

Getting to know Read Write Inc and Early Reading at Balfour Primary School

Within this document you will find information on the below:

- Principles of RWI
- What strategies are used to teach the RWI programme?
- Who is Fred!? What is Fred Talk?
- What is the order of progression for the sounds taught?
- How and when are story books introduced?
- 2021-22 Academic Year Progression
- What is the Year 1 Phonics Screening check?

If you have any further questions around the teaching of phonics and early reading at Balfour Primary, please contact either your class teacher or Sally Geard/ Isabelle Harris (Reading Leads).

What are the principles of teaching Read Write Inc?

There are 5 key principles that underpin the teaching in all Read Write Inc sessions:

Purpose- To know the purpose of every activity, in a shared and familiar learning routine.

Participation- To ensure that every child actively participates throughout the lesson we adopt an approach of no hands-up. Learning Partner tasks are an integral part of phonics session in ensuring all children are engaged.

Praise- We ensure that children are praised for their learning efforts, not ability. Confidence is the key!

Pace- We ensure that lessons are taught at an effective pace and every moment is used to support children's learning in progressing further.

Passion- Our staff are passionate about teaching! They strive for every child to be engaged, feel supported and happy to learn.

What strategies are used to teach the RWI programme?

- **Minimal teacher talk.** The emphasis is on 'back and forth' talk and engagement- 'I say, you say'
- **Learning Partner talk.** Turn to your partner and Fred Talk C-A-T.
- **Repetition and overlaying of sounds.** Revisiting our previously taught sounds. Making links.
- **Games!** Lots of fun activities! Fred Say touch your 'H-EA-D'.

Who is Fred!? What is 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. At school we use a toy 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

What is the order of progression for the sounds taught?

The children are taught the sounds in 3 sets. Below is an outline of these sets. It is important to note that every phonics programme sets out their taught sounds in a slightly different order. It is hugely beneficial to the teaching of phonics if children are supported in learning these sounds in the same order both at school and at home.

Step 1:

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. We do not use letter names at this stage.

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

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



Step 2:

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**.

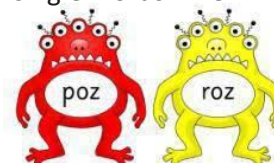
Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo 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 for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Nonsense words (Alien words)

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.

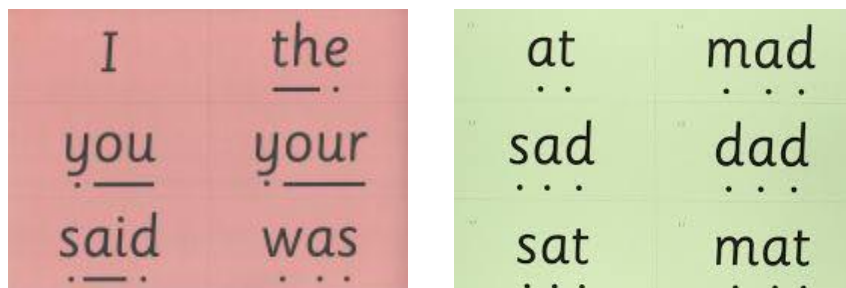
Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:



Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

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.

How and when are story books introduced?

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.

2021-22 Academic Year Progression

It is important to us as a school that we recognise the educational impact that lockdowns have had on our children's learning opportunities. For this reason, despite high levels of home-learning engagement during lockdowns, we will be ensuring that no child is left with phonic knowledge gaps and the below 'Year Group Expectations' will not currently match our school. Our main focus is on identifying children's phonic gaps and working with these children to ensure they become fluent readers, regardless of their age, ability and Year Group.

Books	RWI Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One

What is the Year 1 Phonics Screening check?

The Year 1 phonics screening check is a national and statutory assessment to confirm whether children have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. For children who are not successful at passing the phonics screening, they will then be able to retake the check so that schools can track pupils until they are able to decode. The screening takes place in June and parents will be informed as to whether their child was successful in passing or not.