

Reading:

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. When the children can recognise the letters and sounds, they are encouraged to read the word rather than continuing to sound it out.

Order of When to Teach the Sounds:

In Read Write Inc phonics, the individual sounds are called 'speed sounds' because we want your 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, z, , x, sh, th, ch, qu, ng, nk There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. When children learn their Set 2 sounds they will learn:

- The letters that represent a speed sound e.g. ay
 - A simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'May I play?'
- 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. When learning their Set 3 speed sounds, they 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 children will learn to use the appropriate graphemes to represent the phonemes that sound the same.

Alien Words:

As children build up their knowledge of sounds, they can apply their decoding skills to any unfamiliar word may it be real or nonsense. During their RWI lessons, children will practise their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead must use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of Year 1.

Word Time Lessons:

As soon as children have learnt a few initial 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 practise Fred talking the words until they become able to read them by sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confidently able to read 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 word (words that are not decodable) and challenge words to extend children's vocabulary. After children have practised these words individually, they are prepared to see them in the context of a story. The emphasis is on equipping our children with the knowledge and skills to identify and recall sounds, segment and blend with confidence, and eventually become fluent readers. We recognise the importance of our children mastering this as early as possible so they can decode texts effortlessly and focus on reading for meaning.

Activities such as comprehension questions, partner discussion and writing activities based on the book support the children with further developing their reading and early writing skills. 'Hold', 'build' and 'edit' a sentence activities form the basic structure of the writing aspect of the RWI session. Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation. Build a sentence is to give children the opportunity to create their own sentence that shows the meaning of a word, and edit a sentence allows the children to critique a sentence using their knowledge of spelling, punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practise applying their spelling, grammar and punctuation knowledge further.

Spelling:

A spelling quiz is held each week to test the children's knowledge of words with the newest sounds they have been learning. Children are taught to use their 'Fred Fingers' to help them segment the sounds when spelling 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. They write the letters that represent each sound. When the children write words containing either a 2 or 3 letter grapheme, they should refer to the individual letters using their name, not their sound.

Stretch: mmmountain
Handwrite: Missie, mountain,
mountain

