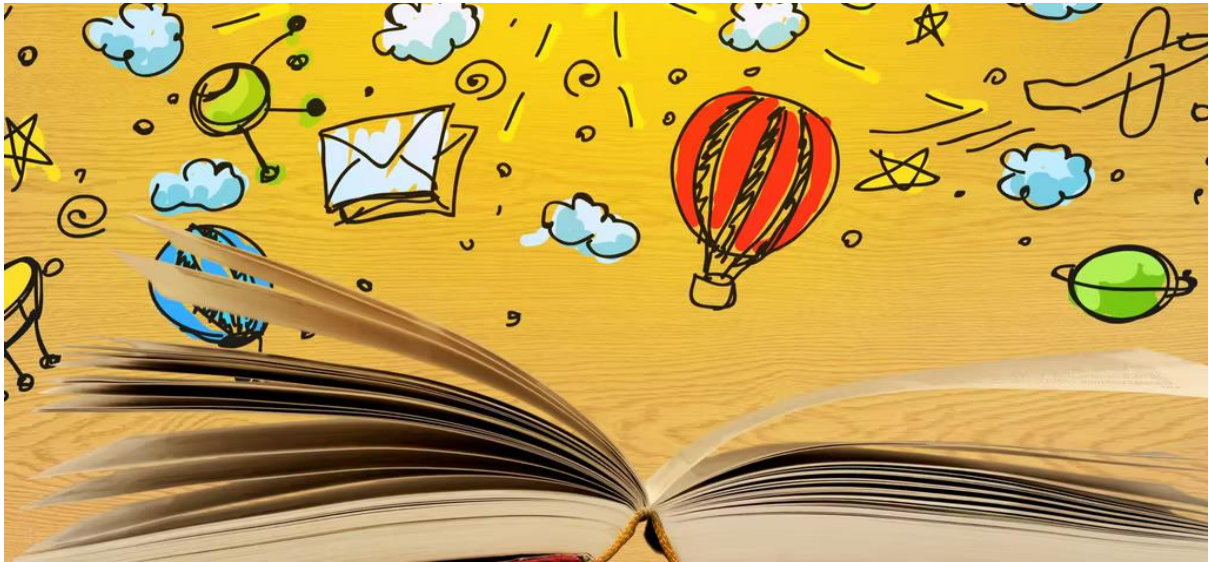



Reading at St. Mark's CofE Primary School



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 (every 6-8 weeks) in order to match the pace and progression of each child. This assessment also enables teachers to quickly spot children who are struggling with reading and support them to catch them up. Whilst, we strive to ensure that all children can read as quickly as possible, 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 (sounds).
- 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 read with fluency.
- Once fluent, focus on using reading to learn by developing their 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 age appropriate texts fluently with understanding.

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).

Nonsense Words



As well as learning to read by segmenting and blending sounds in real words, the children meet

"Nonsense words", also referred to as alien and 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. Nonsense 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 using their phonics skills to read words and are on track to become fluent readers who can enjoy reading for pleasure and for learning.

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'?

The 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, q, 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'

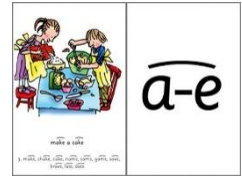
Every speed sound has a list of *green words* linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example (Fred talk) s-p-r-ay = spray.

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, ire, ear, ure

When learning their Set 3 speed sounds, they will be taught that there are more ways in which the same sounds are written, e.g. 'ee' as in tree and 'ea' as in tea.



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	ear: hear with your ear	hear fear dear near ear
ure	ure: sure it's pure	Pure sure cure picture mixture creature future

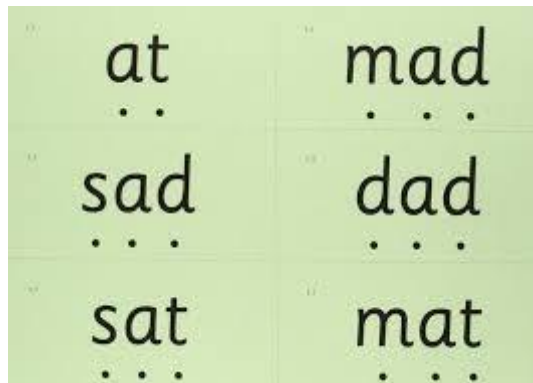
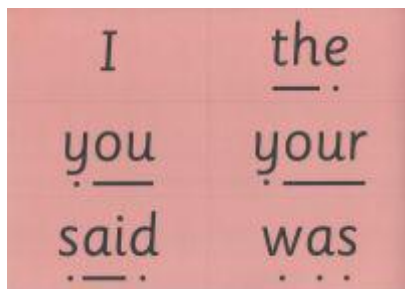
Click the link below to hear how to pronounce the sounds correctly.

[How to pronounce the sounds RWI](#)

Children will first be introduced to Ditty sheets, and then 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** words, story **green** words and speedy **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable. **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 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, and are perfectly matched to the sounds your child already knows. There are instructions in every book for you to follow.

To understand more about how and why RWI is taught see this useful video:

[Top ten tips for RWI](#)

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.

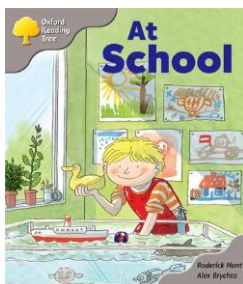
What Reading Books will my child get?

KSI

Our reading scheme is based around RWI, and the take home books are carefully matched with the scheme. They will contain sounds that your child has been taught and are designed to develop confidence and fluency. 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 and less sounding out. We ask that your child reads this book to you on three separate occasions. Children will also be issued with an online RWI book and where appropriate a 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 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 an additional book from our Oxford Reading Tree (ORT), Big Cat or real book collection. Until your child has completed RWI, this book is a **sharing reader**. It is not designed for your child to read to you independently as it may well contain sounds that your child has not yet been taught. We would like you to read this to your child (or with your child) so that they can enjoy the stories and information from a wide range of books.

Children will read a paper version of the online RWI book in their phonics group each day and will read the RWI book bag book with the teacher and LSA in class. In KSI, in addition to daily reading, during their RWI lessons, 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.

This means that each week children will have access to two phonetically decodable books (one RWI book bag book and an online RWI book) that they can read independently, and other books that promote their love of reading.

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. Please record this reading in their green log. If they read four times per week, they will receive a raffle ticket to go into our book raffle, where we have a winner from each class each half term. We also give out Star Reading Certificates each week to readers within our classes as an extra incentive. Plus, we have a love of reading bag or box with books carefully selected by the class teacher and a sachet of hot chocolate.

Year 2 and KS2

For most children, by the beginning to middle of Year 2, the RWI programme will be complete and this means that they know all of their Set 1, 2 and 3 sounds, can read them within a variety of real and nonsense words and read an age appropriate text fluently. However, some children may need to continue with RWI for a little longer to secure their phonic knowledge. For these children, RWI lessons may continue. We currently have a small number of children in Year 3 and a few children in Years 4-6, where daily RWI lessons are prioritised to secure these important skills. Children in Years 5-6 also receive more age

appropriate texts via RWI Fresh Start to keep them motivated with their learning to read.

Once children have secured their phonic knowledge and are sufficiently fluent readers, children will be issued with a book banded book from ORT or similar schemes. These books are matched to your child's fluency and comprehension skills and are books that should be read at home and in class. Children can swap these books regularly. They will also bring home a library book of their choice each week.

Once off RWI, children will continue learning the skills of reading by developing fluency, vocabulary and comprehension, in taught book club lessons that happen three times per week. We use carefully matched texts and activities using  .

The resources and teaching approach used by Plazoom are engaging for children and help them to unpick the strategies needed for understanding more complex comprehension skills such as inference.

Children have opportunities to read across the curriculum. Reading is a priority and is promoted by class teachers and staff across our school. Teachers regularly share quality texts, through our reading and writing curriculum. For more information, visit our [curriculum web page](#).

Remember, children should also be encouraged to read books frequently at home 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 about reading.