



A guide to Read Write Inc Phonics

*Our mission at Manor Park is to teach every child to read and write
– and then to keep them reading and writing.*

What is Read Write Inc Phonics?

Read Write Inc (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin a leading consultant on early reading. Ruth Miskin has also created films for parents on the 'Ruth Miskin Training' [YouTube](#) channel.

This link explains RWI <https://www.youtube.com/watch?v=sjlPILhk7bQ&safe=true>

Who is Read Write Inc for?

The RWI programme is for primary school children learning to read and write. Children will begin the programme in the Early Years Foundation Stage and will remain on the programme throughout Year 1. Children will continue on the programme until they are at the expected reading level for Year 2. Our aim is that the majority of children will come off the scheme early in Year 2, however some children may remain on the scheme into Years 3 and 4.

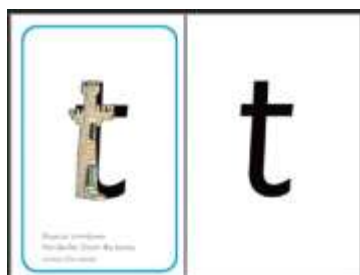
Who teaches Read Write Inc Phonics?

We have a dedicated team of teachers and teaching assistants who have all received RWI training. Mrs. Devenport, our RWI leader, monitors RWI sessions and leads training sessions with RWI staff after school.

How does Read Write Inc ensure success?

Each child is carefully assessed by Mrs Devenport and placed into a RWI group based on their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Groups are assessed every half term (6 weeks) and children are moved accordingly. Any children who are not making sufficient progress will be given additional 1:1 or small group support during afternoon sessions.

How will my child learn to read?



Children are taught the early sounds in Set 1. (See Speed Sounds chart below) This covers the alphabet and a few 'special friends' which are two letters that make one sound such as 'sh'.

They will learn to spot and recognise them quickly through fun activities and also to write them using 'phrases' to help them remember the correct formation. (See RWI phrases chart below)

RWI staff teach children 'pure sounds' which can be heard using this link.

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





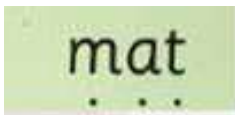
Using these simple sounds, children will learn to 'blend' words together so 'c-a-t' becomes 'cat'. To help the children do this, we have a lovely green frog called Fred! He can only talk in sounds so the children put the sounds together to make the word. We call this 'Fred Talk'. This is also used in early

reading, as when children see a new word they can use 'Fred Talk' to break down the sounds and then say or read the word.

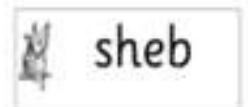
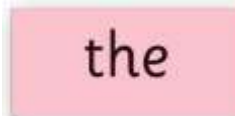
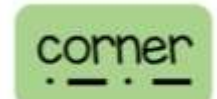
Similarly, this supports early writing skills as children use 'Fred Fingers' to break down a spoken word into its sounds to enable them to write the word. We use the phrase 'Say the word – pinch the sounds' to help children remember.



When they are confident with blending and know all of their Set 1 sounds, the children will move onto Set 2 sounds and then Set 3 sounds. (See Speed Sounds chart below) which introduce alternative spellings for sounds they know and more special friends. They may begin to use 'Fred in their head' to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot 'special friends' easily within new words.



Words which can be decoded are called 'Green Words' as they can be sounded out using phonics knowledge. Unfortunately, there are lots of words in the English language that do not follow these rules, they are called 'Red Words' or tricky words such as 'the,' 'have,' 'said' and 'was'. and need to be learnt by sight. When faced with an unfamiliar word we use the phrase 'Special friends – Fred talk – Read the word' as this reminds them that it is important to spot the special friends before attempting to read the word. To further consolidate this we also use 'Alien Words' which are made up words that do not make sense. These



words test to see if the children can spot any special friends and that they have good sound knowledge. This technique is also used in the National Year 1 Phonics Screening Check, which will be explained in more detail to Y1 parents in the Spring Term.

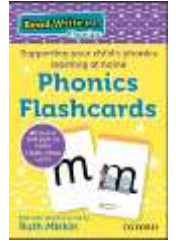
Each Monday Mrs Devenport sends parents / carers an email noting the sounds / words the children will be learning / reviewing each week with links to RWI videos to watch with your child. These videos are a great way of reinforcing the sounds and words they have been learning in school. As a school we have invested a significant amount of money in obtaining the RWI Portal to make these videos available for you. This is a great way for you to be involved in your child's learning which not all schools can offer. In addition, your child will have a list of the 'Red Words' (given out at the beginning of each half term) they need to know for their specific level of book.

By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability. As reading becomes more fluent, children begin to understand the stories they read and can enjoy the books. As part of the RWI sessions in school they will: read their books, learn new green words and more tricky red words, investigate vocabulary and complete comprehension activities to ensure they can find and retrieve information about the book.



How can I support my child with reading?

Whilst your child is learning their Set 1 sounds (in Reception) we will provide Set 1 Speed Sound cards for you to use at home. They will help to reinforce the sounds we are learning in school. Ideas of how to use these cards at home will be in the phonics folder.



All children will take home a 'story book'. This is a book that they have chosen to enjoy with you. They should hear you read the book so they can absorb the rich language and vocabulary within the book and learn to love story time. (See Top Tips for reading stories to your child)

When your child is learning to blend, (In Reception) they will be given RWI Blending books. To help your child with these, ask them to try to 'Fred Talk' the word and then blend the sounds together. They start thinking that they can read, and this does wonders for their confidence.



Once confident in blending, children will receive two RWI books. One is the book they have read at school. They should be confident and familiar with the story. This is done to build self-esteem and enjoyment in reading as well as to allow them to show off their reading skills to you! The second book is a Book Bag Book, this will be unfamiliar to your child. These books allow children to apply their reading skills and are matched to the sounds they have been taught so far. These books should be returned to school each Tuesday. In the first read your child will be focussing on reading each word individually and it may seem robotic. In this phase very






























little comprehension of the story is likely. In the second read, their word recognition will become a bit quicker allowing a faster pace. In the third and subsequent reads, the speed should be much quicker and therefore the child is using more brain power to understand the story rather than on reading each word. This is the point when the story becomes meaningful and pleasurable and they can answer questions based on the content. There are questions at the end of the book to check understanding and promote discussion of the story.

It is recommended that all reading should take place in a calm and quiet environment, a story before bed time or snuggled on the sofa without distractions of the TV etc so the focus can purely be on the reading enjoyment. It should be relaxed and enjoyable and lots of praise should be given when children are successful. Please encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful.










Many children will want to avoid reading after a 'long day' at school, being very creative with their excuses, but please be persistent in completing home reading as this is vital towards their success and research shows that pupils who do not consolidate learning at home are far less able readers when they leave Year 2.

The main resource you can provide your child with are time, patience and praise, and together we will make sure they are confident readers!







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

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

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a 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

RWI Handwriting

Letter	Phrase
m	Maisey, mountain mountain
a	Round the apple, down the leaf
s	Slither down the snake
d	Round his bottom, up his tall neck, down to his feet
t	Down the tower, across the tower
i	Down the body, dot for the head
n	Down Nobby and over his net.
p	Down the plait and over the pirates face
q	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
sh	Slither down the snake, down the head to the hooves and over his back
r	Down his back, 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
th	Down the tower, across the tower, then down the horses head to the hooves and over his back
z	Zig-zag-zig
ch	Curl round the caterpillar, then go down the horse's head to the hooves and over his back
q	Round her head, up past her earrings and down her hair
x	Down the arm and leg and repeat the other side