

Bollinbrook CE English Curriculum - Read, Write Inc. Phonics

‘And the child grew and was strong in spirit ‘

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in Phonics	
Read, Write Inc	<p>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 but we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.</p> <p>RWI was developed by Ruth Miskin and more information on this can be found at https://ruthmiskin.com/en/find-out-more/parents/.</p>
Implementation	<p>The Read, Write, Inc. Phonics programme is delivered to pupils in EYFS and KS1 who are learning to read and write, and any pupils in KS2 who need to catch up rapidly or who struggle with their reading.</p> <p>Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning throughout each lesson and address any errors or misconceptions, such as incorrect articulation, problems with sound knowledge or inconsistent blending.</p> <p>Children are grouped based on their reading ability, rather than in year groups, to ensure they are all working at a level that is appropriate for them and that they can participate fully in the sessions, whilst still providing both support and challenge. Children read books that are closely matched to their increasing knowledge of phonics and common exception words. This is so they experience success and gain confidence as a reader. Re-reading and discussing these books with teacher supports their increasingly fluent decoding.</p> <p>Children who need additional support with phonics, either with their sound recognition or reading of words, receive RWI Fast Track Tutoring daily to increase their knowledge and confidence further.</p>
Assessment	<p>Formal assessment is completed once per half term by the phonics lead. This checks the individual children's ability to recognise and say each sound, and their ability to blend to read real and nonsense (alien words). This is done on a 1:1 basis. This assessment is then used to place children in groups with other children at a similar stage to them. Read Write Inc promotes that children are placed in groups by their stage, not age. Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown. Read Write Inc grouping at Bollinbrook changes regularly and is completely based on the needs of our children.</p>

In addition, children in Year 1 take a phonics screening check usually in June. This is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

Read Write Inc.

Read, Write Inc. – Developing Reading	<p>Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.</p> <p>They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.</p> <p>Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.</p>
Read, Write Inc. – Developing Writing	<p>The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.</p> <p>They practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.</p>
Read, Write Inc. – Developing Oracy	<p>The children work in pairs so that they are able to answer every question, practise every activity with their partner, take turns in talking and reading to each other and develop ambitious vocabulary.</p>

Phonics progression at Bollinbrook (RWI)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Sounds	Read single letter Set 1 sounds	Read all Set 1 sounds Blend sounds to read words orally	Blend sounds to read words		Read some Set 2 sounds	
	Storybooks			Read short Ditty stories	Read Red Storybooks	Read Green Storybooks	Read Green (continued) or Purple Storybooks
Year 1	Sounds	Read some Set 2 sounds	Read all Set 2 sounds	Read some Set 3 sounds		Read all Set 3 sounds	
	Storybooks	Read Purple Storybooks	Read Pink Storybooks	Read Orange Storybooks	Read Yellow Storybooks	Read Yellow Storybooks (continued)	Read Blue Storybooks
Year 2	Sounds						
	Storybooks	Read Blue Storybooks (continued)	Read Blue Storybooks with increasing fluency and comprehension	Read Grey Storybooks	Read Grey Storybooks with fluency and comprehension	Access RWI Comprehension and Spelling programmes	Access RWI Comprehension and Spelling programmes

RWI - Five Key Principles

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Teaching Sequence

Fred Talk

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.

[Click here to hear how to pronounce the sounds correctly](#)

At school we use a puppet called Fred who is an expert on 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



Progression of sound knowledge

Sounds are taught in 3 sets as the children move through the RWI programme.

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.

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar

k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

The children are then taught **Set 2 Sounds** - the long vowels.

Set 2	
Sound	Rhyme
ay	ay: May I play?
ee	ee: What can you see?
igh	igh: fly high
ow	ow: blow the snow
oo (long)	oo: poo at the zoo
oo (short)	oo: look at a book
ar	ar: start the car
or	or: shut the door
air	air: that's not fair
ir	ir: whirl and twirl
ou	ou: shout it out
oy	oy: toy for a boy

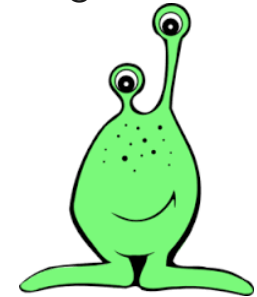
When they are very confident with all of set 1 and 2, they are taught **Set 3 Sounds**. This starts to look at how the same sound can be written in different ways, e.g., ay, ai, a-e

Set 3	
Sound	Rhyme
ea	ea: cup of tea
oi	oi: spoil the boy
a-e	a-e: make a cake
i-e	i-e: nice smile
o-e	o-e: phone home
u-e	u-e: huge brute
aw	aw: yawn at dawn
are	are: care and share
ur	ur: nurse for a purse
er	er: a better letter
ow	ow: brown cow
ai	ai: snail in the rain
oa	oa: goat in a boat
ew	ew: chew the stew
ire	ire: fire fire
ear	ear: hear with your ear
ure	ure: sure it's pure?

Word time Lessons

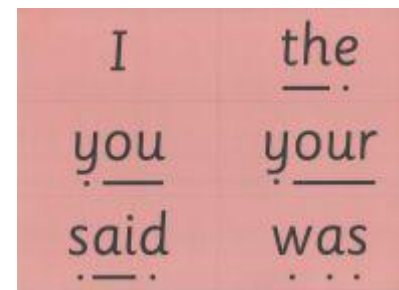
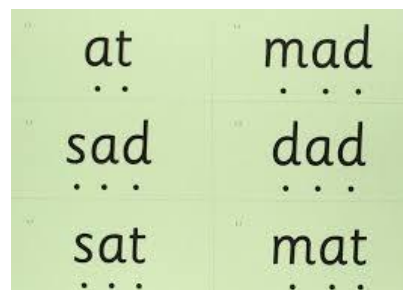
As soon as children have learnt a few initial sounds, they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the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

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.



Storybook Lessons

The next stage of the Read Write Inc. scheme is for children to read storybooks that are closely matched to their developing phonics knowledge. The storybooks consist of green words linked to the sounds they have been learning and red words that are non-decodable / high frequency words. After children have practiced these words, they are prepared to see them in the context of a story. Dots and dashes represent the sound that each letter makes.



Order of Story books:

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

Books	Year Group Expectations	Speedy Green Words in Books
Red Ditty	Reception	Click here to help your child
Green	Reception	Click here to help your child
Purple	Reception	Click here to help your child
Pink	Reception/Year One	Click here to help your child
Orange	Year One	Click here to help your child
Yellow	Year One	Click here to help your child
Blue	Year One	Click here to help your child
Grey	Year Two	Click here to help your child

Spelling with Fred Fingers

Children are taught to use their fingers to help them write 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 and then they write the letters that represent each sound.



To help at home: Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise!

Further Support

Oxford Owl

Support for parents / carers:

Link: <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Oxford Owl has lots of free *Read Write Inc. Phonics* resources to help your child continue learning, including eBooks, practice sheets, Ditty sheets, slideshows, and parent films.