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Read Write Inc. at Toynton All Saints Primary School

Early reading at Toynton

At Toynton All Saints Primary School we use Read Write Inc. Phonics (RWI) to teach phonics and early spelling. We have put together a guide to how the RWI programme works together with some useful links.

Miss Gray is our Read Write Inc. lead teacher, so if you have any questions about RWI, contact school who can refer you to her.

What is Read Write Inc.?

Read Write Inc. (RWI) is a systematic synthetic phonics programme which helps children learn to read fluently and at a 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 Toynton we begin the programme in Nursery and will continue to support 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/en/find-out-more/parents/>

How will RWI be taught?

All children are assessed each half-term by their class teacher and groupings are then agreed with the RWI lead teacher. These groups allow children to work with children at the same level. This allows complete participation in lessons.

Nursery

In the Summer Term before children are due to start school, children will be introduced to the initial sounds in short five minute sessions.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using 'Fred Talk' and sound blending

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- 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 – known as 'Hold a sentence'

Talking

The children 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

Year One

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily session of RWI phonics last for 30 minutes. Once children become fluent speedy reader they will move onto learning about spelling rules and patterns.

Children will be taught to read as follows:

Before you start to support your child, practice saying the sounds below.

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 word! We call it 'Fred Talk', e.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

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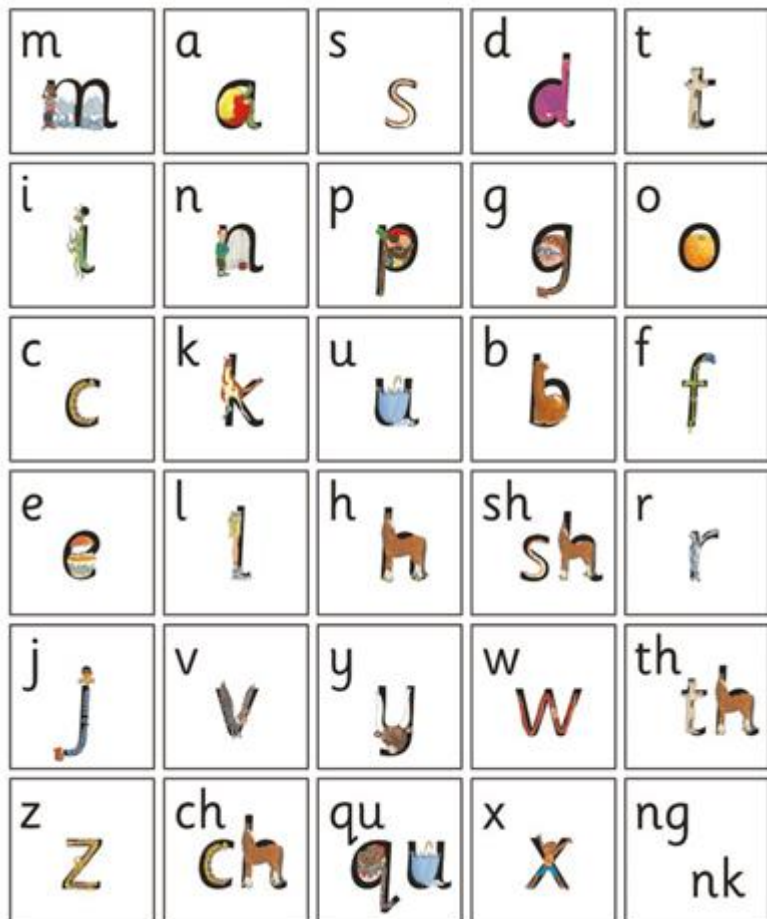


The following video is an example of blending sounds with Fred.

https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Set 1 sounds are with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. These sounds are a mixture of single letter sounds (m, a, s) and 'special friends' (sh, th, ch). Special friends are sounds that contain more than one letter but make one sound.



Please do not use letter names at this early stage as it hinders blending.

Here is a parent video on 'how to say the sounds'






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

The children are then taught **Set 2 Sounds** (these are the long vowel sounds). These sounds are all 'special friends'.


















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Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a 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 of Set 1 and 2 they are taught **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  care and share	ur  nurse with a purse	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

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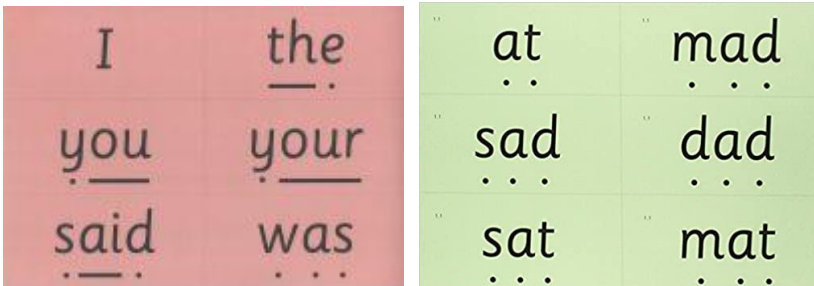
Nonsense words (Alien words)

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.

Applying blending

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The children will use sound-blending (Fred Talk) to read short stories, known as 'ditties'. Children will be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **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 extend children's vocabulary.

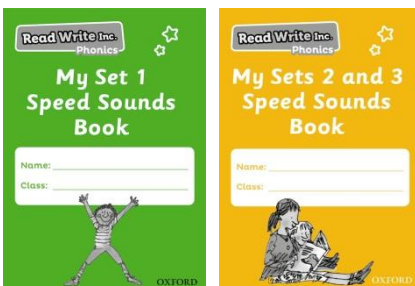


Green words are linked to the sounds they have been learning and are easily decodable. There are two sets of **green** words; *story green* and *speedy green*. *Story green* words are words directly linked to decodable words from the story book the child is reading. *Speedy green* words are made up of words the children have read in previous story books and develop their speed and fluency in reading.

Dots and dashes represent the sound each letter makes, the dashes are found underneath the 'special friends'.

How to help at home:

- Share the red and green words that your child brings home and encourage them to use 'pure sounds' and spoke 'special friends' while reading the green words. .
- Practice the sounds in the sound book sent home.



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- Share the reading book your child brings home, further details on how to support with this can be found on your child's class page.
- Encourage your child to share stories with you and even if they cannot read the story themselves talking about the pictures and the story will support their understanding of the story.

If you have any questions about RWI, please see your class teacher or see Miss Gray.

Videos you find useful:

Parent video: understanding Phonics

<https://www.youtube.com/watch?v=bXOJUPNVnLc&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=4&t=0s>

Parent video: reading the Set 3 sounds and words you're your child.

<https://www.youtube.com/watch?v=2o2b7nL1jrg&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=3&t=0s>

Parent video: Why read to your child?

<https://www.youtube.com/watch?v=kjHqJQ8sxs4&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=7&t=0s>

Parent video: 10 things to think about when you read to your child

<https://www.youtube.com/watch?v=iHMI70ZmxlQ&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=9&t=0s>

Parent video: Reading the stretchy sounds with your child

<https://www.youtube.com/watch?v=XsrMZZ6lbcI&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=10&t=0s>

Parent video: Reading the bouncy sounds with your child

<https://www.youtube.com/watch?v=ui5UXEFD6UQ&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=11&t=0s>

Parent video: Reading the diagraphs with your child

<https://www.youtube.com/watch?v=0pGuwcr08LE&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=12&t=0s>

Parent video: Sound blending

<https://www.youtube.com/watch?v=MNyFikwNQTg&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=15&t=0s>

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