



RWI Policy

Mrs O'Sullivan

Approved by Governors at:	
Date Approved	
Review Date	
Chair of Committee	

<u>Admin use only</u>	
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At Loxdale we use a synthetic phonics programme called 'Read, Write Inc.' produced by Ruth Miskin.

What is Read Write Inc?

Read Write Inc (RWI) is a phonics 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. However, at Loxdale Primary School, we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7, as we use a stage not age approach. RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

Using Read Write Inc., the children learn to read effortlessly so that they can put all of their energy into comprehending what they read. It also allows them to spell easily so that they can focus on the composition of their writing. Reading and writing are taught daily, with many opportunities across the curriculum to practise these skills. Each child has a home/school reading book and an individual Go Read account where parents are asked to record when they hear their child read. Reading at home is part of homework and we encourage that children should spend ten minutes each night reading and discussing their book with an adult. In addition, the children are able to take home a library book. Every class has a reading corner where reading is celebrated.

How will RWI be taught?

All children are assessed every half term. From these assessments, children are grouped into stages, where they work with peers on the same stage.

Nursery & Reception

In Nursery, after Easter, children are introduced to initial sounds in short five minutes sessions. They are also introduced to 'Fred Talk' and the grapheme representation for sounds.

In Reception, within the first 3 weeks, all children begin RWI where they will learn how to 'read' the sounds in words and how those sounds can be written down. Children in Reception are grouped across the 2 Reception classes, where they spend time become confident at recognising, reading and writing set 1 and set 2 sounds.





Reading

The children:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts - see below
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- Learn to write words by using Fred Talk
- Learn to build sentences by practising sentences out loud before they write

Talking

The children

- They work in pairs so that they:
- Answer every question
- Practise every activity with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

Children will be taught how to read as follows:

These are the sounds we use to speak in English. Children initially begin using pictures for each sound, this will help children recognise the sound and then form the shape of the sound.





m	a	s	d	t	i	n	p
g	o	c	k	l	b	f	e
l	h	sh	r	j	v	u	w
th	z	ch	q	x	ng	nk	Speed Sounds Set 1

Simple Speed Sounds

Consonant sounds - writing													
f	l	m	n	r	s	v	z	sh	th	ng	nk		
Consonant sounds - tracing													
b	c	d	g	h	j	p	q	t	w	x	y	ch	k
Vowel sounds - tracing						Vowel sounds - writing							
a	e	i	o	u	ay	ee	igh	ow					
Vowel sounds - writing													
oo	oo	ar	or	air	ir	ou	oy						





Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that the children will be able to blend the sounds into words more easily. In 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

The children are taught the sounds in 3 sets.

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.

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. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

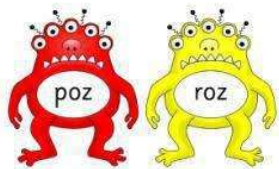
Long vowel sound	Set 2 Speed Sound cards <i>Teach these first</i>	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		





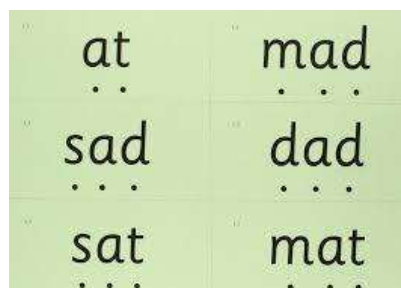
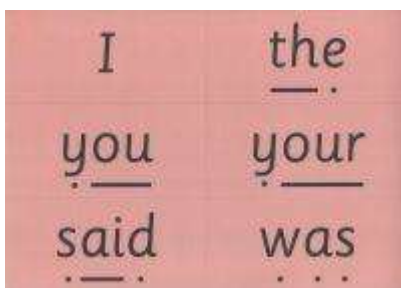
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy to enjoy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Nonsense words (Alien words)- What 'a load' or nonsense!



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. These words provide endless opportunities for children to apply and practise their thinking in a range of different contexts.

Within all the RWI sessions/books children will be exposed to **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable. **Green** words are linked to the sounds they have been learning and are easily decodable. Dots and dashes represent the sound each letter makes.





During the RWI session children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills. The children will **'hold, edit or build a sentence'**.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practise their spelling, grammar and punctuation.

To help at home:

The children will start to bring books home when they are confident readers, relating to their reading stage. You will find they will bring home a phonics based book from their RWI lessons, they will also have a matched reading book that only contains the sounds they know. Children will also bring home a library book for you to share at home to develop a shared love of reading.

Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

<https://www.ruthmiskin.com/en/find-out-more/parents/> - Information and resources to support phonics learning at home

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

[BBC Bitesize](#) - many games to play covering all areas of the curriculum

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=3> - sound pronunciation

Monitoring and review

This policy is monitored by the Governing Board, and will be reviewed in line with the schools review schedule.

