

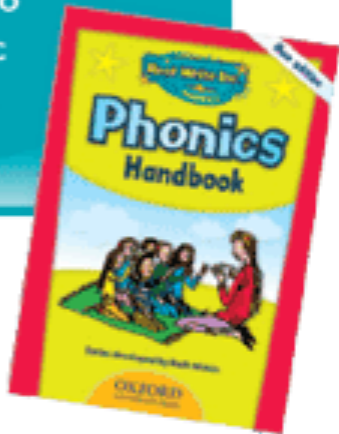
A dynamic literacy programme
rooted in phonics!

Read Write Inc.



1

Children are all assessed and grouped according to their phonic knowledge.



2

The 44 sounds and corresponding letters are taught systematically.



3

Children read and spell out single decodable words.



Partner work and direct teaching are at the heart of *Read Write Inc.* programmes, ensuring every child experiences success.

5

Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.



4

Children use short 'ditties' to practise early reading and writing and are taught more letter:sound matches



1

Children are all assessed and grouped according to their phonic knowledge.



Assessment was done at the end of last year and will be repeated at the end of every half term.

- All new children are assessed on entry and grouped appropriately.
- Groups are always flexible.
- You will be informed of your child's progress at the end of each half term
- Pink – read from sight
- Green – used Fred Talk

Name:	Class:	Date:
A/1	m a s d t i n p g o c k u b f e l h r j v y w x z	
B/2	sad fan tap map cup bid run hen gep rop baf lid ved	
C/3	sh th ch qu ng nk shop chip rush thin ring sink quan losh chup ling thip	
D/4	splosh thick hand dress click scomp poll stoff pand plick	
E/5	ay ee igh ow oo oo play sleep flight blow spoon shook	
F/6	ar or air ir ou oy part horse fair whirl shout toy	
G/7	glight mout goy jair kirn vard slorf slair flarf snay stoon trow ploun gleep	
H/8	a-e i-e o-e ea shake pipe smoke clean pake jike doke feap	
I/9	u-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw gler scare plare clowp smire skew scroap bluke graip hure	
J/10	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious	

2

The 44 sounds and corresponding letters are taught systematically.



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

<https://www.youtube.com/watch?v=h8m6YFr0gig>

Speed sounds set 2:

ay, ee, igh, ow, oo, oo (look), ar, or, air,
ir, ou, oy

<https://www.youtube.com/watch?v=nGARwhltK7w&safe=active>

It is really important that the sounds are pronounced as 'pure' sounds as this makes blending for reading (Fred Talk) and segmenting for spelling (Fred fingers) much easier.

2

The 44 sounds and corresponding letters are taught systematically.



Speed sounds set 3:
 ea, oi, a-e, i-e, o-e,
 u-e, aw, are, ur, er,
 ow, ai, oa, ew, ire,
 ear, ure
 tion, cious

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				a-e	y	i-e	o-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							

2

The 44 sounds and corresponding letters are taught systematically.



Word Time!

- This is where it all begins in Nursery and Reception and will continue into Year 1 and 2 if needed.
- Sounds are taught in a systematic order, so they can make 2-letter and 3-letter words with their focus set of sounds.
- Letters all have a picture to go with them, to help children remember what the letter looks like and to help with their letter formation.

3

Children read and spell out single decodable words.

pan



- Children learn to read Green words cards which use the sounds they have been learning.
- We sound out each grapheme and then blend, this is called Fred talk.

4 Children use short 'ditties' to practise early reading and writing and are taught more letter: sound matches



Ditty Books

- Children continue to revise the simple speed sounds (Set 1) including ch, th, sh, ng and nk.
- They now use their sound knowledge to read short pieces of text and do integrated writing tasks.

5 Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.



- Children move on from the ditties to books when they can begin to read without sound blending first (from sight).
- New speed sounds are taught each week.
- Children continue to learn new red and green words; and begin to think more about punctuation in reading (reading with expression)

- Each book teaches the children new green and red words, which they practise reading and writing each day.
- Red words are to be learnt by sight – they cannot be Fred talked
- Green words can be Fred talked (sounded out and then blended together)

me *

shock



At home

Word Time! 1

Date: _____

Can I read and spell...?

Sounds: m, a, s, d, t

Words: mat, dad, mad, sad,
at, sat

- Every child in Reception will be sent home with a list of Speed Sounds with their corresponding story.
- Reception children will also receive half termly sets of High Frequency Words (HFW).
- Years 1 and 2 – learn the weekly spellings. The **green words** are all words that children should be able to sound out confidently. Please focus on **red words**.
- Although we focus on sounds when reading and spelling, learning and knowledge of letter names is also important.



At home

- As soon as the children are reading our RWI books, they will bring their book home. They will have been reading the book during the week at school, so should be able to read most of the words confidently by now.
- Please keep reading the book each day until:
 - They can read the words without blending
 - They can answer questions on the story
 - They are taking account of the punctuation as they read.



At home

- At the front of the RWI book you will find a Speed Sounds chart. Please encourage your child to read these regularly.
- You will then find a page of Green and Red words which are used in the text. Please practise reading each of these, encouraging your child to Fred Talk (sound out) any green words they can't read from sight.
- Read the text. Feel free to model expression.
- Discuss the text. There are a set of questions to talk about at the back of the book.



At home

- We will also send home a unseen text for children to read with you at home. This will be a book that they have not yet read in school so may need some support.
- Children will also be able to have a story book from their class book corner. This may have some very tricky text so please share this book and discuss with your child.



At home

Handwriting

- Please use the handwriting rhymes sent home to support you with handwriting homework activities. The *and* represents our lead in line.

m a

and, Maisie, mountain, mountain

and, around the apple and down the leaf