

Read Write Inc

Parents Information Meeting



Thursday 14th October 2022

Why have we made the change to RWInc?

2007 Letters and Sounds Handbook is **not** a full Systematic Synthetic Phonics (SSP) programme.

It does not provide the support, guidance, resources or training needed to meet the requirements of a systematic and rigorous approach to the teaching of phonics.

Systematic Synthetic Phonics programme focus on:

- **consistency of approach**
- **fidelity to the programme**

- consistent structure to all phonics lessons.
- consistent use of language when teaching the programme.

To ensure complete fidelity our new SSP programme, all staff completed and have ongoing training and core resources are provided to support the programme.

Gough and Tunmer in 1986, The Simple View of Reading

Decoding

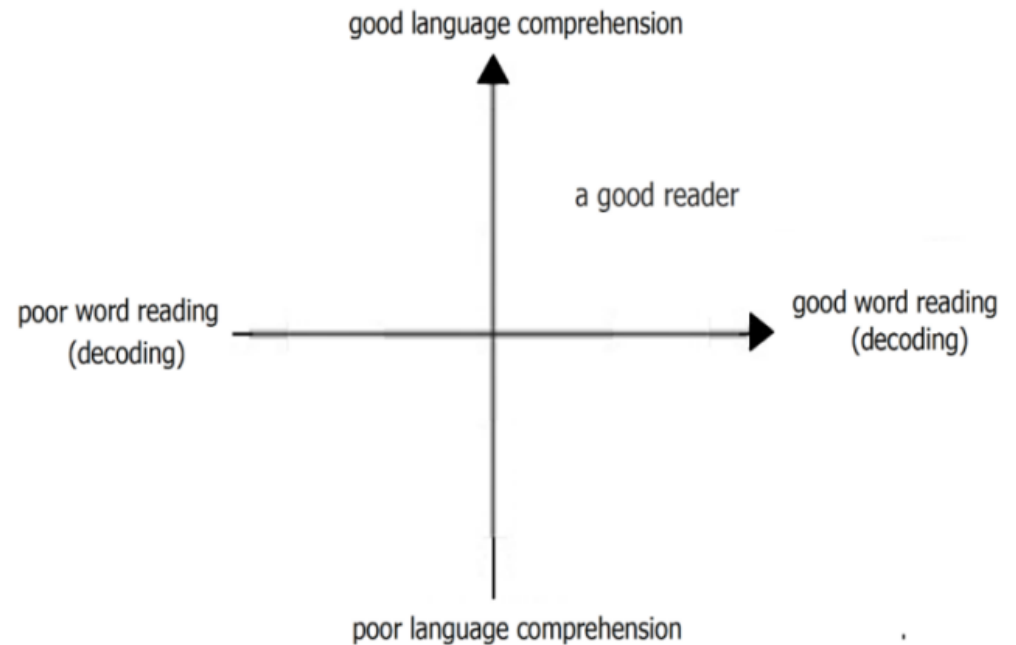
reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently.

Reading familiar words accurately and silently 'at a glance'.

Comprehension

Does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read.

Figure 1: The knowledge of a good reader



What is Read Write Inc?

Programme created by Ruth Miskin in 2002.
UK's leading synthetic phonics programme.
For children from Reception to Year 4

By adopting Read Write Inc., we have joined over **8000** other **schools** that have worked with **120 expert trainers** to ensure progress for every child.

<https://schools.ruthmiskin.com/training/view/cpTWChGW/xtgRx60m>

The logo for Read Write Inc. Phonics. It features the words "Read Write Inc." in a bold, yellow, rounded font with a dark blue outline, set against a teal rounded rectangular background. Below this, the word "Phonics" is written in a white, sans-serif font with a teal outline, positioned on a white background.

Read Write Inc.
Phonics

What is Phonics?

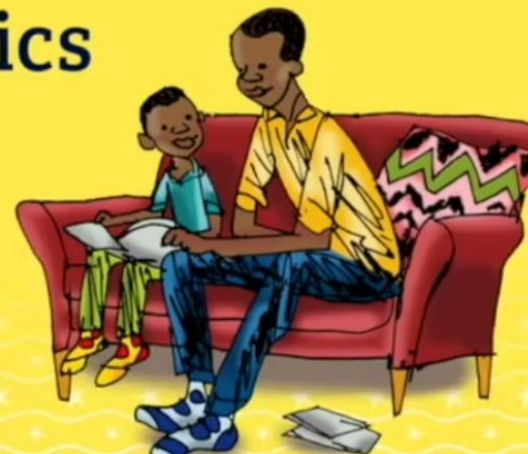
- ▶ Phonics - the sounds that our alphabet represent.
- ▶ We have 26 letters, 44 sounds and 150+ ways of writing those sounds!!
- ▶ It is the most difficult language to crack!
- ▶ We need to make sure our children learn these sounds quickly and that they are embedded.
- ▶ The best way to do that is have fun learning, but also repeat, practise and repeat again and again and again!

PRACTISE MAKES PERMANENT!

<https://schools.ruthmiskin.com/training/view/Ntk5ATQ3/8yLVELoY>

Read Write Inc.
Phonics

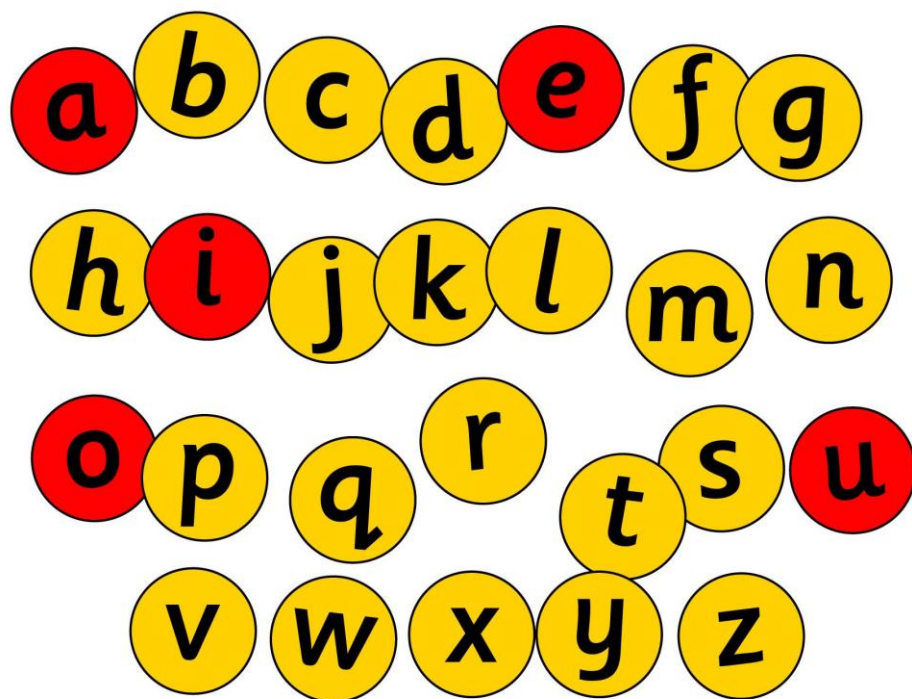
Understanding Phonics



Should children know the sounds or the names?

All the letters have a name - s a p t
(written form grapheme)

They also have a sound - s a p t
(Spoken form of a letter is a phoneme)



Initial Assessment

Individual – strengths / areas for development.

Grouping with children of similar ability.

4 weeks of teaching speed sounds to Years 1-2.

Reception - just started the programme

Whole class session each day

Small group follow up session.

How Do We Teach The Sounds?

Speed Sounds

The sounds are split up into 3 sets.

There are **BOUNCY** sounds...

...and **STRETCHY** sounds!

Speed Sounds Set 1 and Set 2

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

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

Vowel sounds – stretchy

Vowel sounds – stretchy

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

Speed Sounds Set 3

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>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	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							

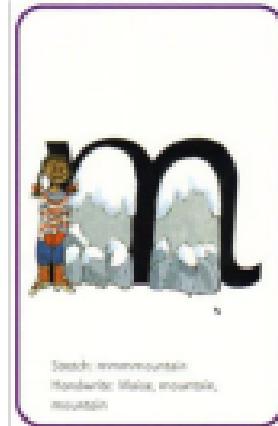
Pure Sounds

- ▶ It is vital that we teach our children to pronounce the sounds correctly.
- ▶ We call these *Pure Sounds*.

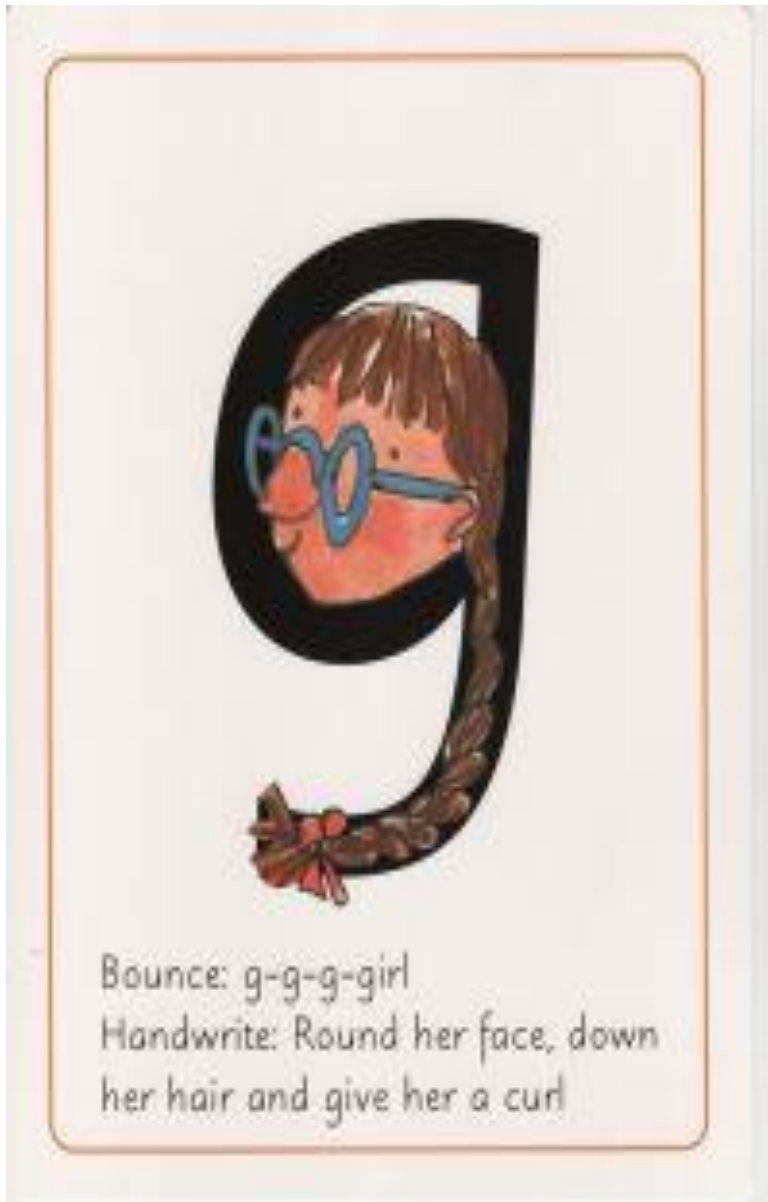
<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>



- 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



Today's sound is....



g

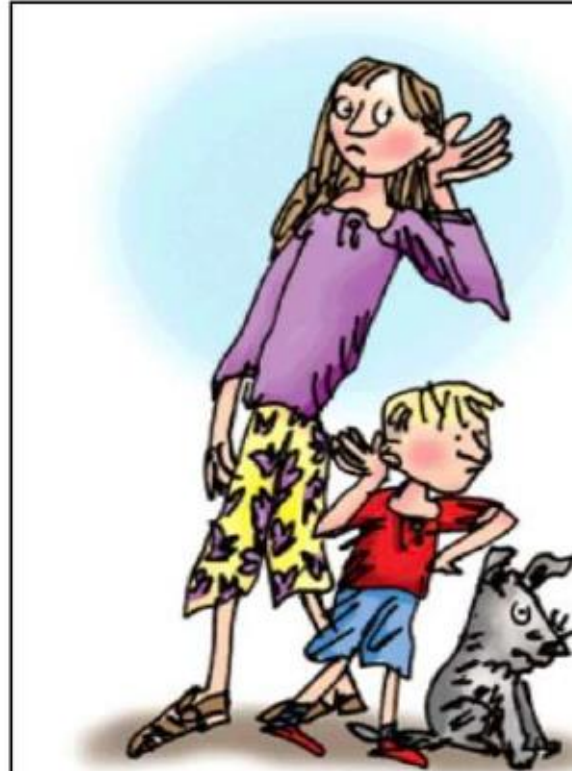
Special Friends



what can you see?

2. see, three, been, green, seen, keep, need,
sleep, feel

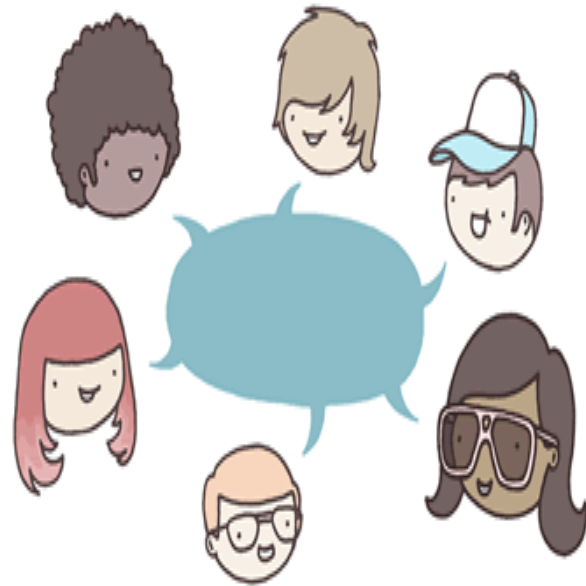
ee



hear with your ear

3. ear, hear, dear, fear, gear, near, rear,
tear, year, spear

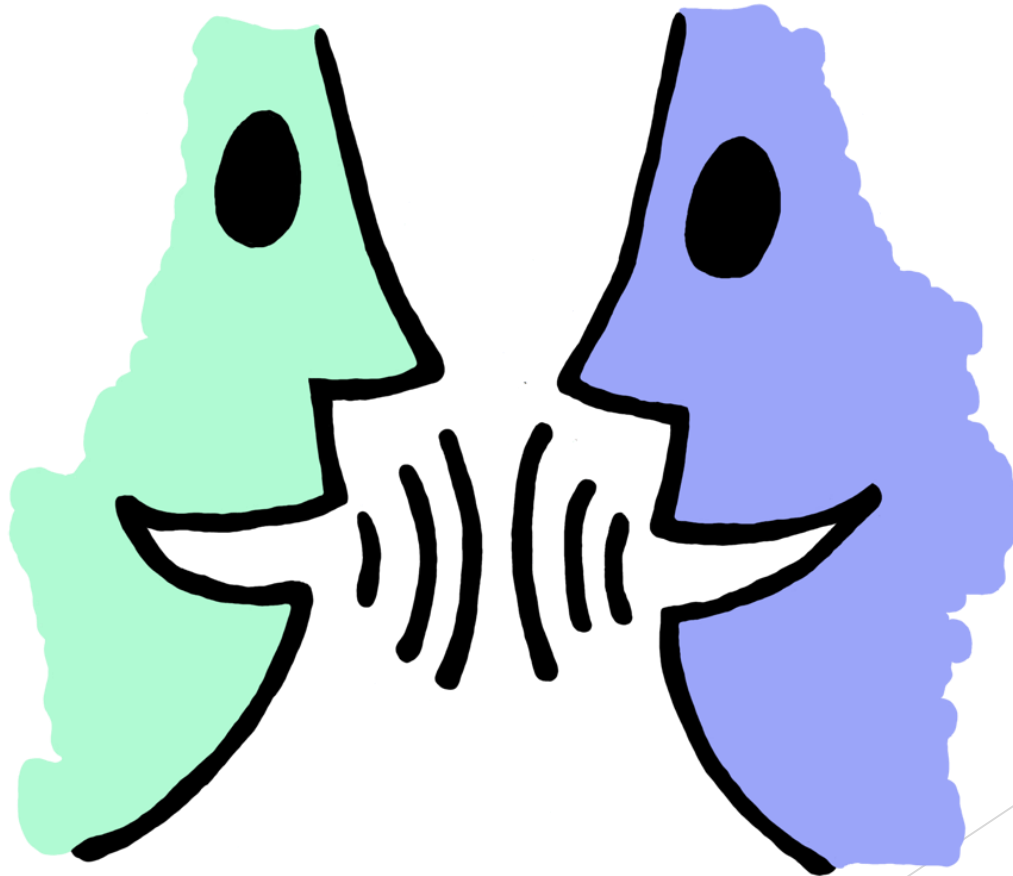
ear



My turn!
Your turn!

Turn to your partner!

TTYP



Blending Sounds

As soon as the children have learnt some sounds they can start to blend them to begin to read words.



Fred Talk

Fred the Frog helps us to learn our sounds!

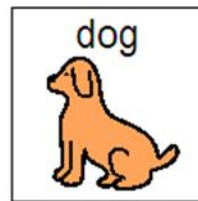
He only speaks in sounds!

He helps the children listen to the sounds and begin to blend the words.

Word time

- ▶ Fred is not the only way we teach children to blend sounds.
- ▶ We use the letter cards and magnetic letters.
- ▶ This section of the lesson is called **Word Time**.

d-o-g →



1.1

at
• •

1.1

mad
• • •

1.1

sad
• • •

1.1

dad
• • •

1.1

sat
• • •

1.1

mat
• • •

high
•

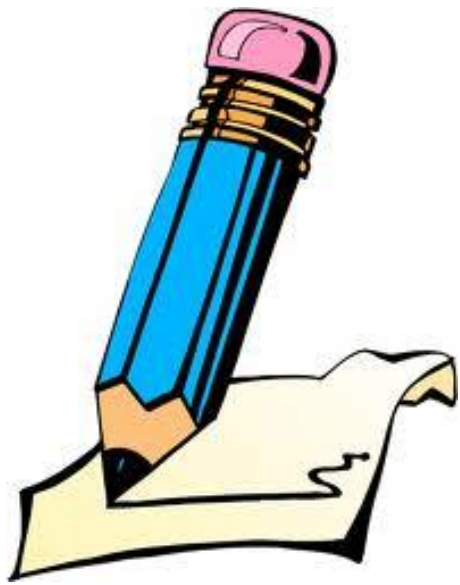
night
• •

light
• •

fight
• •

bright
• •

might
•



**....and now
write it!**

Rhymes to Write

- ▶ To help the children write the sounds we use a rhyme.
- ▶ These link to the letter pictures.
- ▶ When the children write, they sit at desks. They are taught the correct sitting position and pencil grip.



Bounce: d-d-d-d-dinosaur
Handwrite: Round his bottom, up his tall
neck, down to his feet



Bounce: t-t-t-t-tower
Handwrite: Down the tower, across the
tower

Writing Words

- ▶ Once the children are secure writing some letters, as with reading, we begin to blend the letters to write some words.
- ▶ Fred is back!



What does a Read Write Inc lesson look like?



Recap....

RWI teaches:

- ▶ Speedy Sounds
- ▶ Blending
- ▶ Handwriting

Reading Books

This is the **BIG** change and where we need your help.

RWI only gives children books that contain the sounds they know.

They read a book in class with a partner. This book is matched to the sounds they know.

They read the book 3 times:

- ▶ First read - decoding
- ▶ Second read - fluency
- ▶ Third read - comprehension

They also bring this book home to practise.



Reading books will be given to the child when they are ready - stage not age



Children will have books at the level they are working at - following assessment

Home Reading

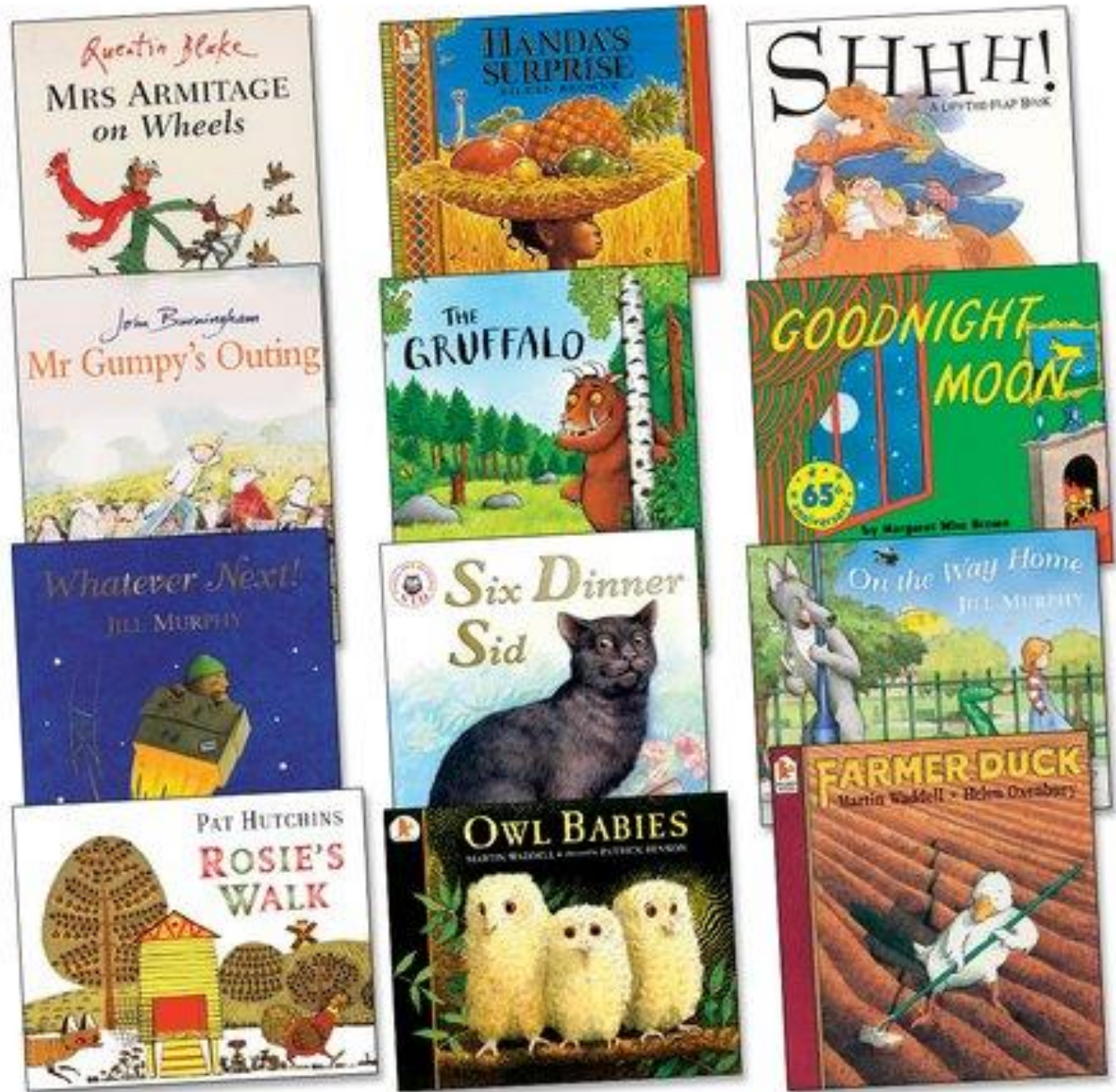
- ▶ The RWInc books may not look very exciting but the aim of the programme is to **build basic skills and confidence**.
- ▶ Reading for pleasure is vital though and children must experience the joy of a great book!

Other books from our previous reading scheme— loosely matched to the RWInc stages.

Classes will visit our school library to have books to share at home.



Reception



Year 1



Year 2



<https://schools.ruthmiskin.com/training/view/RiDACsil/QDvwCCnk>

Read Write Inc.
Phonics

Why read to your child?



Recap

- ▶ RWI teaches children BASIC skills to ensure they become confident readers and writers.
- ▶ Stage not age - their reading book is matched to their ability.
- ▶ Assessment is continuous. If a child falls behind then support is given.

- ▶ **Keep up not catch up**
- ▶ **Home practise is vital - we need to work together.**

What can You do?

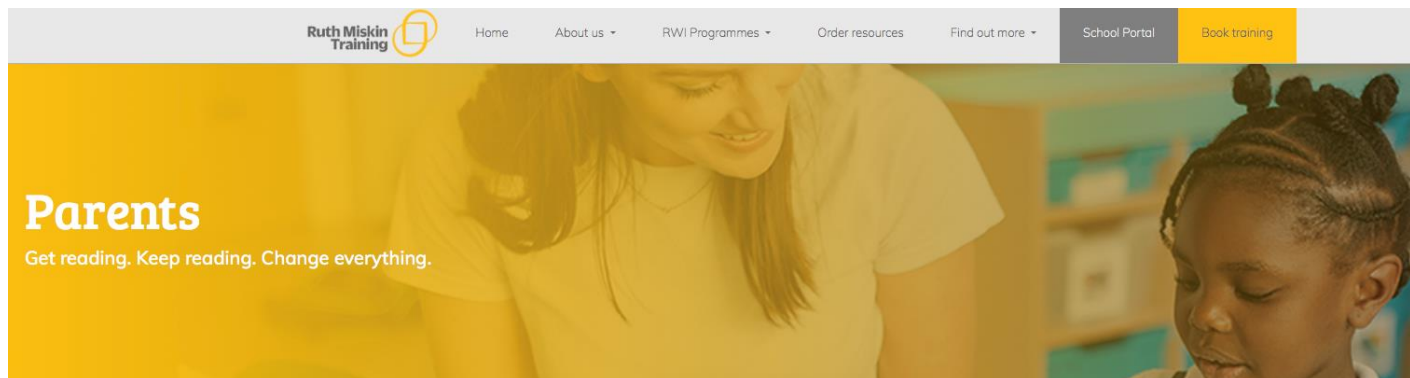
1. Use pure sounds, not letter names initially.
2. Use Fred Talk to read and spell words.
3. Listen to your child read their Storybook.
4. Read stories to your child every day.
5. Lots of conversation and exposure and introduction to new words to extend vocabulary - so they develop their comprehension.

Read Write Inc.
Phonics

10 things to think about when you read to your child



Free Video Tutorials (ruthmiskin.com)



Read Write Inc. Phonics – information for parents

Our films show how we teach children to read and write with Read Write Inc. Phonics.

If your child is in a Read Write Inc. school or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) and [Twitter](#) pages.



Online resources available

- ▶ Ruth Miskin Parents' Page:

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

- ▶ Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

- ▶ Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

Our school website

Over half term new section RWInc – additional information and resources.

Curriculum Subject Areas

Home >> Children >> Curriculum Subject Areas



Religion



Maths



English



Science



Geography



History

Further workshop

January – date to be confirmed

Focus - writing

Questions?





**Thank you for your time today.
We hope you have found it useful.**

“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