

Read Write Inc at Beaufront First School - January 2022 (est. November 2021)

What is Read Write Inc?

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

The link above is an excellent place to start if you are not yet familiar with Read Write Inc. It explains that Read Write Inc is a rigorous, systematic, fast-paced, step-by-step approach to teaching and learning phonics. It helps all children learn to read fluently and at speed so that they can focus on developing their skills in comprehension, vocabulary and spelling. The programme was initially designed for children aged 4-7 but now includes Nursery, particularly those coming up to Reception-age, and can be used successfully beyond the age of 7 if children still need support in their reading.

Read Write Inc was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

There is also a wealth of information and resources on Oxford Owl.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Spending a little bit of time accessing this information and support will really benefit your child as it will enable you to fully support them at home in a way that mirrors and complements the methods, strategies and content use in school. (We will provide logins for more resources for each child as we further implement this programme at Beaufront).

How is Read Write Inc taught at Beaufront?

Read Write Inc is a very structured programme and has detailed, fast-paced lessons planned for teachers and teaching assistants to follow. These plans include differentiation and plans for supporting and extending learning as needed. However, due to the number of highly skilled professionals at Beaufront we feel confident to both follow and adapt the programme to suit the unique needs of our children and to ensure best practice within our small school. This might look different in each class and even from one academic year to the next depending on the children in the classes and based on the number of staff in each class. What remains the same are the key points of the programme in line with the National Framework for Reading (2021) to ensure a systematic and cohesive, consistent approach to the teaching and learning of Reading throughout the school.

Children will therefore be very familiar with the language and terminology involved in our teaching of Read Write Inc, and will be confident with the activities throughout their time working through the programme.

In EYFS children undertake an Entry Assessment to determine their level of knowledge in relation to phonics. Once determined children are then grouped for the 'main teach' element of the phonics lessons and begin their formal Read Write Inc journey at the appropriate level. For most children this is the Set 1 Speed Sounds and though inevitably some children will already know a good number of the sounds we often find that their knowledge of writing the corresponding grapheme and of using their knowledge to segment, blend, and therefore to read and write, is rather more limited or at least inconsistent. After the main teaching elements of the Read Write Inc lesson children are then split further as needed into different groups for developing their recognition, blending and/ or writing. Children read and write every day within the main lessons and take part in group reading lessons at least twice per week once using the Sound Blending Books. Once using the pre-Ditty sheets and beyond, children likely read as part of a group every day. They also read individually twice a week and additional group or individual reading and writing practice takes place as needed. This means that children will change their home-school reading books (Book Bag Books) twice a week unless we feel that they need to do so more/ less frequently. Again this may change according to progress but we aim to stay as consistent and fast-paced as possible.

In EYFS we firmly believe in a holistic approach and have a proven record of success when it comes to inspiring children to read and write for both pleasure and purpose. While we do follow the Read Write Inc 'Get Writing' approach and teach this part of the lesson plan when appropriate, we do prefer to focus on encouraging children to use their developing knowledge of phonics to write at a wider range of activities both with an adult and independently. We believe that this not only makes the experience enjoyable but helps the children to see that reading and writing are key parts of daily life and are not just restricted to formal phonics lessons. As always, our main aim is to instill a love of Literacy and our teaching of RWI/ 'phonics' is merely the vehicle by which we enable children to read and write.

Outline of Materials

The following collection of materials is to help you to support your child at home with their phonics journey. Please check the Ruth Miskin website for other parent support materials and videos, including how to say the phonemes accurately!

<http://www.ruthmiskin.com/en/parent>

You can print resources from Oxford Owl (logins to follow for EYFS) and purchase the flashcards cheaply and easily from Waterstones and Amazon. We are also happy to provide any materials that we have spare or available to us for those of you needing extra resources and support.

Introduction

There are 44 sounds in our language. Children are taught to read and to write them through Read Write Inc. The first sounds they are taught are found in the Simple Speed Sounds chart; in each sound box there is only one grapheme. These graphemes are referred to as Speed Sounds Set 1 and Speed Sounds Set 2. It is essential to say these sounds as purely as possible, as demonstrated in the videos in the links above. This means that when saying the sounds one should avoid adding 'uh', i.e. 'mmm' NOT 'muh', 'sss' not 'suh', 'd-d-d' not 'duh'.

The children follow this **progression** in learning phonics:

Speed Sounds Set 1: m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk

Speed Sounds Set 2: ay ee igh ow oo oo ar or air ir ou oy

Speed Sounds Set 3 ee ea oy oi ay a-e igh i-e ow o-e oo u-e or aw air are ir ur er ou ow ai oa ew ire ear ure tion cious tious (the sound boxes often contain more than one grapheme in this set of Speed Sounds).

It is really important not to race ahead as the sounds and words in RWI are taught in a very specific order and moving on too soon may cause confusion for your child. If children ask about unfamiliar sounds/ graphemes/ words as they come across them in other books, our advice is to read them and explain in a very basic way but not to draw too much attention to them before they are introduced properly in the RWI programme.

Green and **Red** words are introduced in the Pre-Ditties and Storybooks as well as through carefully planned lessons. Green words are words made up of graphemes from these charts. They are called Green because once children have learned these graphemes, they can read and go! Children can read the sounds by sound-blending. Red words are common words that contain graphemes that are not found in the charts, e.g. said, want, rough, through, would. They are called Red because children may have to stop and think about these words, because they cannot easily read the words by sound-blending.

There is also guidance related to dialect and accents as for the purpose of phonics, when decoding for either reading or writing it is important to pronounce each grapheme as it is intended and presented. For example, 'with' not 'wiv' or 'wif', 'path' not 'parth' or 'paf'. This enables children to read and write 'on sight' using their developing phonological awareness and knowledge, and they are exposed to a wide range of accents when speaking, listening to stories and working with adults in and out of school.

When we teach **green** words we use a system of dots and dashes underneath the letter/letters in the words. It is based on the link between sounds and the way we write them down (graphemes). For example;

i-n contains 2 sounds and 2 graphemes
c-a-t contains 3 sounds and 3 graphemes
ch-a-t contains 3 sounds and 3 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

Red words are different. At different points in the RWI programme, some words may start off as 'red' because your child will not yet have been taught a sound featured in the word. For example, in the early stages of the Red Ditty Books, 'for' is a red word because 'or' is not taught until the children are working within the Set 2 sounds. It is then no longer a red word as the children will know that 'or' is a 'special friend' sound and they can then decode 'for' as 'f-or'. Some remain red as they contain spelling patterns that cannot be sounded out, e.g. 'the'.

How to read and practise the words

Green words: Use Fred Talk - point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word. Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly then saying the word out loud.

Red words: The children should be told these words and practise sight reading them (without blending). These words are taught in the RWI lessons and are a key feature in their reading books as and when they are ready for them.

Simple Speed Sounds Chart (for Set 1 - up to and including 'u' - and Set 2 Sounds - everything from 'ay' to 'oy')

Simple Speed Sounds

Consonant sounds - stretchy

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| | | | | | | | | | | nk |

Consonant sounds - bouncy

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----|---|---|---|---|----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| | k | | | | | | | | | | | |

Vowel sounds - bouncy

Vowel sounds - stretchy

| | | | | | | | | |
|---|---|---|---|---|----|----|-----|----|
| a | e | i | o | u | ay | ee | igh | ow |
|---|---|---|---|---|----|----|-----|----|

Vowel sounds - stretchy

| | | | | | | | |
|----|----|----|----|-----|----|----|----|
| oo | oo | ar | or | air | ir | ou | oy |
|----|----|----|----|-----|----|----|----|

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Complex Speed Sounds Chart (Set 3 Sounds - all remaining sounds)

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 | | g | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|------------|----|------------|------------|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | <u>a-e</u> | y | <u>i-e</u> | <u>o-e</u> |
| | | | | | ai | ea | ie | oa |
| | | | | | | e | i | o |
| | | | | | | | y | |

| | | | | | | | | | | |
|------------|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
| <u>u-e</u> | | | oor | are | ur | ow | oi | | | |
| ue | | | ore | | er | | | | | |
| ew | | | aw | | | | | | | |
| | | | au | | | | | | | |

Red Word Lists

Red Words Set 1

| | | | | |
|------|-----|----|-----|------|
| I | the | my | you | said |
| your | are | be | of | no |

Red Words Set 2

| | | | | |
|------|-----|------|------|-------|
| what | all | was | we | so |
| to | me | call | her | there |
| want | go | old | some | he |

Red Words Set 3

| | | | | |
|--------|---------|-------|---------|--------|
| does | tall | come | watch | who |
| were | brother | any | their | where |
| two | small | love | many | here |
| once | buy | worse | thought | talk |
| caught | bought | walk | could | anyone |
| would | great | son | water | should |

Red Words Set 4

| | | | | |
|---------|--------|----------|---------|-----------|
| they | half | Monday | eight | eighteen |
| going | over | fourteen | orange | Wednesday |
| by | laugh | April | don't | July |
| do | these | four | because | can't |
| one | people | February | grey | another |
| ball | Mr | Mrs | bear | other |
| through | baby | only | told | why |
| even | key | mother | eye | friend |

Green Words - Set 1

| Word Time 1.1 | Word Time 1.2 | Word Time 1.3 | Word Time 1.4 | Word Time 1.5 | Word Time 1.6 | Word Time 1.7 |
|---------------------------|---|--|--|---|---|--|
| m, a, s, d, t | + i, n, p, g, o | + c, k, u, b | + f, e, l, h, r | + j, v, y, w | + z, x, sh, th, ch, qu, ng, nk | All Set 1 Sounds |
| at mat mad sad dad sat | in on it an and pin pat got dog sit tip pan gap dig top | bin, cat, cot, can, kit, mud, up, cup, bad | bed met get bin cat cot can kit mud up cup bad | red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap, win, web, wet | ship, shop, fish, wish, thin, this, zag, xip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, wing, wink | 3 sounds - bell, well, fell, huff, mess, sock, think, quick, thing 4 sounds - blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, plop, slip, skid, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink 5 sounds - strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, kitchen, comic, seven, given, robin, lemon, ribbon, button, jacket |

Green words for Set 2 and 3 can be accessed via Oxford Owl as and when they are needed.

We will provide children and parents with logins for Oxford Owl and assign resources for practising the speedy green words for Sets 2 and 3 when the children are ready to do so. As you can see there are LOTS of words that the children will be able to quickly decode or read on sight over time and it is important that they can do this accurately, confidently and fluently before moving on too soon.

A note about writing

In Nursery and early Reception we actively encourage mark-making and early writing. We encourage the children at the mark making stage to give meaning to their marks and to use them as a means of communicating their ideas. Once they begin to learn the Set 1 sounds we teach them to be able to form letters correctly by using the correct sequence of movements. Each letter has a mnemonic attached to it to assist formation and we practise these rhymes when we practise writing letters during the handwriting part of our RWI lessons. In EYFS children are taught to write by printing and when they are fully confident to do this and to use their knowledge of phonics in writing, they will begin to learn precursive handwriting (Year 1 onwards at Beaufront). Again, this follows the guidance in the new frameworks published by the DfE and supports young children's physical and literary development.

When it comes to segmenting and blending (or 'Fred Talk') for writing we initially encourage the children to make phonetically plausible attempts at words. For example, children may hear and write only some of the sounds in words and so a plausible attempt at the word 'bottle' may be 'btl'. They may then write other words such as 'cat' or 'dog' accurately and continue to make plausible attempts at other words such as 'hows' for 'house' and 'grdn' for 'garden'. As the children become more confident readers and become more aware of the graphemes and phonemes taught through RWI, they begin to become more confident writers and are therefore able to write words accurately by segmenting and blending or by recalling familiar words. We correct and improve spelling once the children should be able to write words based on their phonic knowledge. As with reading, our key aim in EYFS is to ensure a love of Literacy and this includes writing for pleasure and purpose.

How you can help

- Help your child to practice reading, ideally each day for short 'age and stage-appropriate' periods of time (aiming for 5-10 minutes depending your child), and at least 4-5 times a week
- Follow the guides in the front of the Book Bag Books/ Ditty Books to ensure consistency of approach at both at home and school
- Support and encourage but don't push - the children work very hard at school and we need them to love reading as well as to make progress at their own pace
- Share lots of different books together - reading to your child is so valuable and they do not always have to be reading for themselves, even when they are much older
- Write something in the Reading Records each time your child reads, even if it is just a brief date and initial, so that we know how often they are reading and practising. You can also include the titles of any books you have read to them if you wish. It is always interesting to see what they enjoy at home!
- Trust us. We think about, plan and prepare lessons and resources carefully to suit each and every child, and this includes the books that we send home for your child to read. We will move them on when we know that they are ready and if they need additional challenge or support it will be there for them.

We hope that you find this guide useful but if you have any outstanding queries then please get in touch and we will endeavour to support you. We also hope to hold an 'in-person' reading and writing workshop in the future, once we are more certain of how we can keep everyone safe when gathered together.