

Reading at St. Mark's CofE Primary School



**How we use Read Write Inc to support
children in learning to read**

At St. Mark's, we use (RWI) as our inclusive synthetic phonics programme to teach children to read. This is a highly regarded scheme and at St. Mark's we have been using it for many years. Children are introduced to RWI phonics when they arrive in school in Year R and the approach supports reading and aspects of writing and spelling as the children learn throughout the school. RWI sessions occur daily and children work in small groups according to their confidence and competence. The groups are re-assessed and re-organised on a regular basis in order to match the pace and progression of each child. This assessment also enables teachers to decide if 1:1 intervention would be appropriate in order to meet both the expectations of the Year 1 phonics check (done in Year 2 over the last two years) and the expectations for the end of KS1. Occasionally it is necessary for individual children to continue working on RWI past Year 2. This is nothing to worry about and just helps to secure their understanding of all of the sounds in the English language, and helps to develop their 'tools of reading' when they come to words that they are unfamiliar with.



Aims and Objectives:

The overarching aim of the RWI programme is to teach pupils to:

- Segment words into their constituent phonemes in order to spell words.
- Apply the skill of blending to read real and monster (made up words).
- Learn that blending and segmenting are a reversible process and help with both reading and spelling.
- Read high frequency words (red words) that do not conform to the regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so that they can focus on using reading to learn-comprehension skills.
- Spell accurately using the sounds that they have already been taught.

Our goal is for *all children* to know all of their Set 1, 2 and 3 sounds by the time they leave Year 2 and to be using these to read increasingly complex texts.

RWI in Practice



The core principles of the programme are:

- **Praise** – Pupils learn quickly in a positive climate.
- **Pace** – Good pace is essential to the lesson.
- **Purpose** – Every part of the lesson has a specific purpose.
- **Passion** – It is the energy, enthusiasm and passion that teachers invest into lessons that bring the teaching and learning to life!
- **Participation** - A strong feature of R.W.I. lessons is partner work; partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Monster Words

As well as learning to read and to blend real words, the children meet “Monster words.” These words present an opportunity to assess a child’s ability to decode

using phonics. Children who can read these nonsense words should have the skills to decode almost any unfamiliar word. Monster words will also feature in the Year One Phonics Screening check in the summer term. The national Phonics Screening Check was introduced in 2012 to all Year 1 pupils. It is a short, statutory assessment to ensure that children are making sufficient progress in the phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning. Please note for 2020 and 2021, due to Covid, this has been completed in the Autumn term of Year 2.



Why are the children in different groups for phonics?

All of the children participating in RWI are assessed every six to eight weeks and their progress is carefully monitored. After each assessment, we will reorganise the groups as necessary to ensure each child is in the correct grouping to learn the next set of sounds to develop their fluency as a reader. All children will pick up phonics at slightly different rates; the important thing is that they are constantly making progress. If we feel a child is not making the progress we would expect, then we will give them extra 1:1 support in order that they keep up with their peers.

What is 'Fred Talk'?

Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this **Fred Talk**.

For example, Fred would say 'm-a -t' we would say 'mat'. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons, children are taught to hear sounds and blend them together in sequence to make a word.

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

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

What are 'speed sounds'?

In Read Write Inc phonics, the individual sounds are called '**speed sounds**' – because we want your child to read them effortlessly. Set 1 sounds are the initial letter sounds. They are taught in the following order.



Set 1 speed sounds

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

When writing the letter sounds the children use a picture and a phrase to help form the letters correctly.

e.g. M – maisie, mountain, mountain

Set 2 speed sounds

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy



There are twelve Set 2 '**speed sounds**' that are made up of digraphs (two or three letters which represent just one sound), e.g. 'ay' as in play, 'ee' as in tree and 'igh' as in high.

When children learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play
- We call these 2/3 letter sounds that go together '**special friends**'

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example (fred talk) s-p-r-ay = spray.

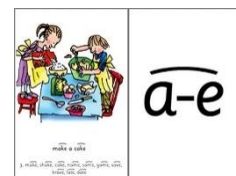
Vowel sound	Set 2 Speed Sound Rhyme	Green words (decodable)
ay	ay: may I play	day play say may way spray
ee	ee: what can you see?	see been seen sleep three green
igh	igh: fly high	high might light bright night fright
ow	ow: blow the snow	snow slow know show blow low
oo	oo: poo at the zoo	too zoo food pool moon spoon
oo	oo: look at a book	took shook cook foot look book
ar	ar: start the car	star part hard sharp car start
or	or: shut the door	sort short snort horse sport fork
air	air: that's not fair	fair stair hair air lair chair
ir	ir: whirl and twirl	girl third whirl twirl dirt bird
ou	ou: shout it out	out mouth round found loud shout
oy	oy: toy for a boy	toy boy enjoy

Set 3 speed sounds

a-e, ea, i-e, o-e, u-e, aw, are, ur, ow, oi, ai, e, oa, ew, er, ear, ure

When learning their **Set 3 speed sounds** they will be

that there are more ways in which the same sounds are written, e.g. 'ee' as in tree and 'ea' as in tea.



ire,

taught

Vowel sound	Set 3 Speed Sound Rhyme	Green words (decodable)
a-e	a-e: make a cake	shake make cake name same late date
ea	ea: cup of tea	real please dream seat cream
i-e	i-e: nice smile	hide shine white nice time like smile
o-e	o-e: phone home	hope home phone spoke note broke
u-e	u-e: huge brute	tune use June huge brute
aw	aw: yawn at dawn	saw paw yawn law dawn crawl
are	are: care and share	share dare scare square bare
ur	ur: nurse with a purse	burn turn spurt nurse purse hurt
ow	ow: brown cow	how now down brown town cow
oi	oi: spoil the boy	join coin voice
ai	ai: snail in the rain	snail paid tail paint train rain
e	e: he me she we	he me she we be
oa	oa: goat in a boat	goat boat road throat toast coat
ew	ew: chew the stew	chew new flew blew drew grew
er	er: better letter	never better weather proper corner after
ire	ire: fire fire	fire hire wire bonfire inspire conspire
ear	oar: hear with your ear	hear fear dear near ear
ure	ure: sure it's pure	Pure sure cure picture mixture creature future

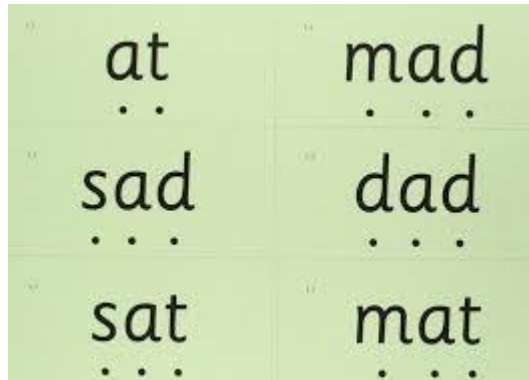
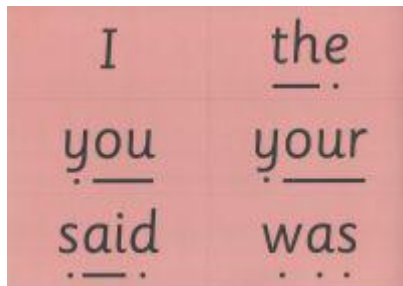
Click the link below to hear how to pronounce the sounds correctly.

[How to pronounce the sounds RWI](#)

Children will first be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties.

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 help 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 or group of letters makes. Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

Once children can read the first set of Speed Sounds and can read the Ditties, they will start to bring home the Storybooks. These books have a text with a strong phonic structure which is perfectly matched to the sounds your child is currently practising. There are instructions in every book for you to follow.

It is important that you continue to read stories, non-fiction and poems to your child as this will help them hear the structure of texts and build up their vocabulary bank.

Ruth Miskin, the founder of Read Write Inc., has compiled a selection of short videos that give lots more information and examples. They are really worth watching - Click the link below to find out more about:

<https://www.ruthmiskin.com/en/parents-copy-2/>

What Reading Books will my child get?

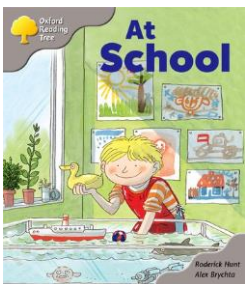
KS1

Our reading scheme is based around RWI and the take home books, matched with the scheme, will be closely matched to the learning and books that your child is reading in their RWI phonic group. This book will be one that your child

should be able to read to you independently, first using **Fred Talk** and then, on subsequent reads, with greater fluency. Children will also be issued with an online RWI book and/or quiz on Oxford Owl. This will be the book that your child has been reading in class and they should be able to read it with fluency. The purpose of bringing home a book they can already read is to celebrate this achievement with you. Praise them for this success!

Order of Story books: Children will hopefully follow the order listed below:

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One/Two
Grey 1-13	Year One/Two



In addition, children will also bring home a book from Oxford Reading Tree (ORT) or a similar scheme. This book will be picked by the class teacher and will be carefully matched to the sounds that your child has been learning. This book may be more of a challenge for children and we ask that you support them with this text or read this book with your child. You may find a number attached to the top right hand corner. This relates to the sounds that the book contains: up to set 1, 2 or 3 and is being used by your child's teacher to more closely match this book to their phonic ability.

This means that each week children will have access to two phonetically decodable books, one book bag book and one online book, that they can read independently, and one other closely matched decodable book that they may require additional support with.

Children will read both the RWI book bag book and ORT book in class with the teacher and LSA. We aim for each child to read twice a week, once with the LSA and once with the teacher.

Each child will also bring home a Library book; this will help them to develop their love of reading. In many cases, this book will be beyond your child's reading ability so you will need to help them by enjoying this text together.

Remember that children read every day in school too in their RWI groups and across many other subjects. We also share class stories and have independent reading sessions. Consequently, children read extremely regularly in school and are given plenty of opportunities to develop their skills over and above their 1:1 reading sessions..

We ask that you aim to read with your child **at least** four times per week. They have reading challenge cards to complete and if they read four times per week, they will receive a sticker. We also give out Star Reading Certificates each week to readers within our classes as an extra incentive.

Year 2 and KS2

For most children, by the beginning to middle of Year 2, the RWI programme will be completed and this means that they know all of their Set 1, 2 and 3 sounds and can read them within a variety of real and monster words. However, some children may need extra support and your teacher will talk to you about this.

From this point onwards, children will be issued with two book banded books from ORT or similar schemes. These books will be matched to your child's fluency and comprehension skills. Children will be assessed against book band targets and via comprehension assessments. They will also bring home a library book of their choice each week.



Children who are off RWI will also be able to access book banded books online via Bug Club. These also have fun quizzes associated with them that help to develop children's comprehension skills.

Children should also be encouraged to read books frequently and to pick books that interest them to help to encourage the love of reading. **Please see your child's teacher for any further information you may need with regards to reading.**