

## **RWI at Mrs Ethelston's Primary Academy**

At Mrs Ethelston's Primary Academy we aim for all our children to become **fluent, confident** readers who are **passionate** about reading.

“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go.”  
-Dr. Seuss

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 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**

At Mrs Ethelston's, we use Read Write Inc Phonics (RWI) to give your child the best possible start with their Literacy development. Mrs Jory-Kellaway is our Read Write Inc Lead Teacher, so if you have any questions about RWI, please contact our school who can refer you to her.

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

Read Write Inc (RWI) is a phonics complete literacy 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. The programme is designed for children aged 4-7. At Mrs Ethelston's, we begin the programme in Reception Class and will continue teaching RWI to children beyond the age of 7 if required, as we use a stage not age approach.

RWI was developed by Ruth Miskin and more information on this can be found at <https://youtu.be/sjIPILhk7bQ>

### **How will RWI be taught?**

All children are assessed half termly by class teachers and moderated by Mrs Jory-Kellaway. From these assessments, children are grouped into stages, where they work with peers on the same stage in small groups, each led by a RWI Trained member of staff.

### **Reception**

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

### **Reading**

The children:

- ❖ learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- ❖ learn to read words using Fred talk and sound blending
- ❖ read from a range of storybooks and non-fiction books matched to their phonic knowledge
- ❖ work well with partners

- ❖ develop comprehension skills in stories by answering 'Fastest Finger' and 'Have a Think' discussion questions

## Writing

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 Fingers

## Talking

The children work in pairs so that they:

- ❖ answer every question
- ❖ practise every activity with their partner
- ❖ take turns in talking and reading to each other
- ❖ develop ambitious vocabulary

## Progressing through the stages

Children follow the same format as Early Years but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last 40 minutes. Once children become fluent speedy readers they move onto accelerated reader and learn spelling rules and patterns.

## Children will be taught how to read as follows:

Before you start to teach your child the sounds, we focus on naming the pictures for each single sound. For example, 'mountain', 'apple' and 'snake'. We then introduce the sound. For example, 'm', 'a' and 's'. These are the sounds we use to speak in English. Children initially begin using pictures and letter formation phrases for each sound; this will help children recognise the sound and then form the shape of the sound. For example, 'm', 'mmmmountain', 'Maisie Mountain Mountain'.



Speed Sounds Set 1

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

© Oxford University Press 2016.

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. Use the link below to support your pronunciation of the sounds correctly.

<https://youtu.be/TkXcabDUg7Q>

## Fred Talk



At school we use a puppet called Fred who is an expert at sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred:  
[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

### The children are taught the sounds in 3 sets.

#### Step 1

**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.

### **Handwriting phrases for helping your child to form letters**

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

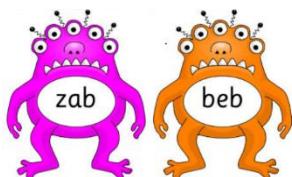
- m Maisie, mountain, mountain  
a round the apple, down the leaf  
s slither down the snake  
d round his bottom, up his tall neck and down to his feet  
t down the tower, across the tower  
i down the body, dot for the head  
n down Nobby, over his net  
p down the plait and over the pirate's face  
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



### Step 2 and 3

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
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	ao: 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: nurse for a purse	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?	



### Nonsense words (Alien words)- What 'a load' of nonsense!

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

RWI Parent Video: The Phonics Screening Check: <https://youtu.be/LbKGLJPP6ww>

### Red and Green Words

Within all the RWI Speed Sound sessions and Core Storybook sessions, children will be exposed to **red** and **green** words to learn, to help them to become speedy readers. **Red** words are words that are not easily decodable. **Story green words** are the main words within a specific text and are linked to the sounds that they have been learning. They aim to extend children's vocabulary. On day one of introducing a new

I     the  
you   your  
said   was

at     mad  
sad    dad  
sat    mat

Core Story book, we make sure that children can read each of these **Story Green words** and ensure that they know what each of these words mean. **Speedy Green words** are also specific to a particular text, and these words are read using **Fred in your Head**. The aim is for children to read these words with fluency, at 1 word per second.



## Story Green Words



Ask children to read the words first in Fred Talk and then say the word.



Dizzy Duck Crow cheep pond row  
bank splash twig tow

Ask children to say the syllables and then read the whole word.  
duck|ling willow can|not

Ask children to read the root first and then the whole word with the suffix.  
follow → followed stay → stayed  
cheep → cheeped

## Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



yellow	know	show	jump
slow	yellow	know	show
jump	sat	swim	stay
tree	then	help	throw

**Dots and dashes** represent the sound each letter makes. We teach children to read each of these words in a specific way; firstly, they look for any **Special Friends**, e.g., sh, ch or oo, then they **Fred Talk**, (orally blend), and then they **read the word**. Eventually they will learn to read words using only '**Fred in their Head**', (secret Fred Talk) and without dots and dashes!

### One to One Peer Tutoring:

The Read Write Inc. One-to-one Phonics Tutoring offers one-to-one tuition to children who are at risk of falling behind with their reading, or are behind their peers, or are new to a school and need to catch up. RWI has the approach, '**Keep up not Catch up**'. This extra 1:1 tutoring will ensure that these children are caught before they fall behind and that every child will learn to read. 1:1 tutoring takes place for 15 minutes daily for as long as they need this extra support. We identify which children would benefit from this extra tutoring on our school's RWI Assessment Tracker. This tracker is closely monitored and updated every half term / 6 weeks. We also use the RWI terminology '**Speed Minutes**' and '**Pinny Time**', which relate to daily, 1:1 targeted interventions, aimed at covering gaps in children's sound knowledge. The aim is again to help children to '**keep up**' with their peers.

### Listening to your child read at home:

Every third day, your child will bring home a **Core Story Book** that they have been focusing on in school over 3 days. This book will be **closely matched** to the sounds and words they know, so they should be able to read all the words with **accuracy** after the 1<sup>st</sup> read. They then re-read this book in school, to develop their **fluency** and by the 3<sup>rd</sup> read, you are encouraging your child to read this book with a **story teller's voice**.

**This is a time for children to read with confidence and to experience success as a reader!**

On the 3<sup>rd</sup> day, your child will also bring home an additional book. This will either be a **Book Bag book**, linked closely to the core story book that they are reading, a **non-fiction book**, or a **Core Story book** that they have previously read.

Each week, your child will also bring home a **school library book**, chosen by them, to share with you at home. This is to help encourage their love of reading.

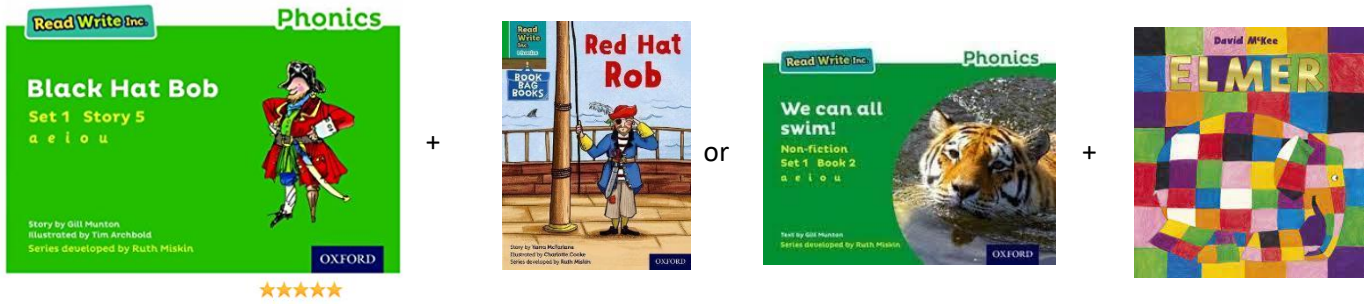
RWI Parent Video: Why Read to your Child? <https://youtu.be/kjHqJQ8sxs4>

Core story book

Book bag book

Non-fiction book

Library book



A large selection of RWI books can also be accessed on <https://www.oxfordowl.co.uk> . Each child will have their own unique log in to have access.

### Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

<https://youtu.be/i5O4yvZSOsc> Ruth Miskin: 10 Top Tips

<https://www.ruthmiskin.com/en/parents-copy-2/> - Information and resources to support phonics learning at home

<http://www.ictgames.com/literacy.html> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

*Michael Morpurgo*