

Read Write Inc

Reception Parents Information Meeting



Thursday 18th January 2024

Workshop Aims

To provide an overview of phonics at St Joseph's.

To provide access to materials and support so that you can fully support your child with their reading at home.

Information, demonstration and time for Q&A



At St Joseph's, we use the highly successful **Read Write Inc** programme to teach your children to read.

Our vision is for **every child** to become a confident and fluent reader. Every child who completes Read Write Inc. learns to read fluently and confidently.

Why does it work?

- The systematic programme is organised by the RWI Co-ordinator (Mrs Barugh).
- All staff teaching phonics have regular training and feedback on their teaching.
- All pupils on the phonics programme are assessed half-termly and re-grouped.
- Children are quickly identified who are not keeping up and receive extra support from an adult via pinny time or tutoring.

We use a synthetic phonics approach to teaching reading. This method ensures students first develop a correct understanding of the reading process, before they begin to read simple phonic based texts. Therefore your child will only bring home readers after we have ensured they can:

- quickly and accurately recognise the sounds of the alphabet (not the name of the letters) that have been taught
- blend simple sounds to hear the words 'they make' e.g. "p-i-g makes pig." "b-u-s makes bus."

This focus on synthesising words, by blending their individual sound components, is why the teaching approach is called synthetic phonics. To avoid your child coming to think reading relies on just guessing words from the pictures, or trying to memorise words by their shape, we ensure they master the basic letter/ sound combinations before sending home readers.

Sound blending group A

Sound blending group B

Sound blending group C

Ditties

Red

Green

Purple

Pink

Orange

Yellow

Blue

Grey

Off the programme

Assessment Part 1

Sound Knowledge
Set 1 single-letter Sounds

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

___ out of 25 (Set 1 single-letter Sounds only)

Sound Knowledge
Set 1 Special Friends

ch qu sh th ng nk
ff ll ss ck

___ out of 10 (Set 1 Special Friends only)
___ out of 35 (Set 1 single-letter Sounds and
Special Friends)

Sound Knowledge
Set 2


















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

___ out of 12 (Set 2 only)
___ out of 47 (Set 1 and Set 2)

Sound Knowledge
Set 3

ea oi a-e i-e o-e u-e
aw are ur er ow ai oa
ew ire ear ure au e-e ue ie
ph wh kn tious tion cious

___ out of 27 (Set 3 only)
___ out of 74 (Set 1, Set 2 and Set 3)

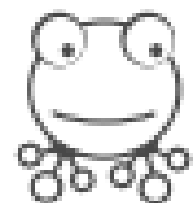
Set 1 Sounds Group C	<i>d-u-g ch-a-t t-e-n p-o-t t-i-n</i>
Ditty Group	 in am red bin yes
Red Group	 chip mash pink thin  fas gip guk rab
Green Group	 flat this sand king  thid quig criff yoss
Purple Group	 kiss quick habit splash  crell penk chash strack  with off thin will his them that have
Pink Group	 tray creep sight throw zoom brook  skay spoom dight fleep  lots black long thing next went help stop
Orange Group	 spark porch pair house joy dirt  norg ouf firb stoy  rest smell throw play feel food when from
Yellow Group	 looking sunlight often himself  pellin lobbox shorg parfop  high hair night sleep boy quick little think know smart

Oral blending

Read words

Speed reading words

Alien Words



Blue / grey group also involves reading passages – to look at fluency, expression and speed.



Your child is in the Sound Blending Group 1b



Before your daughter/son can start to read proficiently, they need to learn to: say the sound that is represented by each letter or groups of letters. These are called 'speed sounds'. They also need to know how to blend the sounds together in a word to read it e.g. c-a-t -> cat. This is called 'sound-blending'.

In Read Write Inc. phonics the individual sounds are called 'speed sounds' – because we want your daughter/son to read them effortlessly. In this Read Write Inc. group children will be taught all the single letter sounds and how to blend these sounds together to read simple CVC (consonant – vowel – consonant) words. The children learn a sound a day. When your daughter/son learns their Set 1 sounds in school they will learn:

- the letters that represent a speed sound e.g. 'm'
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'Maisee mountain'

Set 1 Sounds are taught in the follow

m a s d t i n p g o c k u b f e l h s h r j v y w



Your child is in the 'Read Write Inc. Orange Group'



In this Read Write Inc. group children will continue to reinforce their knowledge of Set 2 sounds and letter names. They will also be learning new Set 3 sounds. 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. They will be working on 'Orange books'. These are more complex books including fiction and non-fiction titles which provide an opportunity to practise the new sounds they have learned.

There are 20 Set 3 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. 'ea' as in tea, 'ow' as in cow and 'are' as in care. These are also known as 'digraphs' or 'trigraphs'. It is important that your daughter/son does not pronounce these as 2 or 3 separate sounds. When your daughter/son sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters. When your daughter/son learns their Set 3 sounds in school they will learn:

- the letters that represent a speed sound e.g. 'ea'
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. 'cup of tea'.

Set 3 Sounds

ea: cup of tea	oi: spoil the boy
a-e: make a cake	i-e: nice smile
o-e: phone home	u-e: huge brute
aw: yawn at dawn	are: care and share
ur: purse for a nurse	er: better letter
ai: snail in the rain	ow: brown cow
oa: goat in a boat	ew: chew the stew
ire: fire fire	ear: hear with your ear
ure: sure it's pure	tion: celebration
tious/cious: scrumptious/delicious	e: he, me, we, she, be



Your child is in the 'Read Write Inc. Green Group'



In this Read Write Inc. group children will continue to consolidate their knowledge of Set 1 sounds. They will also be learning new Set 2 sounds (ay, ee, igh, ow, oo, or, air, ic, ou, oy) and be working on 'Green books'. These books include fiction and non-fiction titles and will provide an opportunity to practise new sounds.

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. In the Read Write Inc programme these are referred to as 'special friends'. It is important that your son/daughter does not pronounce these as 2 or 3 separate sounds. When your daughter/son sees the 'speed sound' letters together in a word, s/he must say just one sound for these letters.

- When your daughter/son learns their Set 2 sounds in school 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'

ay: may I play
igh: fly high
oo: poo
ar: ...

Set 2 Speed Sounds	
ee	what can you see
ow	blow the snow
oo	look at the book
ir	shut the door
oy	whirl and twirl
	toy for a boy

Re-grouped – letter home

Sound blending group A	Read first 16 single-letter sounds speedily
Sound blending group B	Read 25 single-letter sounds speedily Blend sounds into words orally
Sound blending group C	Read 25 single-letter sounds speedily Blend sounds from letters to read words
Ditties (special friends)	25 single sounds and set 1 Special Friends. Read 3 sound words with Fred Talk
Red (special friends)	25 single sounds and set 1 Special Friends 4-sound words with Fred Talk
Green (Set 2 sounds)	All set 1 sounds speedily Read 4 and 5 sound nonsense words with Fred Talk Read
Purple (set 2 sounds)	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink (set 2 sounds)	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk. Read previously taught words with Set 1 and 2 sounds speedily
Orange (set 3 sounds)	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow (set 3 sounds)	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue (set 3 sounds / multisyllabic words)	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey (set 3 sounds / multisyllabic words)	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension



Fred Talk – sound out and then put the sounds together to make words



Fred in the head – saying the whole word / sound in your head



Fred fingers – pinch the sounds to help us spell



Let's get speedy – read sounds / words more quickly

Read Write Inc Language

Special Friends - 2 or more letters together make one sound



Nonsense words – non-words that are phonetically decodable e.g. sprill, flomp, zued

Blending – putting the sounds in a word together to read the whole word s-p-oo-n—spoon

'Set 1' sounds

"Stretchy"

m – mmmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

"Bouncy"

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

This video shows you how to correctly pronounce the letter sounds

<https://youtu.be/TkXcabDUg7Q>

Learning a new sound

The teacher will introduce a new sound to the pupils each day during the phonics lesson.

Hear it

Say it

Read it

Write it

a



Developing phonemic awareness

Listening for sounds – it is important for children to develop the ability to hear sounds before they can read. They learn this at school through a process we call ‘Fred Talk’ (Fred is a frog who only talks in sounds).

You can also support this at home using the following ideas:

Fred Talk routine

1. Say the word in sounds as Fred eg. **c-a-t**.
2. Ask your child to repeat. Can they ‘jump-in’ with the whole word?
3. Say the word in sounds followed by the whole word eg. **c-a-t, cat**
4. Ask your child to repeat

Fred games and Fred talk throughout the day

1. Shall we have some **l-u-n-ch**?
2. What would you like to **p-l-ay**?
3. Let’s put on your **c-oa-t**?

Blending



After children have been taught a certain number of sounds, they are taught to read these sounds in a word. This is called 'blending.'

A toy frog named Fred is used to help.

First, Fred says the sounds and the pupils will orally blend them e.g Fred says put on your 'h-a-t'. Pupils in YR should be able to do this by Christmas to be on track for the rest of the year.

The next step is to blend the sounds like this:

h	a	t
---	---	---

What will this look like?

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

Groups 1a and 1b will use magnetic boards and letters to practise blending the sounds together to read words.

When confident with blending children will move into group 1c where they will read words using dots and dashes (these show single sounds and special friends).

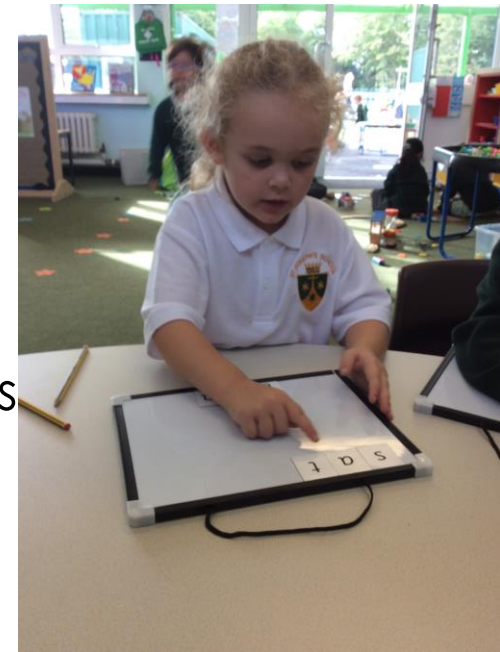
gap

What can you do to help?

Check the reception newsletter weekly to see which sounds your child has looked at that week.

Use letter sounds – not names of letters.

Practise reading words in the environment eg. stop, exit.



What will my child bring home?

Group 1a and 1b – letter formation practise sheets

Group 1c – sound blending books

Ditty – daily sheet

Red and beyond – a book on a 3 day cycle – a book they have read in class and an unseen take home book

Day 1

Story Green words

Story red words

Speedy words

Partner practice – words

Story Introduction

First read – partners

Teacher read

Hold a sentence

Day 2

Story Green words

Story red words

Speedy words

Partner practice – words

Second read – partners

Hold a sentence 2

Day 3

Story Green words

Story red words

Speedy words

Partner practice – words

Third read – partners

Think about the story

Book goes home after the third read

Phonics in the curriculum

- Phonics teaching isn't just limited to the phonics lesson
- It is applied to all lessons
- Using phonics independently in writing
- Using phonics to read STEM sentences in maths
- Phonics activity during soft start
- Pinny time



If phonics doesn't happen due to special/themed days or staff absence we use the virtual classroom to teach whole class phonics. This may mean your child's book isn't changed until the following day.

Website

The website has resources you can use home



The image shows a screenshot of the St Joseph's Catholic Primary School website. The background features a young girl in a school uniform sitting at a desk in a classroom. The school's crest is in the top left corner, and the text 'St Joseph's Catholic Primary School' is prominently displayed. A navigation menu is open on the right side, listing various sections. The 'Curriculum' link is highlighted with a white underline and a black arrow pointing to it from the right. Other links in the menu include Admissions, Visions and Values, Catholic Life, British Values, Ofsted and Performance Data, Safeguarding, School Development, SEN, Equality and Accessibility, and Pupil Premium. A search icon is visible in the top right corner, and a 'QUICKLINKS' button is at the bottom right. The URL 'https://www.stjosephschalfont.school/key-info/' is visible at the bottom left.

St Joseph's Catholic Primary School

Home School Info News Parents Children Trust Contact

Admissions

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Curriculum

Ofsted and Performance Data

Safeguarding

School Development

SEN

Equality and Accessibility

Pupil Premium

Scroll Down

QUICKLINKS

<https://www.stjosephschalfont.school/key-info/>

Website

"The strength of the team is each individual member."

PHIL JACKSON



Ensure that each individual achieves their potential and develops the skills to become an independent life-long learner.

Assessment is used effectively so that knowledge is gained, applied and consolidated.

Bespoke Learning Characteristics are threaded through all learning opportunities, to aid the acquisition of skills needed to be good learners (motivated, curious, reflective, independent, bounce-back, teamwork).

ST. JOSEPH'S CURRICULUM INTENT



Religious Education

Maths

English

Read Write Inc

Science

Geography

History

Art

Design and Technology

Spanish

Computing

PE

Music

PSHCE



Website

<https://www.stjosephschalfont.school/key-info/curriculum/rwi>

Thank you for your continued support.

Any questions?