

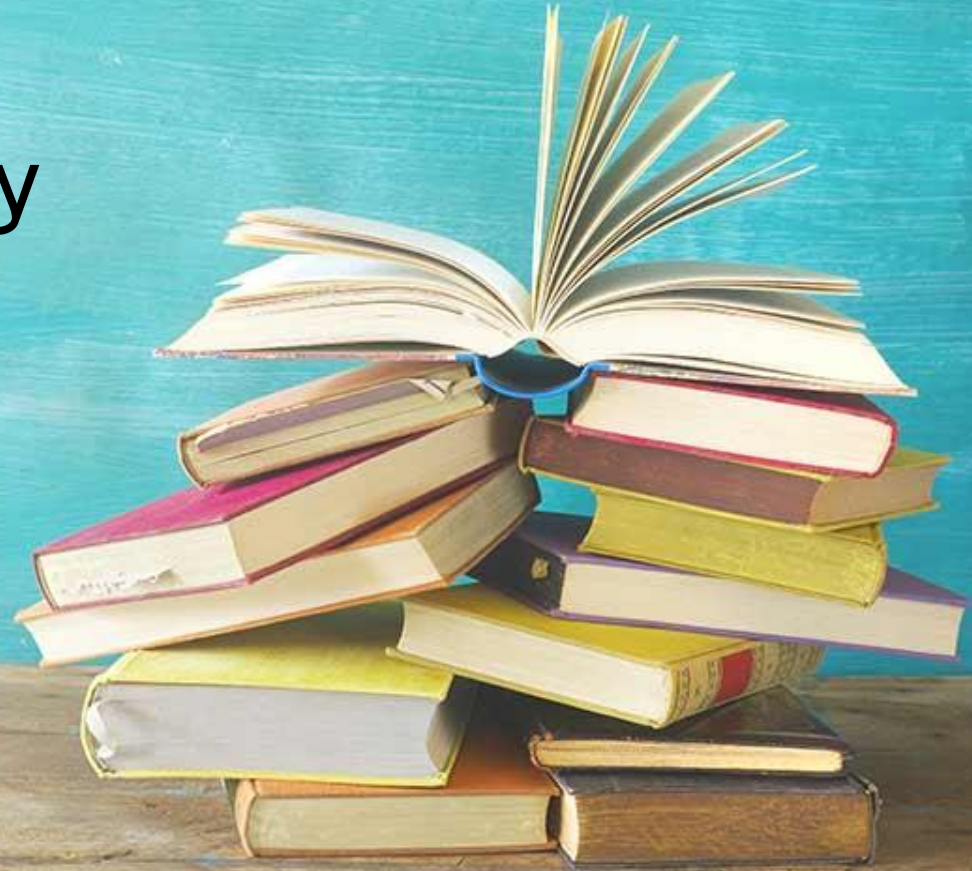


Ruth Miskin  
Training



## *Read Write Inc. Phonics* Parents' Meeting

Reading is the key  
to unlocking the  
rest of the  
curriculum.



# What is Read Write Inc?

Read Write Inc. (RWI) is a whole-school approach to teaching literacy for 4 to 9-year olds. It was developed by Ruth Miskin and provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

Children will begin the programme in Reception and they will remain on the programme until they are fluent readers. Our aim is for most children to be off the scheme by Christmas in Year 2.

# RWI at St Joseph's

In school, children are taught a range of strategies through the Read, Write Inc scheme to help them to read. Before the children learn to read words, they learn individual or groups of sounds. The overall aim of learning 'Speed Sounds' is, they are read quickly and easily through lots of practise.

Children are assessed every 6 weeks and placed into groups based on their assessment. Groups can include a mixture of Reception, Y1 and Y2 children. All children learn at their own pace, groupings are nothing to worry about. School will always inform parents if we have concerns about your child's progress.

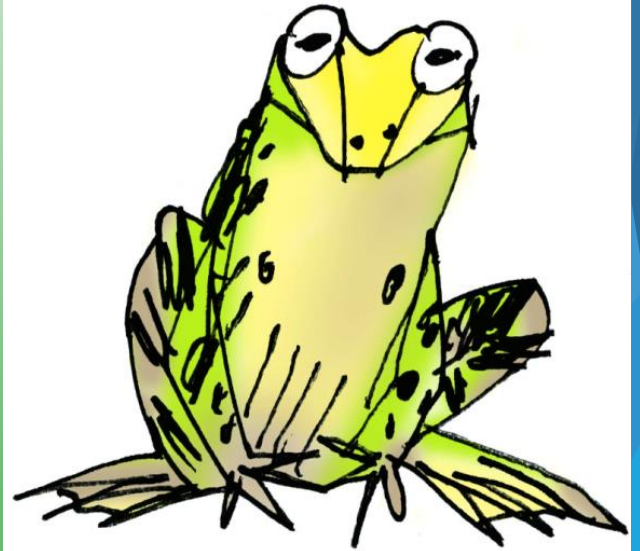
# Fred Talk

Say “hello” to Fred.

Fred can *only* talk in sounds...

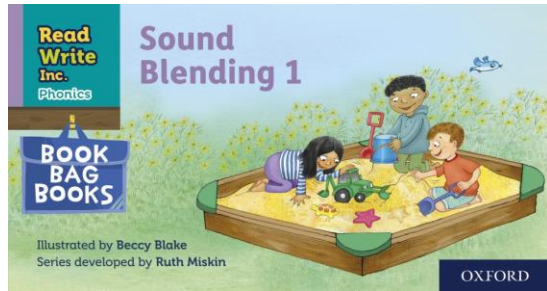
He says “*c\_a\_t.*” Not **cat.**

We call this *Fred Talk.*



# Sound blending

Once the children have learnt sets of sounds by sight, they learn how to segment eg, M-a-t. This is called 'Fred Talking' as 'Fred the Frog' only speaks in sounds. • When 'Fred Talking', please ensure you use the pure sound of the letter. • After segmenting the sounds, we can then say the word through blending the sounds eg, M-a-t, Mat. •



[https://youtu.be/TkXcabDUg7Q?si=48Szk3NqzjtSju\\_u](https://youtu.be/TkXcabDUg7Q?si=48Szk3NqzjtSju_u)

# Set 1 Speed Sounds

These are the Set 1 Speed Sounds written with one letter:

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

It is important not say 'uh' at the end when sounding out these pure sounds.


These are the sounds written with two letters (your child will call these 'special friends'):

sh th ch qu ng nk ck

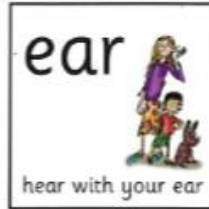
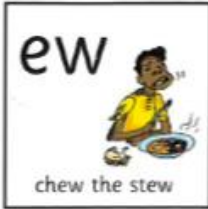
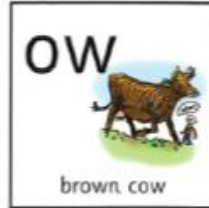
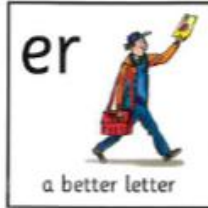
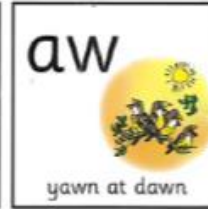
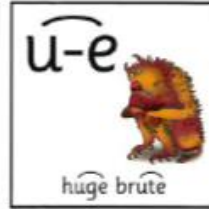
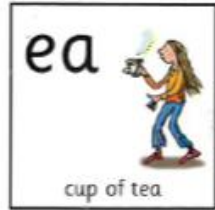
Make sure they say sounds like 'mmm', not letter names like 'em'.

# Set 2 speed sounds ( special friends)

## Speed Sounds Set 2

<p>ay</p>  <p>may I play?</p>	<p>ee</p>  <p>what can you see?</p>	<p>igh</p>  <p>fly high</p>	<p>ow</p>  <p>blow the snow</p>	<p>oo</p>  <p>poo at the zoo</p>
<p>oo</p>  <p>look at a book</p>	<p>ar</p>  <p>start the car</p>	<p>or</p>  <p>shut the door</p>	<p>air</p>  <p>that's not fair</p>	<p>ir</p>  <p>whirl and twirl</p>
<p>ou</p>  <p>shout it out</p>	<p>oy</p>  <p>toy for a boy</p>			

# Year 1 Set 3 sounds



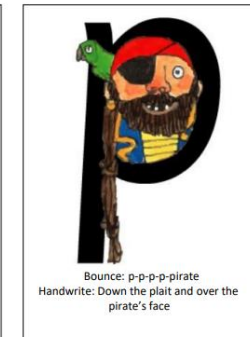
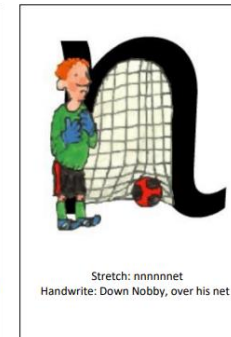
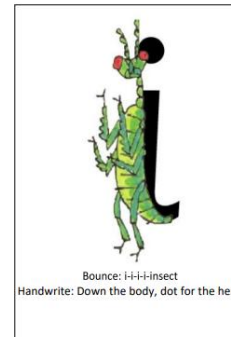
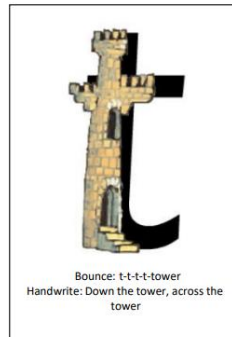
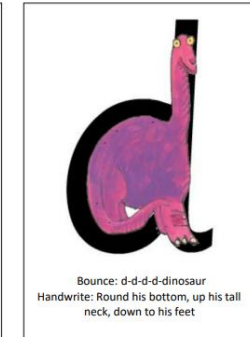
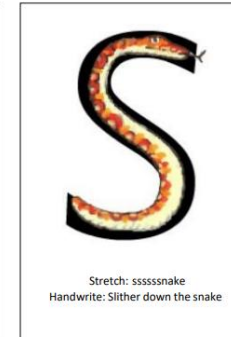
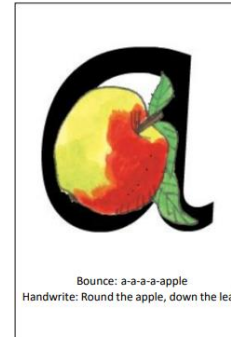
# Daily Phonics lessons \*\*

Your child will take part in a daily RWI lesson. Each lesson begins with a speed sound session which includes:

- ↳ Recapping all previous sounds and phrases
- ↳ Introducing a new sound and learning words using that sound.
- ↳ Reading nonsense words.
- ↳ Writing/spelling element

# Letter Formation

- ↓ We teach our children to form letters with a rhyme.
- ↓ We model a strong pencil grip.
- ↓ Please take home the letter formation sheet to help support your child's writing.



## Set 1a

In this group, we are still learning how to read the following sounds and apply this to our reading;  
m, a, s, d, t, i, n, p, g, o

We are learning how to blend words containing these sounds;  
c/a/t = cat    d/o/g = dog    h/a/t = hat

We do **not** focus on letter names, only the sounds.

## Set 1b

In this group, we are still learning how to read the following sounds and apply this to our reading;  
c, k, u, b, f,

We are confident with these sounds and we are able to blend words with these sounds;  
m, a, s, d, t, i, n, p, g, o

We are learning how to blend words containing these sounds;  
b/u/s = bus    k/i/t = kit    f/u/n = fun

We do **not** focus on letter names, only the sounds.

## Set 1c

In this group, we are still learning how to read the following sounds and apply this to our reading;  
e, l, h, r, j, v, y, w, z, x

We are confident with these sounds and we are able to blend words with these sounds;  
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f,

We are learning how to blend words containing these sounds;  
b/o/x = box    j/i/g = jig    l/e/t = let

We do **not** focus on letter names, only the sounds.

## Ditty

In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words speedily.

We are learning to use our 'Special Friends' to read longer words.

We are focussing solely on the following sounds;  
ch, sh, th, ck, ng, nk, ff, ll, ss, qu

f/i/ll = fill    qu/i/l/t = quilt    ch/i/ck = chick    sh/i/p = ship

## Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



# What are Red and Green Words?

Green words are regular words which are spelt phonetically such as 'cat' or 'hop'. Red words are unable to be sounded out and so are irregular (common exception words). Children simply must learn to recognise, read and spell these words as they cannot be sounded out using any sort of phonics strategy. These words are printed in red ink in the RWI books.

Green words	Red words
sat	I
mat	the
dad	you
sad	your
mad	said
pin	was
dig	are
dog	of
cat	to
shop	do
Chat	does



# Red Group



In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words.

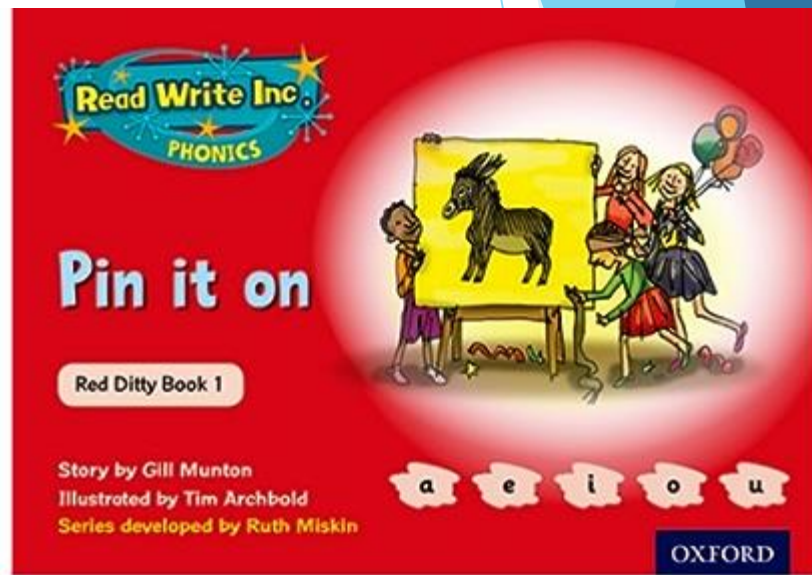
We should be able to read words with 'Special Friends' and 4-sound words with 'Fred Talk.'

We are beginning to read some words 'speedily' containing sounds from Set 1, including words with 'Special Friends'.

We are beginning to learn about 'nonsense words', these are pretend words that have no meaning but are decodable.

We are beginning to learn the Set 2 sounds. We will read longer words containing these 'Special Friends'.

We are also expected to use our 'Fred Fingers' to help us spell words.





# Green Group



In this group, we are able to confidently use and apply all of our Set 1 single sounds to read words.

We are beginning to read some words 'speedily' containing sounds from Set 1, including words with 'Special Friends'.

We are able to read 4 and 5 sound words 'speedily'.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are learning all Set 2 sounds and can read longer words with up to 5 sounds, including 'Special Friends' from Set 1 and 2.

We are also expected to use our 'Fred Fingers' to help us spell words.



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## On the bus



Set 1 Story 1

Story by Gill Munton  
Illustrated by Tim Archbold  
Series developed by Ruth Miskin

a e i o u



## Purple Group



In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words.

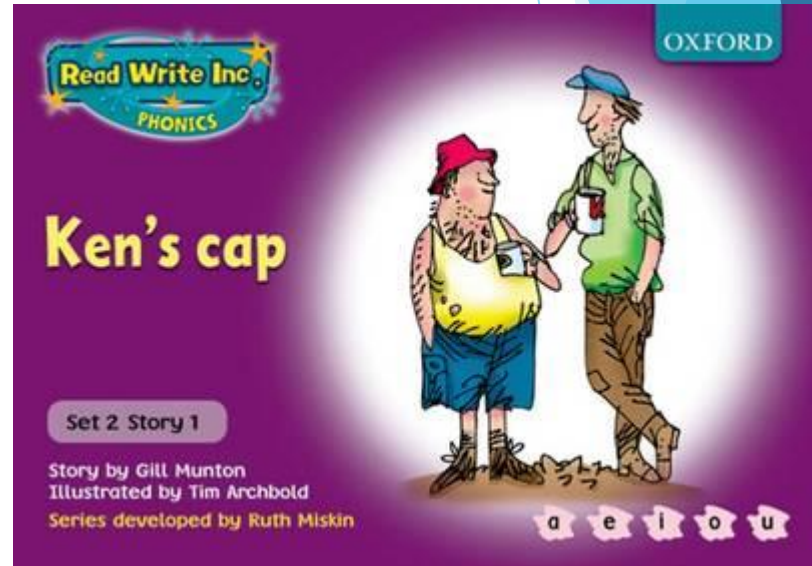
We are able to read words 'speedily' containing sounds from Set 1 and 2, including words with 'Special Friends'.

We are focussing on reading words with the first six Set 2 sounds: ay, ee, igh, ow, oo, oo.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are learning all Set 2 sounds and can read longer words with up to 5 sounds, including 'Special Friends' from Set 1 and 2.

We are also expected to use our 'Fred Fingers' to help us spell words.





# Pink Group



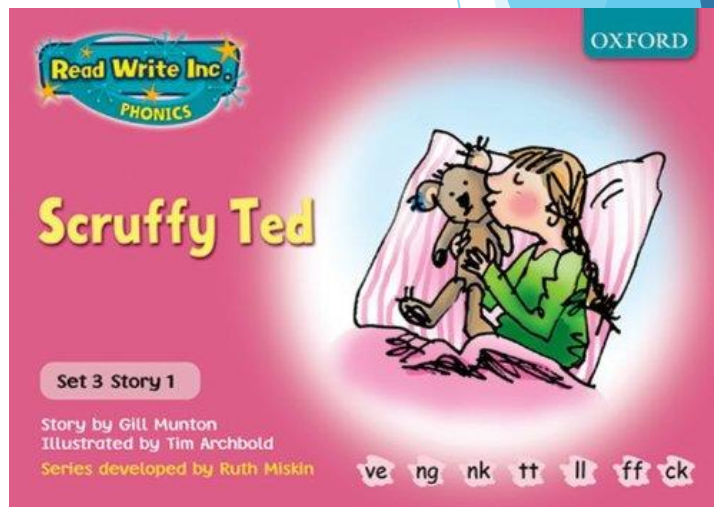
In this group, we are able to confidently use and apply all of our Set 1 and 2 sounds to read words.

We are able to read longer words 'speedily' containing sounds from Set 1 and all of Set 2, including words with 'Special Friends'.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are learning all Set 2 sounds and we can apply our knowledge of these to read words.

We are also expected to use our 'Fred Fingers' to help us spell words.





# Orange Group



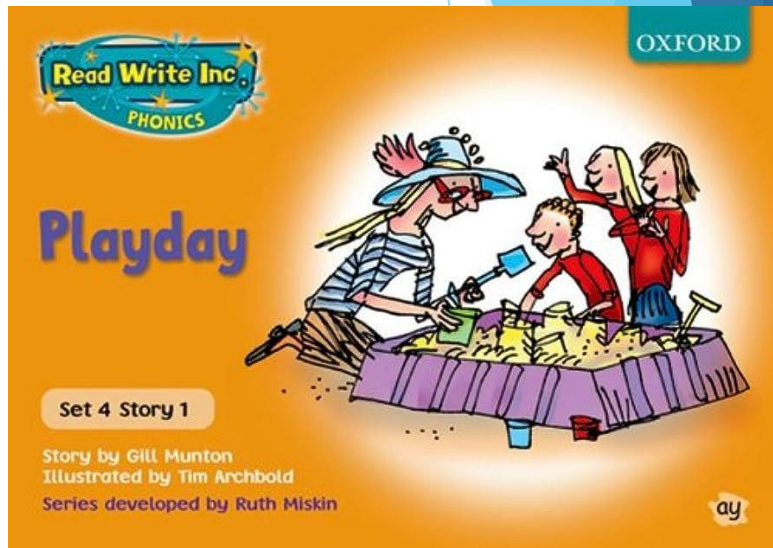
We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are showing confidence with reading words containing the first six Set 3 sounds:  
ea, oi, a-e, i-e, o-e, u-e.

We learning our Set 3 sounds and learning to identify these sounds in longer words.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are also expected to use our 'Fred Fingers' to help us spell words.





# Yellow Group



We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are confident reading words containing the first six Set 3 sounds speedily:  
ea, oi, a-e, i-e, o-e, u-e.

We learning our Set 3 sounds and learning to identify these sounds in longer words.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

We are also expected to use our 'Fred Fingers' to help us spell words.





# Blue Group



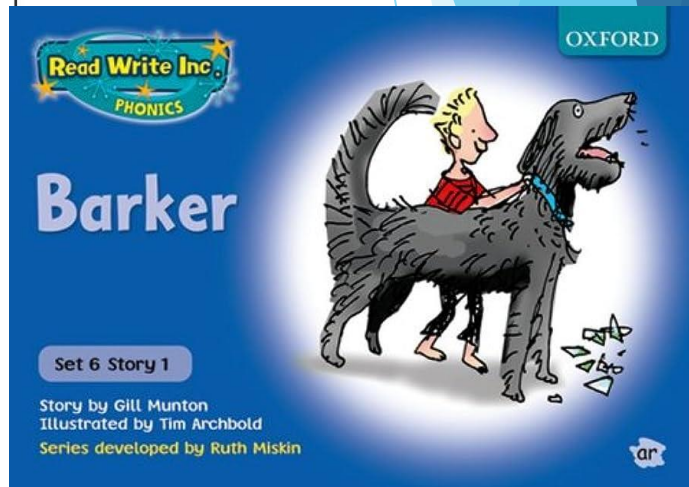
We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are confident reading words containing all the Set 3 sounds speedily:

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

We can read up to 70 words per minute, attempting to read with intonation and to show comprehension of the text that is being read.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.





# Grey Group



We can read previously taught words, confidently, containing Set 1 and Set 2 sounds speedily.

We are confident reading words, including multi-syllabic words containing all the Set 3 sounds speedily:  
ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, ie, e-e, oe, ph, wh, y, ue, kn, tious, tion, cious.

We can read up to 90 words per minute, attempting to read with intonation and to show comprehension of the text that is being read.

We can confidently read 'nonsense words', these are pretend words that have no meaning but are decodable.

Read Write Inc.

Phonics

## Rex to the rescue

Set 7 Story 1  
oo ū-e ue



Story by Gill Munton  
Illustrated by Tim Archbold

Series developed by Ruth Miskin

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# Phonics Screening

- ↓ The national phonics screening check was introduced in 2012 to all Year 1 pupils in the country. It is a short, statutory assessment to ensure that children are making sufficient progress in phonics.
- ↓ The phonics screening check is a quick and easy check of your child's phonics knowledge. It helps the school confirm whether your child has made the expected progress.
- ↓ The phonics check takes place in June.

# How can you help at home?



## Read to your child

We have a story time every day at school so children develop a love of stories. We hope that you will do the same by reading a bedtime story to your child every night. We have wonderful books in school for you to borrow.

↳ **You're never too old, too wacky, too wild, to pick up a book and read to a child. – Dr Seuss**

# How can you help at home?

- Read to your child and always discuss the story you are reading to try to build your child's comprehension skills, inference and understanding.
  - Practice the sounds they know at home. These are the sounds in the Speed Sound Chart at the start of the storybooks.
  - Listen to your child read, both their RWI storybook and other storybooks, every day. Make sure that your child brings their RWI Storybook into school every day.
  - Talk to them! The most important thing you can do is to talk to your child and listen to them when they are talking to you. Try to extend their vocabulary range and their skill at talking in increasingly more complex sentences.
  - Use pure sounds.
  - Practice letter formation with them.
- ↓ If you need further advice or help with how best to help, please give me a call or come into school.

# Useful Websites

- ❖ <https://www.ruthmiskin.com/en/>
- ❖ <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- ❖ <https://www.phonicsplay.co.uk/resources> - games
- ❖ [https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw)