



September 17<sup>th</sup> 2019

Aims of this evening;

- ❖ To introduce you to Read, Write Inc.
- ❖ To put this into the context of how we are teaching reading and phonics in EYFS and KS1.
- ❖ Share strategies to support you at home with reading development.



The **MORE** that you  
**READ**, the  
more things  
you will **KNOW**.

The **MORE** that you  
**LEARN**, the more places  
you'll **GO**.  
Dr. Seuss



2019 -20	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 &amp; 2</b>	Paddington at the Tower Michael Bond 	Toby and the Great Fire of London Margaret Nash & Jane Cope 	The Jolly Postman Janet & Allan Ahlberg 	The Magic Faraway Tree Enid Blyton 	The Lighthouse Keepers' Lunch Ronda & David Armitage 	George's Marvellous Medicine Roald Dahl 
<b>Years 3 &amp; 4</b>	Charlie and The Chocolate Factory Roald Dahl 	Demon Dentist David Walliams 	Beowulf Rob Lloyd Jones and Victor Tavares 	The Saga of Erik The Viking Terry Jones 	Poems to Perform Julia Donaldson 	The Time Travelling Cat and the Egyptian Goddess Julia Jarman 
<b>Years 5 &amp; 6</b>	Cosmic Frank Cottrell Boyce 	The Nowhere Emporium Ross MacKenzie 	Private Peaceful Michael Morpurgo 	Goodnight Mr Tom Michelle Magorian 	Rain Player David Wisniewski 	Macbeth (A Shakespeare Story) Andrew Matthews and Tony Ross 



# Why have we chosen



?

It is a complete reading programme that meets the demands of the national curriculum, giving your child the very best chance of success.

Starting at the beginning in the Early years...

Children read story books and non-fiction books closely matched to their developing phonic knowledge.

It enables them to confidently read with fluency and expression.

It supports spelling and enables them to spell using the sounds that they know.

It enables children to write confidently by practicing what they want to write out loud first.

It enables them to work well with a partner.

The aim at the end of Year 1 is that children are accurate and speedy readers who are confident and love reading.

There is a one to one programme to support any children needing extra help.

Storybooks and home reading books align with the sounds learnt in class.



was created by one of the UKs leading authorities on literacy – Ruth Miskin.

<https://schools.ruthmiskin.com/resources/watch/361/>

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# What does Read, Write Inc. look like in our school?

Read, Write Inc. will be taught from Monday to Thursday for about 30 minutes each morning.

Children will be working in groups so that they are working with others who are learning the same sounds.

We have 5 trained members of staff who will be leading the groups so children will be working in small groups.

Each group has their own learning space to work in.

Class teachers will know what the children are learning so that this can be supported in class at other times of the day.





The importance of talk for  
writing

*"What you can say  
today...you can  
write tomorrow"*

Ruth Miskin

Meet Fred!

Fred can only talk in PURE sounds.

He says "c-a-t" not cat!

We call this Fred Talk!

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

Try Fred talking these words    pin    top    sat    dog    zip

## Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

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

Vowels: stretchy

Vowels: stretchy

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

Special friends...2  
letters that make 1  
sound.

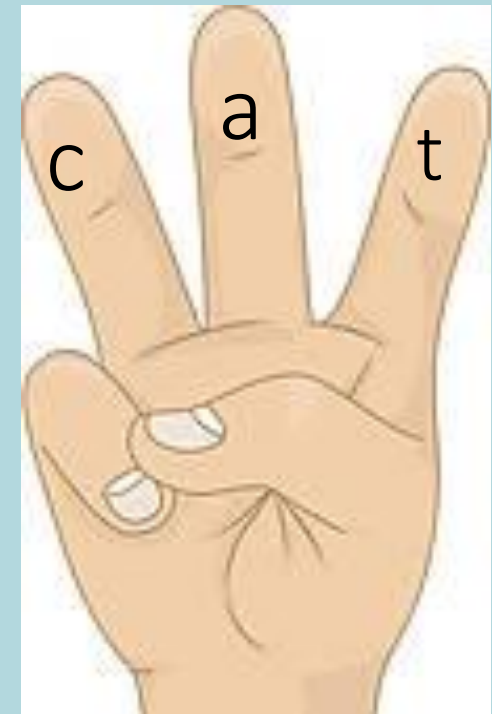


# Learning to blend and segment using the sounds that we know.

As soon as the children know 5 sounds, They will be taught to blend.



They will use Fred Fingers for spelling.



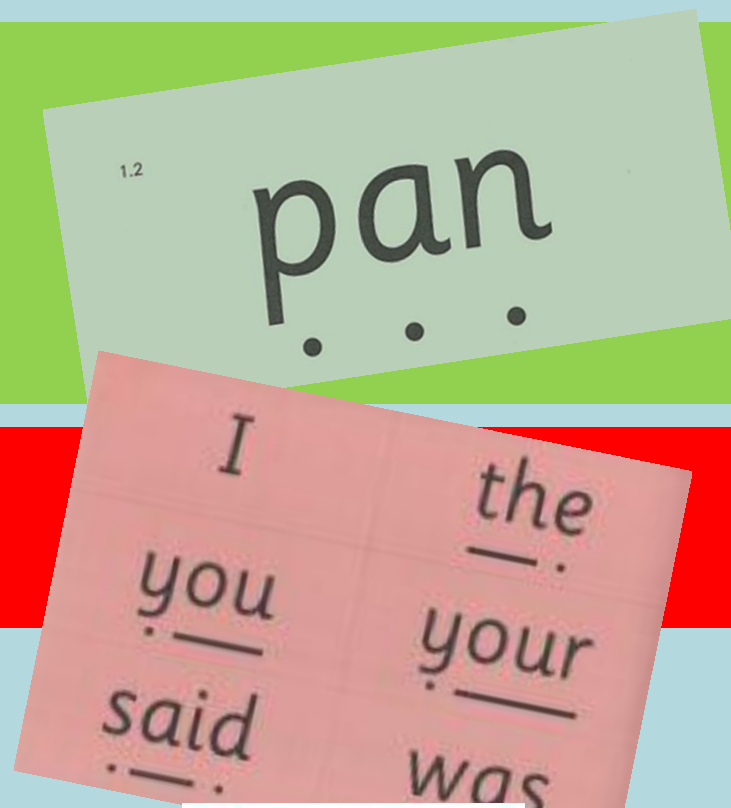
# Learning to blend and segment using the sounds that we know.

Green words contain all of the sounds that we know.

Fred talk

Fred in your head

No Fred talk



Red words – If it's red, it's hard to Fred!

Words with tricky or irregular parts.

Alien words

'What a load of nonsense!'

In preparation for the Y1 phonics screening test.



It would be easy if we only had to learn set 1 and set 2 sounds!  
Now we move on to set 3!



ay

- play
- eight
- cake
- straight

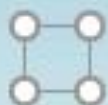


igh

- right
- pie
- kite
- fly

Set 3 sounds - now need to  
know the letter names!

# RWI techniques...some of the things you may hear about!



Praise, praise praise...

1, 2, 3 well done me!  
Fan-tastic!



Positivity and passion...

All of us want all of the  
children to do very well, to  
enjoy and to achieve!

Participation...no  
passengers!

MTYT

TTYP

Paired work – lolly sticks  
Choral work, popcorn,  
word wave etc.

Silent signals...keep the  
pace!





# How to support your child at home.



Share a wide range of stories including the story books they bring home from school on a Friday.

Listen to them reading their take home phonics book. This will be a book that they will have practiced in RWInc so they should be fluent by the time they bring it home. This does not mean that it is too easy, it means that they have learnt to read it throughout the week and need to celebrate this with you.

Listen to them reading their class reader which will be book banded according to colour. This is a book they have chosen from the book box and not a RWInc book. They will be regularly assessed and will move up the book bands until they move on to our accelerated reader books.



# How to support your child at home.



Have fun with Fred talk – Can you tidy your r-oo-m?  
Would you like t-oa-s-t and j-a-m?

Practise pronouncing the sounds – remember NO ‘fuh’ and  
‘luh’!  
There will a link on our website to the videos you have seen  
tonight.

Support your child by practicing the sounds in their sound  
booklets which they will bring home to practice.

