

READ WRITE INC



Ruth Miskin

Read Write Inc. created by one of the UK's leading authorities on literacy, Ruth Miskin.



Why



Phonics?

A complete literacy programme – systematic and structured.

Meets the demands of the national curriculum, giving children the best chance of success in the national tests.

Starting at the beginning...Early Years

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner

Aim at the end of Year 1...

Children are accurate and speedy readers and are ready to move onto our class English lessons in year 2

One-to-one tutoring – no child is left behind.

Storybooks align with the sounds learnt in class.

How we have tailored it to Thurgoland...

- It is taught daily 9 – 9.30am in small groups. Seating plans are effective for pace, behaviour, support. The area used is carefully planned too for resources, lack of distraction, quiet and number.
- I have written a progression document of expected progress with phonics and targets to Y1 phonics screen and Y2 reading SATs.
- Children reading materials that match their phonics attainment.
- As children complete the phonics teaching they move into the book banded reading books – beginning at white book band.



What does Read
Write Inc look
like in the
classroom?



We start by teaching Set 1 sounds in a given order...

Speed Sounds Set 1

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

Special friends...2
letters that make 1
sound

These sounds are introduced 1 a day using the flashcards with the sound on one side and the picture / rhyme on the reverse.

Each '**Speed Sounds** lesson' lesson involves:

- Saying the sound sssssssssssss
- Using pictures sound cards ssssssnake, ssssssun
- Drawing the 's' on the board
- Mixing the letter card in a small pack of other letters – children spot the 's' and call out 's'
- Use the rhyme for handwriting 'slither down the snake' then move to writing letter and just saying the sound 's'
- Children have a go at writing this new sound and a couple of other letters previously taught
- Oral Fred talk s-a-d.....sad s-i-t....sit



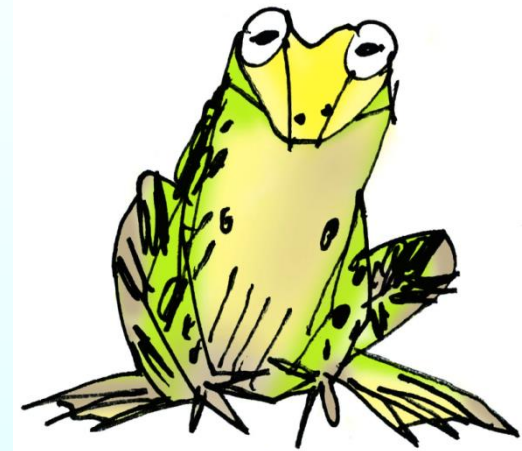
How do phonics help us to read?

Say "hello" to Fred.

Fred can *only* talk in **pure** sounds...

He says "c_a_t." Not cat.

We call this *Fred Talk*.



Practice pronouncing the sounds...

Remember no 'fuh' and 'luh'!

s

S

d

d

m

m

a

a

Handwriting

In Early Years the letter shapes are learnt at the same time as the sound.

There is an accompanying rhyme for each letter.

Fine motor activities are crucial to develop hand strength, dexterity and pressure.



Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sat at a table, encourage your child to have a go
4. Praise your child for their efforts

- 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



Once the first five letters have been taught we start adding in 'word time' lessons alternately with 'speed sound' lessons to begin the understanding and ability to blend.

For example, m, a, s, d, t has been taught

The teacher can orally Fred Talk using 3 of the sounds...m-a-t...mat
Children listen and then copy.

Then we can say a whole word 'mat' and locate the sound cards (from the 5 they can see) to make up this word.

Magnetic letters is a part of this too.



Learning to blend and segment with the sounds we know...

Assisted blending as soon as the first 5 sounds are learnt!

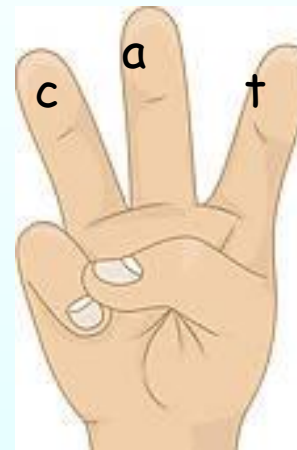
Moving towards independent blending



Fred Fingers for spelling

*Say the word and pinch on the sounds

Eyes for reading, fingers for spelling!

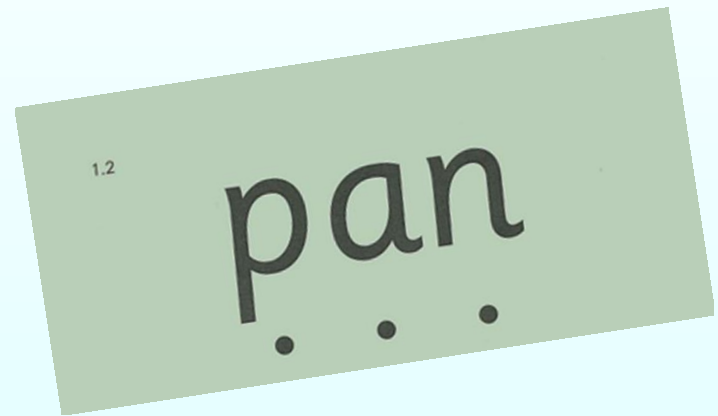


Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

- *Fred talk
- *Fred in your head
- *No Fred talk

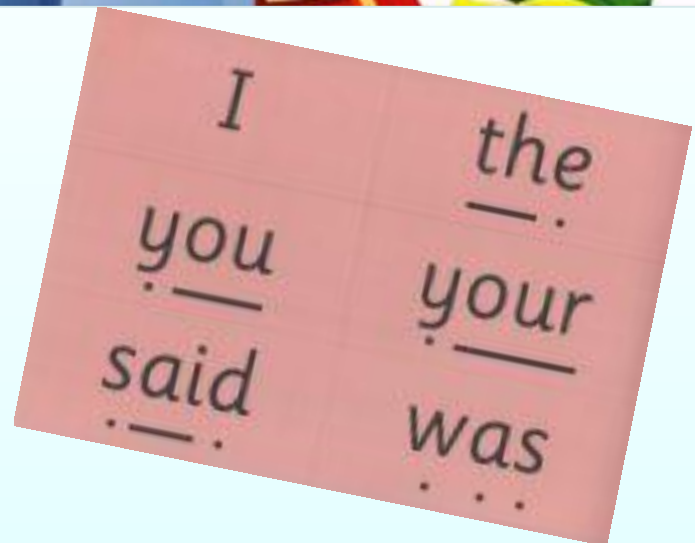
Alien words!

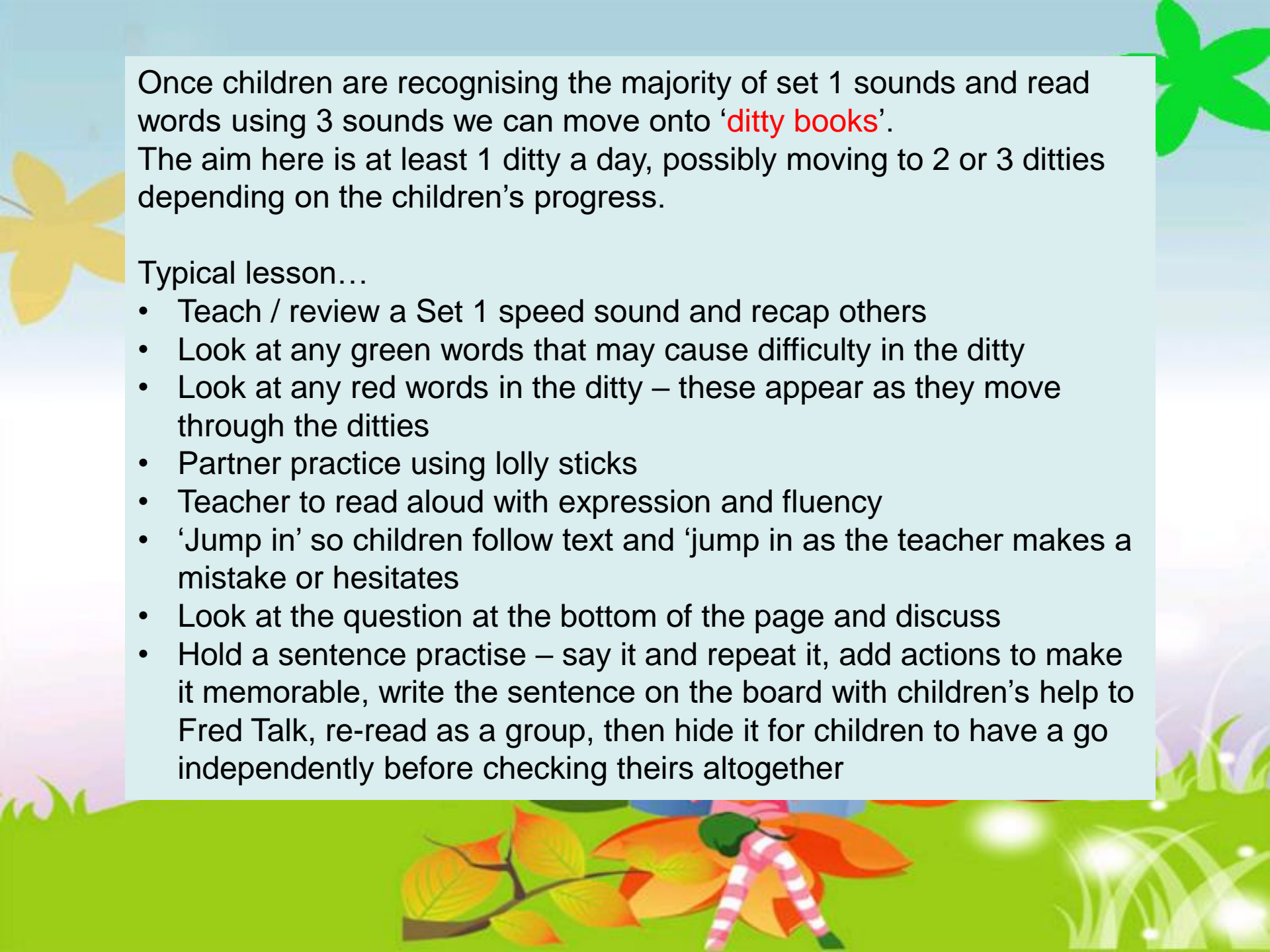


Red words

'If it's red it's hard to Fred'

(also known as common exception words)






Once children are recognising the majority of set 1 sounds and read words using 3 sounds we can move onto 'ditty books'.

The aim here is at least 1 ditty a day, possibly moving to 2 or 3 ditties depending on the children's progress.

Typical lesson...

- Teach / review a Set 1 speed sound and recap others
 - Look at any green words that may cause difficulty in the ditty
 - Look at any red words in the ditty – these appear as they move through the ditties
 - Partner practice using lolly sticks
 - Teacher to read aloud with expression and fluency
 - 'Jump in' so children follow text and 'jump in' as the teacher makes a mistake or hesitates
 - Look at the question at the bottom of the page and discuss
 - Hold a sentence practise – say it and repeat it, add actions to make it memorable, write the sentence on the board with children's help to Fred Talk, re-read as a group, then hide it for children to have a go independently before checking theirs altogether
- 

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

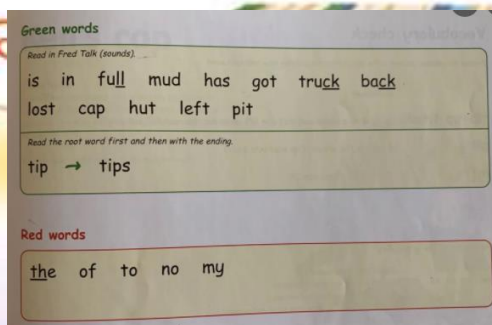
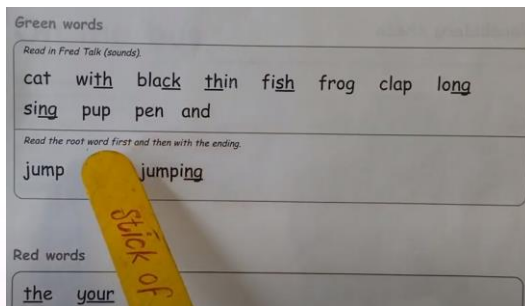
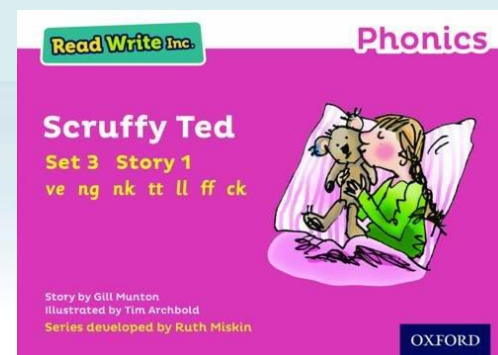
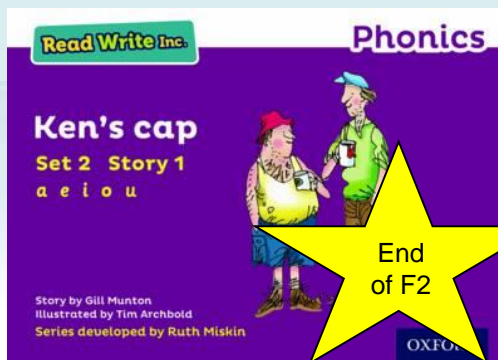
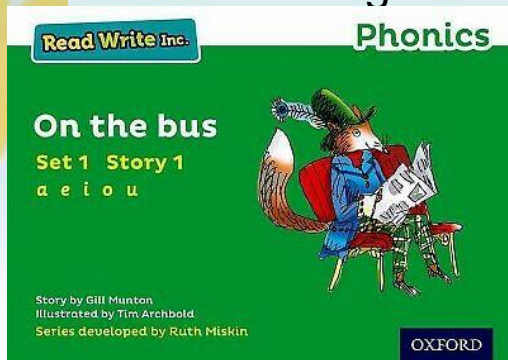
oy



toy for a boy



Now children have been taught set 1 and set 2 sounds they begin the read, write inc storybooks. These are a mix of fiction and non-fiction books. The sets are in progressive order from green to purple to pink. Each set contains 10 titles and the book is taught over a week. We assess before moving on each time.



The fluffy cat is Finn
(I can put my jimjams in).



I've got Panda Peg as well
(I can ring the tinkly bell).



Sit with us
on the big red bus
with the fat black cat
and the fox in a hat



Dan is in his tip-up truck.
The tip-up truck is full of mud.



And this is Scruffy Ted
(the ted tucked up in bed).

I cud
but S

Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

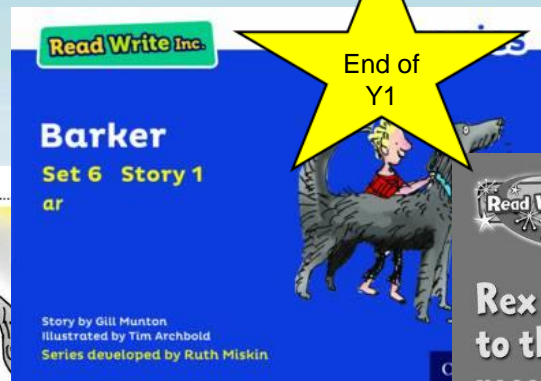
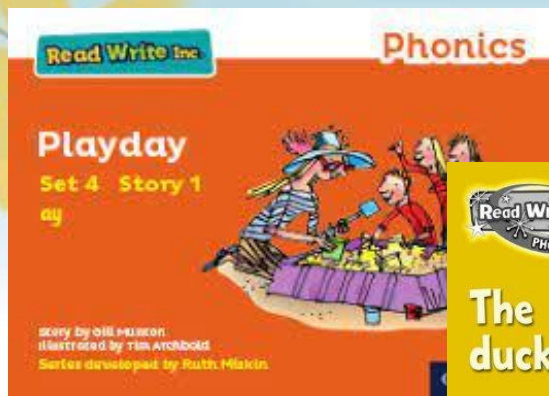
Only when set 1
and 2 are
effortless!

Set 3 sounds

Splits...where's my
friend, he's on the
end!



Once Set 3 sounds have been taught through 'Speed sound' lessons the children apply this new knowledge by reading through further sets of read, write inc books.



June in Y1 has typically been the statutory phonics screen for all children. This is a set of 40 words (20 real and 20 alien) using all phonics sounds taught. The pass score can change but is usually 32.

Our reading routine...

Fred Frog's readers can...



Follow and point

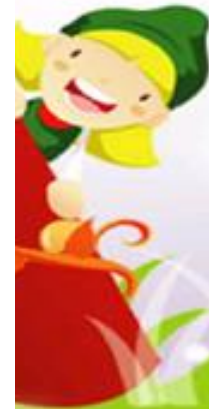


Fred Talk



Read it again!

How to help your child read at home



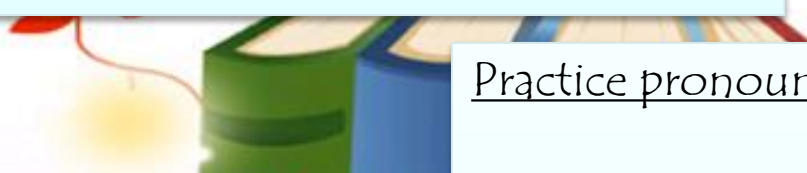
Reading stories at home

Read favourite stories over and over again

Read some stories at a higher level than they can read themselves.

Listen to them reading their take home Phonics storybooks.

Watch the RWI storytime at home video on their website for hints and tips.



Have fun with Fred Talk!

"What a tidy r-oo-m!"

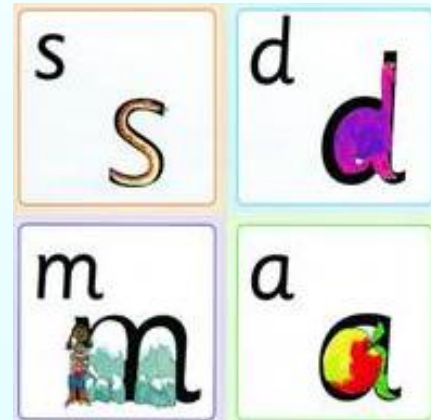
"Where's your c-oa-t?"

"Time for b-e-d!"

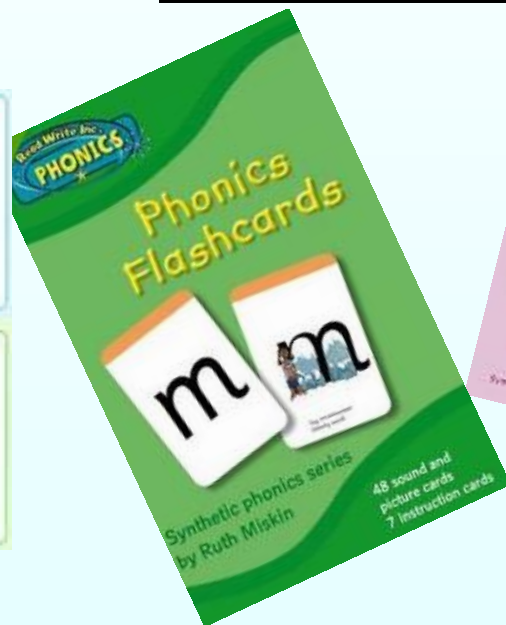
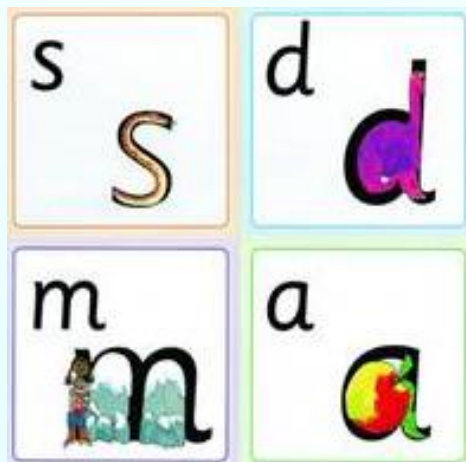


Practice pronouncing the sounds...

Remember no 'fuh' and 'luh'!



Available resources



Supporting our reading scheme

It is not a race through levels...there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and, therefore, understanding.

Thank You!

