



Read Write Inc. (RWI) at The Winns Primary School

At The Winns Primary School we aim for all our children to become **fluent, confident** readers who are **passionate** about reading.

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Children who read 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**

At The Winns Primary School we use Read Write Inc. Phonics (RWI) to give your child the best possible start with their Literacy development. Ms Dodge is our Read Write Inc. lead teacher, so if you have questions about RWI, contact the school they can then refer you to her.

What is Read Write Inc?

Read Write Inc. (RWI) is a phonics complete literacy 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. At The Winns we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7, as we use a stage not age approach. 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 regularly by our RWI lead teacher. From these assessments children are grouped into stages, where they work with peers on the same stage.

Nursery & Reception

When appropriate, children will be introduced to the initial sounds in short five minutes sessions.

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 – 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 Early Years but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last 40 minutes.

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.

Children will be taught how to read as follows:

Before you start to teach your child, practice saying the sounds below. These are the sounds we use to speak in English. Children initially begin using pictures for each sound, this will help children recognise the sound and then form the shape of the sound.



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.

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.

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.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

At this stage we do not use the letter names

Use the link below to support your pronunciation sounds correctly.

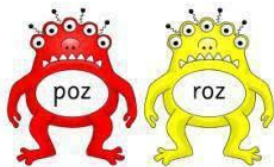
<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=3>

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**.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

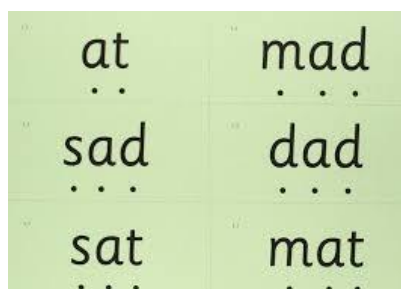
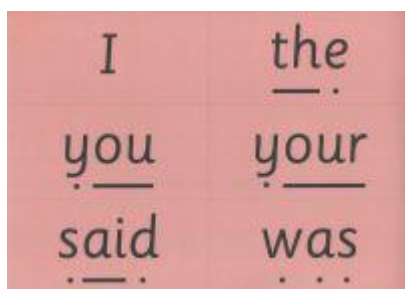
Nonsense words (Alien words)- What 'a load' of nonsense!



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.

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 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.

To help at home:

Your child will start to bring books home when they are confident readers, relating to their reading stage. You will find they will bring home a phonics based book, this will aid application, speed and fluency- developing speedy reading! Following on from this, they will bring a comprehension based book which will begin to enrich their reading, which will require decoding skills. Only then, children will bring home enriched reading books which will enhance their understanding via inspirational language promoting depth to their understanding.

Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

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

<https://www.bbc.co.uk/bitesize/articles/z6q3p4j> - fun games for the children to play

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

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

<https://www.youtube.com/c/OxfordEducation/featured> - Helpful videos with guidance on RWI phonics for teachers and parents/guardians.

<https://www.youtube.com/c/OxfordOwlHome/videos> - videos to help with phonics as well as stories to enjoy!