

Our Reading Curriculum: RWI Phonics in Action

RWI Phonics in Action

RWI lessons consist of different sections. Initially, they begin with a speed sound lesson. This is where children will learn new sounds and read words. They will also learn to form the corresponding letters and spell words. The lesson then moves onto a story book focus where children focus on their accuracy and fluency of reading, as well as their comprehension skills.

Speed Sound Lessons

In Read Write Inc phonics the individual sounds are called 'speed sounds'. This is because we want each child to read them effortlessly.

Set 1 sounds are the initial letter sounds. They are taught in the following order;

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, sh, th, ch, qu, ng, nk, ck, ff, ss, ll

Set 2 'speed sounds' are made up of two or three letters which represent just one sound. There are twelve in total. These are;

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.

When children learn their Set 2 sounds they will learn that the letters that represent a speed sound e.g. a and y together represent the speed sound 'ay'. We call these sounds 'special friends' to support the children in knowing that they are made from more than one letter. They will also learn a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play for 'ay'.

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

Set 3 is when children will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea. The set 3 sounds are;

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious, cious, e

This is when split digraphs are introduced to the children. For example, the a-e sound in snake.

The link below can be used to hear how to pronounce the sounds correctly.

<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

Fred Talk

Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk. For example, Fred would say m-a-t, we would say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time.

Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. The following video is an example of blending sounds with Fred;

https://www.youtube.com/watch?v=dEzfpod5w_Q

Fred Talk



Nonsense words (Alien words)

Alien words are also used to support the children's reading development. As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead, have to use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1. The following websites have enjoyable games for children to play to practice their reading of alien words;

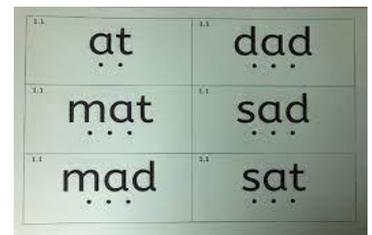
<http://www.phonicsplay.co.uk/PicnicOnPluto.html>

<http://ictgames.com/literacy.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

Word Time

As soon as children have learned a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight.



Ditty Lessons

Ditty lessons follow on from Word Time where children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.



Storybook Lessons

The next stage of the Read Write Inc scheme is for children to read storybooks that are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds they have been learning, red words (words that are not decodable), and challenge words to extend children's vocabulary.

After children have practiced these words individually they are prepared to see them in context in the story. Activities such as comprehension questions, partner discussion and writing activities based on the book follow. Reception children also learn to 'hold a sentence'.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.



Read Write Inc. colour progression	
Red	Ditties
Green	Purple
Pink	
Orange	
Yellow	
Blue	
Grey	
Off book	

Home Reading - Book Bag Books

Once they have finished reading a storybook in school the children will take a copy home to read confidently with their family or on their own. They will also take home an additional 'Book Bag Book' which is of the same theme as their school-based story book. The children are actively encouraged to become 'Responsible Readers' and practise their decoding, accuracy and fluency skills beyond the classroom.



Spelling with Fred Fingers

Children are taught to use their fingers to help them write and spell words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound. When using Fred Fingers each finger represents one sound. When children reach yellow Read Write Inc storybooks they will begin to learn to trace the letters onto each finger and say the letter names.



Letter formation

Children are taught how to form letters using a handwriting phrase to help. Click on the following link to view and download the handwriting sayings;

<http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf>

Phonics Year Group Expectations

In line with the RWI Scheme, our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

These are the expectations for the lowest 20% of children. Other children should be well in advance of this. All children should achieve these expectations, if they have followed the RWI programme from Reception.



Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Please note: these are the expectations for the lowest 20% of children. Other children should be well in advance of this.

All children should achieve these expectations, if they have followed the programme from Reception.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes

Lifelong Lovers of Reading

Additional support

Ruth Miskin, the founder of Read Write Inc has compiled a selection of videos that give lots more information and examples. Click the link below to find out more about;

- Saying sounds correctly
- Linking sounds to letters
- Two letters, one sound
- Practise, practise, practise
- Putting sounds together to read simple words
- Tricky words
- Reading books
- Using pictures
- Writing letters
- Read to children as much as possible

<http://www.ruthmiskin.com/en/resources/playlist-ruth-miskins-top-tips-parents/>

The following website can provide lots of additional support for parents and carers.

<https://www.ruthmiskin.com/en/parents-copy-2/>

Our English and Reading leaders are also always more than happy to provide additional information and support too. See the image below to find out who they are and how to contact them.

Our English Subject Leaders

Mrs Lillie	Mrs Booth	Mrs Price
		
Overall English Leaders		Reading Leader

You can contact any of the leaders by emailing office@diamondwoodacademy.co.uk and addressing the email directly to them.

Alternatively, call us on 01924 325308 to request a meeting.

Lifelong Lovers of Reading