

## **Learning to read at Shortlanesend School**

At Shortlanesend, we use a synthetic phonics programme to teach reading called '**Read Write Inc**' produced by Ruth Miskin.

Read Write Inc Phonics is a method of teaching reading which is centred around learning the sounds of the letters (phonics), and then blending them together to read words. The children also learn to break down words into individual sounds in order to write them.

Below is a helpful guide which will help explain how we teach Read Write Inc Phonics at school and how you can help support your child's reading development at home.

If you have any questions please do ask your class teacher.

### **What is Read Write Inc?**

Read Write Inc (RWI) is a phonics 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. It also allows them to spell effortlessly so that they can put all their energy into composing what they write. The children are assessed by the RWI lead teacher and grouped according to their ability. Small group phonics lessons are taught daily by trained staff and there are consistent expectations across the range of abilities. At the end of each half term the children are assessed to check on their progress and regrouped.

Children learn sounds in school which help them to read and write. They then practise these skills through reading 'Book Bag Books' at home which are specifically pitched to both consolidate learning and provide challenge in an engaging and fun way! This is what they look like.



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

### **Reception**

In Reception all children will learn how to ‘read’ the sounds in words and how those sounds can be written down. Those who are ready, will begin to read simple words within books and write some of these.

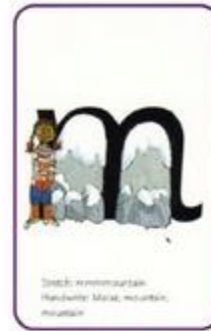
### **Year 1 and above**

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour.





























The children are taught the sounds in 3 sets.

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.

- 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  
 p down the plait and over the pirate's face  
 g 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  
 r down his back and 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  
 z zig-zag-zig  
 q round her head, up past her earrings and down her hair  
 x down the arm and leg and repeat the other side



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

Please do not use letter names at this early stage. Watch the video below to find out how to pronounce the 'pure' sounds.

The children are then taught Set 2 Sounds – the long vowels.

Set 2 Sounds

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at the book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy to enjoy



When they are very confident with all Set 1 and 2, they are taught Set 3 Sounds.

### Set 3 Sounds

ea: cup of tea

oi: spoil the boy

a-e: make a cake

i-e: nice smile

o-e: phone home

u-e: huge brute

aw: yawn at dawn

are: share and care

ur: purse for a nurse

er: a better letter

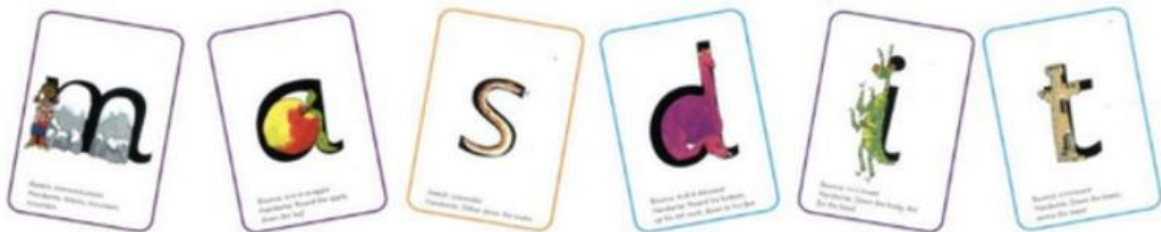
ow: brown cow

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?  
tion: (celebration)  
tious / cious: (scrumptious / delicious)  
e: he me we she be

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. Fred is our Read, Write Inc. friend. He can only speak in sounds, so we help him learn to say words instead of sounds. For example, Fred says 'm-a-t' instead of mat. We also teach him not to add 'uh' to our sounds to keep them pure. For example, we say 'c' and not 'cuh'.



Reading

Children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions

## Writing

Children will:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme

## Talking

Children are assessed so they work alongside children at the same level. This allows them to fully participate in all lessons.

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

## Blending

Help your child learn to read words by sound-blending (Fred talk) eg. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set. Help your child to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.





### Spelling with your Fred Fingers

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.

When using Fred Fingers each finger represents one sound. When children reach yellow Read Write Inc. storybooks, they will learn to trace the letters onto each finger and say the letter names.

### Nonsense words (Alien words)

Research has shown that incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However, it is important to ensure that children understand that they are reading nonsense words (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick, reliable, and valid way of assessing children. However, reading nonsense words is only a small part of the Read, Write Inc. phonics teaching.



