

Read Write Inc
at
Bude Primary Academy
Infants

Parent information booklet



What is RWI Phonics?

Read Write Inc. is a government backed phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables children to achieve high levels of reading success. At Bude Primary Academy Infants we believe that reading is the key to all learning and we are fully committed to making sure that every child is a reader by the end of KS1.

Who Teaches RWI Phonics?

All of our teachers and teaching assistants receive accredited RWI training. They are passionate about achieving success and take part in weekly meetings for coaching and training purposes. The scheme is overseen by the Miss Holt, as the school's RWI leader, who monitors RWI sessions and ensure that all teaching is high quality and that children are focused and engaged. We are also visited by a RWI trainer every term who does training and advice sessions with all staff and demonstrates any new techniques or updates within the programme.

How does RWI ensure success?

Each child is carefully assessed and placed into a RWI group based their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Your child might not be taught phonics by their own class teacher however all information and session notes are passed on from their RWI Teacher to enable further guidance and support in all subsequent lessons. Groups are assessed every half term (6 weeks) and children are moved accordingly to either accelerate progress or provide further consolidation. Any children who are not making sufficient progress will be given targeted intervention or additional 1:1 or small group support during afternoon sessions. This compilation of rapid acceleration, streamed groupings and targeted support all helps to ensure our children are confident readers by the time they leave Year 2.

How will my child learn to read?



fun activities and them remember the

Children are taught the early sounds in Set 1. This covers the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'. They will learn to spot and recognise them quickly through also to write them using 'phrases' to help correct formation. Tutors teach children



'pure sounds' which can be heard using this link [Parent video: How to say the sounds - YouTube](#)

Using these simple sounds, children will learn to **'blend'** words together so **c-a-t** becomes **cat**. To help the children do this, we have a lovely green frog called **Fred!** He can only talk in sounds so the children put the sounds together to make the word. We call this **'Fred Talk'**. This is also used in early reading, as when children see a new word they can use **'Fred Talk'** to break down the sounds and then say or read the




word. Similarly, this supports early writing skills as children use **'Fred Fingers'** to break down a spoken word into its sounds to enable them to write the word. We use the phrase **'Say the word - pinch the sounds'** to help children remember


When they are confident with blending and know all of their Set 1 sounds, the children will move onto Set 2 sounds and then Set 3 sounds, which introduce alternative spellings for sounds they know and more special friends. They may begin to use **'Fred in their head'** to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot **'special friends'** easily within new words. Words which can be decoded are called **'Green Words'** as they can be deciphered using phonics knowledge. Unfortunately, there are lots of words in the English language that do not follow these rules ... they are called **'Red Words'** or tricky words and need to be learned by sight. We use the phrase **'If it's red - it's hard to Fred'** to remind children

When faced with an unfamiliar word we use the phrase **'Special friends - Fred talk - Read the word'** as this reminds them that it is important to spot the special friends

before attempting to read the word. To further consolidate this we also use **'Alien Words'** which are made up words that do not make sense.

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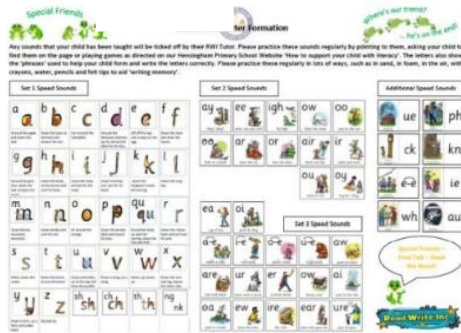
These words test to see if the children can spot any special friends and that they have good sound knowledge, rather than recognising familiar (or sense) words and using memory rather than reading skills. This technique is also used in the National Year 1 Phonics Check, which will be explained

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in more detail in the Spring Term

All of the sounds are provided for your child in their Reading Record. Their RWI

teacher will tick off the sounds they have learned, so parents can see which sounds their children should know, and be able to support them at home to build confidence. In addition, at the front of their current reading book is a list of the Red words they need to know for their specific level of book.



We will also be sending out sets of Red words for your child to both learn to read and learn to spell

at home. There is a separate information pack that will be sent out about this which can also be found on our website.

By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability. As reading becomes more fluent, children begin to understand the stories they read and can enjoy the books. As part of the RWI sessions they will read their group books a total of three times; to support learning new speedy green words and more tricky red words, to investigate vocabulary and to build expression known as their '**storyteller voice**'.



They will also complete comprehension activities as part of each book to ensure they know word meanings and can find and retrieve information as well as give opinions about the story or link to other books they know or life experiences. How does RWI link to writing? As part of the 45-minute session with their RWI Teacher, children will do a daily '**hold a sentence**' activity to class for a literacy lesson with their teacher. In this

session the teacher tells the children a sentence linked to the book. The children then rehearse saying it several times before helping the teacher to write it. Once they have written it as a group the children then go on to read it independently. Please view our video of **Miss Price** leading a 'hold a sentence' session in the RWI section of our school website. In both their English lessons and our daily 'colourful semantics' sessions our children explore many different writing activities, building up sentence structures and rehearsing ideas before writing. During this, they will use the Sound charts to help them identify the correct spelling for a sound and will be taught various spelling strategies within their class to support spelling. They will continue to work on letter formation and investigate grammar and punctuation rules

Complex Speed Sounds											
Consonant sounds:											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti	ci		
ph	le	mb	kn	wr	c	se					
Vowel sounds:											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ai	y	ie	oa			
					e	e	i	o			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
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appropriate for their year group. This will enable all children to practice and apply their

individual phonics learning throughout the lessons and for class teachers to provide further input.

What are the expected time scales?

The scheme provides a strict routine and is very fast paced. Children will learn a new sound per day so full attendance is vital! **(If your child has a holiday for a week - they would miss 5 new sounds and 7.5 hours of focussed learning, and therefore have knowledge gaps which may prevent them from moving forward.)** As all children learn at different paces, some will find reading easy while others find it hard. We aim to support pupils who struggle or fall behind with thorough 1:1 or small group interventions, and may ask that further work is completed at home to allow them to 'catch up'. It is therefore hoped that all children will finish the phonics scheme by the end of Year 2

How can I support my child with reading?

Whilst your child is learning their Set 1 sounds we recommend you only read their



'Reading for Pleasure' library books. This is a book that they are interested in and have chosen to enjoy with you. They can look at the pictures and spot letters or sounds that they know to build confidence but most importantly they should hear you read the

book with expression in order to absorb the rich language and vocabulary within in and learn to love story time.

When your child is learning to blend, they will be given RWI Blending

books To help your child with these, ask them to try to 'Fred Talk'

the word and blend it together ... when they turn the page they will

see if they were right! Encourage them to sound out carefully using pure sounds and

give lots of praise and support for effort and success. You should also continue to read

their library book and encourage them to spot any sounds, **special friends** or words

they know to boost rapid identification by sight.



Once confident in blending, children will begin to receive two RWI books. One is the Black and White copy of the book they have read at school. They will have read this book three times with their RWI Group Tutor so should be confident and familiar with

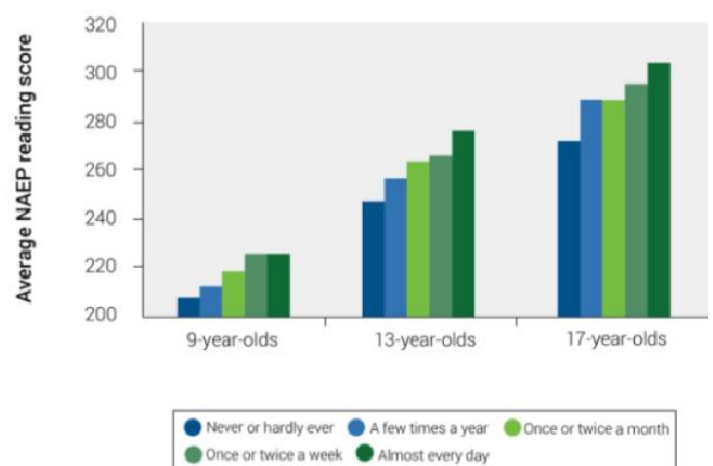
the story. This is done to build self-esteem and enjoyment in reading as well as to allow them to show off their reading skills to you! The second book is a Book Bag Book. This



will be unfamiliar to your child so read the opening instructions on the front page carefully before reading. These books allow children to apply their reading skills and are matched to the sounds they have been taught so far. These books should be read at home three times before being returned to school. In the first read your child will be focussing on reading each word individually and it may seem robotic. In this phase very little

comprehension of the story is likely. In the second read, their word recognition will become quicker allowing a faster pace and better understanding of the story. In the third read, the speed should be much quicker and therefore the child is using more brain power to understand the story rather than on reading each word. This is the point when the story becomes meaningful and pleasurable and they can answer questions based on the content. There are questions at the end of the book to check understanding and promote discussion of the story. Please take the time to complete these activities as there are the early comprehension skills which are built upon throughout school. It is recommended that all reading should take place in a calm and quiet environment, a story before bed time or snuggled on the sofa without distractions of the TV etc so the focus can purely be on the reading enjoyment. It should be relaxed and enjoyable and lots of praise should be given when children are successful. Please try not to get frustrated if your child is struggling as this likely to put them off trying, instead encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful.

More frequent reading correlates with higher reading scores



Many children will want to avoid reading after a 'long day' at school, being very creative with their excuses, but please be persistent in completing home reading as this is vital towards their success and research shows that pupils who do not consolidate learning at home are far less able readers when they leave Year 2, causing many problems throughout their academic life and widening the educational gap between them and their peers. Don't forget that even if your child can read RWI books it is still important for them to regularly hear you read in order to learn expression. This will remove some of the

pressure on them and also helps to improve their vocabulary levels as the books they listen to can be for any age. They will still be bringing home a library book of their choice so make sure to include this in the weekly routine if you can. Audio books are also helpful and can be a good technique for settling and relaxing children before bed or as part of longer car journeys.

Are there any resources I can buy?

We do not ask parents to buy RWI books, however we appreciate that other phonics books may be already be available in the home. These are not a problem to use however please bear in mind that the sound knowledge expected in different schemes may not match your child's RWI ability and this may cause some confusion or frustration for your child.

The main resource you can provide your child with are time, patience and praise, and together we will make sure they are confident readers!