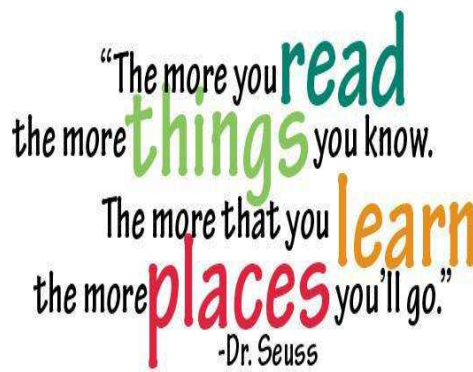




Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

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
- Reading ourselves as good role models to show the enjoyment that reading gives.

At Crossflatts Primary School we use Read Write Inc Phonics (RWI) to give your child the best possible start with their phonics and reading journey. We have put together a guide to how the RWI programme works together with some useful links.

Mrs Spencer is our Read Write Inc leader, so if you have questions about RWI, please email hannah.spencer@crossflatts.bradford.sch.uk Please take the time to read this information as it will provide you with an invaluable insight as to how we teach phonics and how you can help and support your child in both phonics, and with their reading

What is Read Write Inc?

Read Write Inc (RWI) is a complete phonics literacy programme which helps all children learn to read fluently and at speed. The programme is designed for children aged 4-7, however at Crossflatts Primary School we also use the RWI Phonics for Nursery programme and continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found on the Read Write Inc website. <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

How will RWI be taught in Nursery and Reception?

Nursery

This Nursery programme teaches children to read letter sounds and words alongside developing a love of reading through poetry and storytimes. In Summer 1 children will be introduced to the initial sounds in short ten minutes sessions. This sets them up for success when they arrive in Reception.

Reception

In Reception all children will have a 30 minute daily phonics sessions learning how to 'read' the sounds in set 1 and 2 and how these sounds can be written down and read in words.

Children read a book that is matched to their phonics level in a small group three times a week.

How these sessions develop Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using Fred Talk, sound blending and Fred in your head.
- read from a range of storybooks and non-fictions books matched to their phonic knowledge
- build their fluency for reading

How these sessions develop Writing skills

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 and Fred in their head.
 - learn to build sentences by practising sentences out loud before they write
- Before I begin to explain the steps in more detail – Here are some important key phrases that will hopefully become clearer as I explain the steps!



This is Fred - You will definitely get to know this fellow a little better.....

Single Sounds – One letter that makes one sound eg - m

Special Friends – Two or three letters that make one sound. ai as in r ai n

Chatty Friends – Two letters that make one sound but are separated by another letter. a-e as in c ame

Fred Talk – Fred is the *Read Write Inc* mascot. He can only talk in sounds, so when he talks it is always sounding out each sound – eg when we say a word in Fred talk we say m a t – then we blend the word and say mat

Fred Fingers –The children hide their hand and count the sounds in a word. The teacher then asks them to show how many sounds are in a word by holding up the corresponding amount of fingers. The children then count the sounds by pinching their fingers.

Write it – Before a child writes a word we Fred talk, Fred Fingers and then write it.

Fred in your head When a child is using Fred talk more confidently – we move onto **Fred in your head** where the children sound out in their head, blend together then read the word. This stage is when you will see your child developing their fluency in their reading.

Dots – a small dot under a single sound.

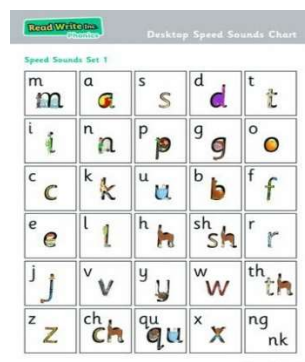
Dash- a line under special friends in a word

Alien/ Nonsense words – When children move onto set 2 sounds, they begin to be introduced to alien words which tests their knowledge of the sounds in preparation for the Year 1 phonic screening (there is more information about this on the school website)

The steps to sets success.....

Step 1:

Set 1 Sounds are taught in the following order together with pictures and 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 insect's body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirate's face.
g	Round the girl's 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 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
ck	Tick tock clock
ff	Huff and puff
ll	Sell the doll
kk	Kiss, kiss
zz	Fuzz and buzz

Always remember to use letter sounds not names at this early stage.

Step 2 :

The children are then taught Set 2 special friends sounds. When they are confident with all of set 1 and 2, they are taught set 3, this is usually within Year 1.

Speed Sounds Set 2



Speed Sounds Set 3



Long vowel sound	Set 2 Speed Sound cards We 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	oa: 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: purse for a nurse	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?	

Assessing your child

We regularly assess your children's phonic knowledge to ensure that they are progressing through the sounds and revisit any sounds that they need to consolidate.

Home reading books

Once your child has learned some of the set 1 sounds, they will begin to bring home a sound blending book or a ditty sheet. These allow your child to practise putting the sounds they have learned into words and then sentences.

Ditty 2: Tag

Speed Sounds - read the sounds (not the letter names)
t a s d g n m i

Green Words - read these words by blending the sounds together
is dad it nan am tag

Red Words - read these words but tell your child the word if they get stuck
I

tag
dad is it

tag
nan is it

tag
I am it



Remember not to read the Ditty to your child first. As your child reads the Ditty, be patient and give your child plenty of praise.

Following this – once they have learned all their set 1 sounds, they will begin to bring a red 'book bag' book home which matches the core RWI book we have been reading at school.



Helping to read at home:

Please help your child to read and give lots of praise!

Top tips when reading at home -

- Try not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically.
- Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Little and often is the key to success in the early stages!

Please remember that children learn at different paces, and we will always ensure that we are teaching your child at the level that is the most appropriate for them. We continually assess children in both their phonics and their reading to ensure their reading books are at the correct level and they are in the phonic group which best meets their needs.

We will always ensure your child makes the best progress possible and with support from home this can only be strengthened.

I hope you have found this information helpful.

If you have any questions about any of this information, please email me on hannah.spencer@crossflatts.bradford.sch.uk and I will do my very best to support you.

Many thanks

Mrs Spencer– Phonics Lead