



What is Read Write Inc?

Read Write Inc (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and more information on this can be found at www.ruthmiskinliteracy.com.

Who is Read Write Inc. for?

The Read Write Inc. programme is for primary school children learning to read. Children begin the programme in Year R and will remain on the programme until they are reading fluently and have a sound knowledge of the phonic sounds. Our aim is for most children to be off the scheme before the end of Year 2, however some children will remain on the scheme in Junior school.

How does it work?

Year R

Children are taught a sound a day and will be assessed regularly by their class teachers. The children learn to read and write each letter sound and to hear the sound in words.

After the first half term children will be grouped according to their phonic skills and taught the next group of sounds. Once the children can put sounds together to read simple three letter words they will begin reading in their RWI sessions.

Children also start to learn common words which are hard to sound out to support their reading – these are known as red words.

Years 1 - 2

All children will be monitored regularly by the Read Write Inc Coordinator until they are fluent.

The children will complete RWI activities for half an hour each day, grouped according to their reading level. They will learn to hear, read, write and apply each new sound through a series of structure activities and paired reading.

Children will be grouped according to their stage not their age, so classes will be mixed and taught by different teachers/teaching assistants. A few children who need extra support to maintain progress will work with a teaching assistant for an extra practice.

How do we know RWI works?

Schools embedding this programme have been recognised by OFSTED in the HMI 'Reading by Six Report' (November 2010) as an example of how the best schools teach reading.

The two key skills children need are:

- **Blending - bringing sounds together when reading**
- **Segmenting- separating sounds when spelling.**

Successful reading and spelling is based on the link between sounds and the way we write them down (graphemes).

i-n contains 2 sounds and 2 graphemes.

l-igh-t contains 3 sounds and 3 graphemes

c-r-a-sh contains 4 sounds and 4 graphemes

s-t-r-ee-t contains 5 sounds and 5 graphemes

Each word always contains the same number of sounds and graphemes.
Graphemes can have 1,2,3,4 or 5 letters.

What does the RWI teaching process look like?

Children are first taught the pure 'set 1 sounds' so that they will be able to blend the sounds in words more easily. In School we call this 'Fred Talk'. Fred is a little green frog who helps the children learn. To view correct pronunciation of the sounds, use the web address below:

http://www.youtube.com/watch?v=5J2Ddf_0Om8

A great deal of emphasis is placed upon making pure sounds to aid the reading and spelling process,

At this stage, the children are not only taught the 'sound' the letter makes, but also how to form the letter, using a rhyme and picture prompt. As children progress through the different sounds they are introduced to sounds made by more than 1 letter such as 'th' or 'igh' – graphemes which children are taught to write.

Children progress through all the sounds grouped into three types of sounds

Stretchy consonant sounds

f l m n r s v z sh th ng

Children are taught to practise bouncing each sound (avoiding distorting the sound by adding 'fuh' 'luh' 'muh' 'nuh') ffff llll mmmm nnnn rrrr ssss vvvv zzzz ssshhh ttthhh nnnng and then ask to make the shortest sound they can.

Bouncy consonant sounds

c h p t ch b d g j w y

Children are taught to practise bouncing each sound
c-c-c-c k-k-k-k h-h-h-h p-p-p-p t-t-t-t ch-ch-ch-ch
and the ay the shortest sound they can without an 'uh'

Double consonant sounds

These sounds are actually two sounds made closely together, but they are counted as one x (c s) qu (c w) nk (ng k)

Vowel sounds

There are five vowels 'a' 'e' 'i' 'o' and 'u' but 20 vowel sounds.

a - apple

e -egg

i - insect

o -orange

u - umbrella

ay - may I play?

ee – what can I see?

lgh – Fly high
ow – blow the snow
oo - Poo at the zoo
oo - look at a book
ar – start the car
or – shut the door
air - that's not fait
ir – whirl and twirl
ou - shout it out
oy - toy for the boy
ire – fire fire!
ear - hear with your ear
ure - sure it's pure

Children are systematically taught each of these vowel sounds and how to recognise and apply them.

Fred the frog helps the children learn to read and spell

Read the words in Fred talk saying each sound then putting them together. Saying the last sound gently.

Spell the words using Fred fingers. Touch each finger as you say each sound, then check them off as you write.

When these phrases and picture help the children remember the graphemes:

a – Round the apple down the leaf.

b - Down the laces to the heel, round the toe

c – Curl around the caterpillar

d – Round his bottom, up his tall neck, down to his feet

e – Lift off the top and scoop out the egg

f – Down the stem and draw the leaves

g – Round her face, down her hair and give her a curl

h – Down the head to the hooves and over his back

i - Down the body, dot for the head

j – Down his body, curl and dot

k – Down the kangaroos body, up his arm, down his tail and down the leg

l – Down the long leg

m – Maisie, mountain, mountain

n – Down Nobby, over his net

o – All around the orange

p – Down the plait and over the pirates face

q – Round her her head, up past her earrings and down her hair

r – Down his back, the curl over his arm

s – Slither down the snake

t – Down the tower, across the tower

u – Down and under, up to the top and draw the puddle

v – Down a wing, up a wing

w – Down up, down up

x – Down the arm and leg and repeat the other side

y – Down a horn, up a horn and under his head

z - Zig, zag, zig

Red Words?

These are words that are unable to be sounded out and so are irregular. Children simply have to learn to recognise, read and spell these words.

Examples of red words: was what to the said one love all water

English is a very complex language and children are taught the alternative spellings see in the chart below. Children have access to these charts to support their writing.

Complex Speed Sounds

Consonant sounds:

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		t	w	x	y	ch
	ck				g			tt	wh			tch
	ch				ge							
					dge							

Vowel sounds:

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Once children are reading fluently applying their phonics we move onto RWI Comprehension a 14 week teaching programme which takes children from Learning to read to reading to learn.

If you would like any further information please speak to Mrs Simpson our reading leader and RWI coordinator.