=TkXcabDUg7Q> (make image clickable version of video)

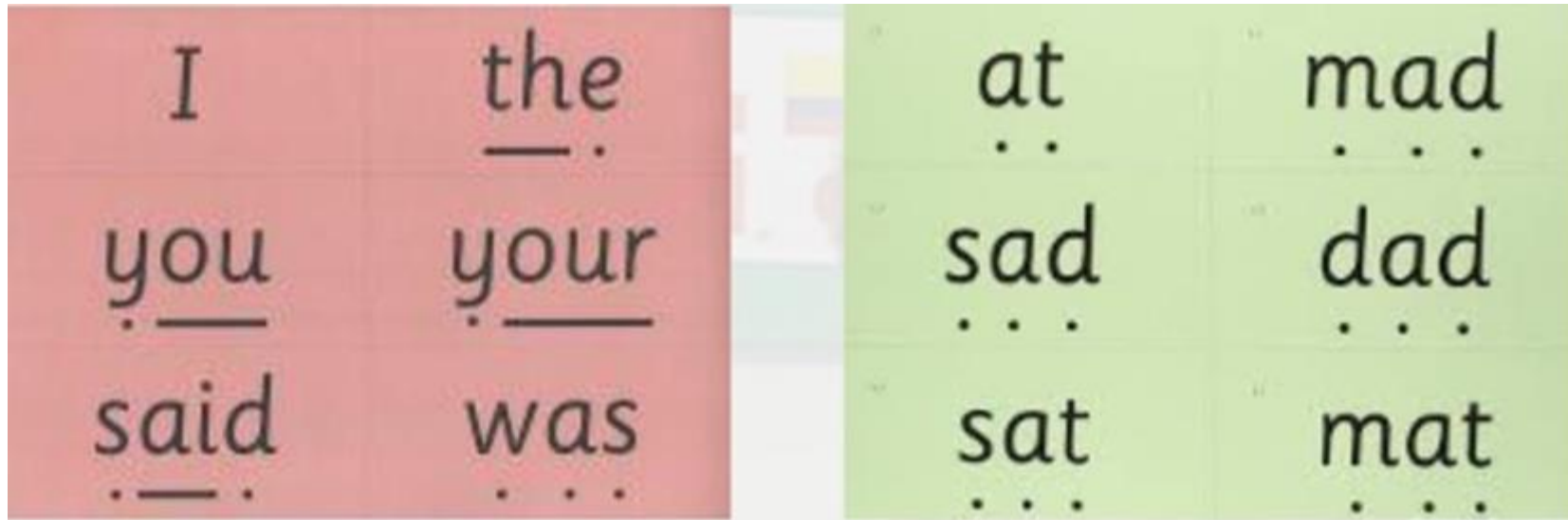
## Read Write Inc Phonics

| SET 1     |  | SET 2      |                   | SET 3                    |                           |
|-----------|--|------------|-------------------|--------------------------|---------------------------|
| Sound     | Rhyme  | Sound      | Rhyme             | Sound                    | Rhyme                     |
| <b>m</b>  | Down Maisie then over the two mountains. Maisie, mountain, mountain.                         | <b>ay</b>  | May I Play?       | <b>ea</b>                | Cup of tea                |
| <b>a</b>  | Round the apple, down the leaf.  | <b>ee</b>  | What can you see? | <b>oi</b>                | Spoil the boy             |
| <b>s</b>  | Slide around the snake   | <b>igh</b> | Fly high          | <b>a-e</b>               | Make a cake               |
| <b>d</b>  | Round the dinosaur's back, up his neck and down to his feet.                                 | <b>ow</b>  | Blow the snow     | <b>i-e</b>               | Nice smile                |
| <b>t</b>  | Down the tower, across the tower.  | <b>oo</b>  | Poo at the zoo    | <b>o-e</b>               | Phone home                |
| <b>i</b>  | Down the insects body, dot for the head.   | <b>oo</b>  | Look at a book    | <b>u-e</b>               | Huge brute                |
| <b>n</b>  | Down Nobby and over the net.   | <b>ar</b>  | Start the car     | <b>aw</b>                | Yawn at dawn              |
| <b>p</b>  | Down the plait, up and over the pirates face.  | <b>or</b>  | Shut the door     | <b>are</b>               | Care and share            |
| <b>g</b>  | Round the girls face, down her hair and give her a curl.                                     | <b>air</b> | That's not fair   | <b>ur</b>                | Nurse with a purse        |
| <b>o</b>  | All around the orange.   | <b>ir</b>  | Whirl and twirl   | <b>er</b>                | A better letter           |
| <b>c</b>  | Curl around the caterpillar.   | <b>ou</b>  | Shout it out      | <b>ow</b>                | Brown cow                 |
| <b>k</b>  | Down the kangaroo's body, tail and leg.  | <b>oy</b>  | Toy to enjoy      | <b>ai</b>                | Snail in the rain         |
| <b>u</b>  | Down and under the umbrella, up to the top and down to the puddle.                           |            |                   | <b>oa</b>                | Goat in a boat            |
| <b>b</b>  | Down the laces, over the toe and touch the heel.   |            |                   | <b>ew</b>                | Chew and stew             |
| <b>f</b>  | Down the stem and draw the leaves.   |            |                   | <b>ire</b>               | Fire fire                 |
| <b>e</b>  | Slice into the egg, go over the top, then under the egg.                                     |            |                   | <b>ear</b>               | Hear with your ear        |
| <b>l</b>  | Down the long leg.   |            |                   | <b>ure</b>               | Sure it's pure            |
| <b>h</b>  | Down the horse's head to the hooves and over his back.                                       |            |                   | <b>tious/cious</b>       | Scrumptious delicious     |
| <b>sh</b> | Slither down the snake, then down the horse's head to the hooves and over his back.          |            |                   | <b>e</b>                 | He,we,me,she,be           |
| <b>r</b>  | Down the robot's back, then up and curl.   |            |                   | <b>Additional sounds</b> |                           |
| <b>j</b>  | Down his body, curl and dot.   |            |                   | <b>kn</b>                | Knock knock, who's there? |
| <b>v</b>  | Down a wing, up a wing.  |            |                   | <b>ck</b>                | Tick tock clock           |
| <b>y</b>  | Down a horn, up a horn and under the yak's head.   |            |                   | <b>au</b>                | Paul the astronaut        |
| <b>w</b>  | Down, up, down, up the worm.   |            |                   | <b>wh</b>                | Whisk whisk               |
| <b>th</b> | Down the tower, across the tower, then down the horse's head to the hooves and over his back |            |                   | <b>ph</b>                | Take a photo              |
| <b>z</b>  | Zig-zag-zig, down the zip.   |            |                   | <b>ue</b>                | Come to the rescue        |
| <b>ch</b> | Curl around the caterpillar, then down the horse's head to the hooves and over his back.     |            |                   | <b>ie</b>                | Terrible tie              |
| <b>qu</b> | Round the queen's head, up to her crown, down her hair and curl.                             |            |                   | <b>e-e</b>               | Go pete and steve         |
| <b>x</b>  | Cross down the arm and leg and cross the other way.  |            |                   |                          |                           |
| <b>ng</b> | A thing on a string.   |            |                   |                          |                           |
| <b>nk</b> | I think I stink.   |            |                   |                          |                           |

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### Step 3:

Within all the RWI sessions/books children will be exposed to **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.

## Nonsense words (Alien words) - What 'a load' of nonsense!

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. These words provide endless opportunities for children to apply and practice their thinking in a range of different contexts.



## Phonics Screening Check

**What is the Year 1 phonics screening check?**

The Year 1 Phonics Screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonetic decoding to an appropriate standard.

It will identify the children who need extra help, so that they are given support by their teachers to improve their reading skills. They will then be able to retake the check in year 2.

# The Phonics Screening Check



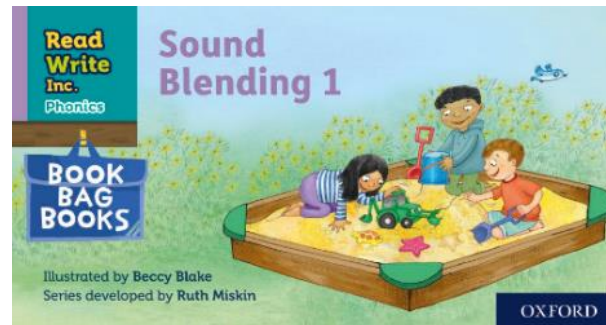
<https://www.youtube.com/watch?v=LbKGLJPp6ww> (make image clickable version of video)



## To help at home:

### Sound Blending Books

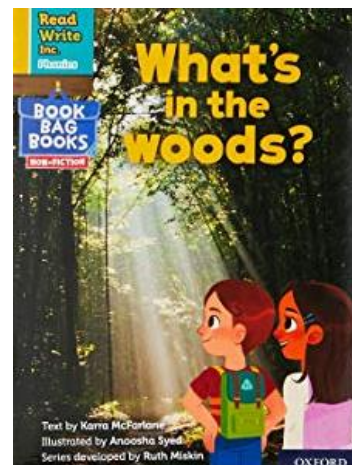
When children are first learning to read words, they will bring home sound blending books. These books have one word per page. When reading these, encourage your child to say the individual sounds (taking care to say the pure sound for example: 'mmm' and not 'muh') and then blend the sounds together to read the word. These books look like this:



### Book Bag Books

These books will have sounds and some words in them that your child will have already been taught, therefore enabling them to read the book with confidence. In turn, this will improve their pace, fluency and understanding of what they have read.

The books will also link to a text they have already read in school, giving the text more context. These books look like this:



## Useful videos and links

<https://www.ruthmiskin.com/en/find-out-more/parents/> - Information and resources to support phonics learning at home

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/> - Information and resources to support phonics learning at home

<http://www.ictgames.com/literacy.html> - fun games for the children to play

## Sound blending:



<https://www.youtube.com/watch?v=MNyFikwNQTg> (make image clickable version of video)

## Reading digraphs



<https://www.youtube.com/watch?v=OpGuwcr08LE> (make image clickable version of video)

## Reading bouncy sounds:



<https://www.youtube.com/watch?v=ui5UXEFD6UQ> (make image clickable version of video)