



Developing reading skills through Read, Write Inc at Coedffranc Primary

At Coedffranc we aim for all our children to become fluent, confident readers who are passionate about reading.

"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc, a program to help to your child read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school
- Giving children access to a wide range of books at school and at home

At Coedffranc we use Read Write Inc Phonics (RWInc) to give your child the best possible start with their literacy. We have put together a guide to how the RWInc programme works together with some useful links.

Mrs Harris is our Read Write Inc lead teacher, so if you have questions about RWInc, contact school who can refer you to her. Please take the time to read

the information as it will provide invaluable information as to how you can help and support your child in reading.

What is Read Write Inc?

Read Write Inc (RWInc) is a phonics complete literacy 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.

RWInc was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWInc be taught?

All children are assessed regularly by our RWInc lead teacher so they work with children at the same level. This allows complete participation in lessons.

Nursery

When appropriate, children will be introduced to the initial sounds in short five minutes sessions

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

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

- work well with partners

- 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

Year One & Year Two

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWInc phonics last for one hour. Once children become fluent speedy readers they will move on to the English Skills lesson.

Five key principles underpin the teaching in all Read Write Inc. sessions:

- Purpose - know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about
- Participation - ensure every child participates throughout the lesson.
- Partnership work is fundamental to learning
- Praise - ensure children are praised for effort and learning, not ability
- Pace - teach at an effective pace and devote every moment to teaching and learning
- Passion - be passionate about teaching so children can be engaged emotionally.

Children will be taught how to read as follows:
Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

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 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 children are taught the sounds in 3 sets.

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.

Set 1

Sound	Rhyme
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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

Please do not use letter names at this early stage

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



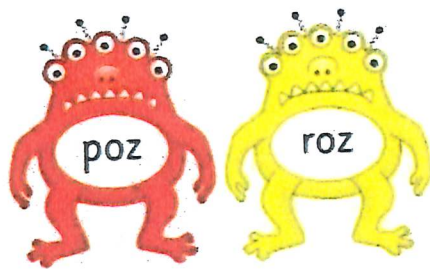
Step 2:

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
ee	ee: what can you see	ea: cup of tea
igh	igh: fly high	i-e: nice smile
ow	ow: blow the snow	o-e: phone home
oo	oo: poo at the zoo	u-e: huge brute

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
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)

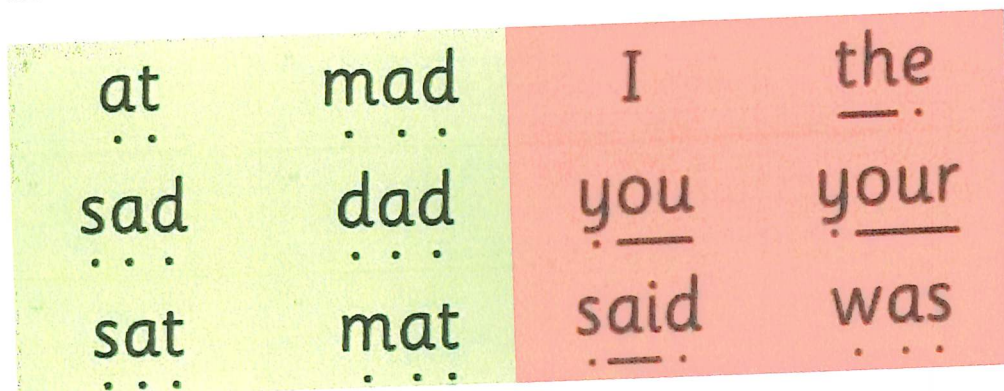


As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'.

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 home a Book, which we hope you will share with your child. 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.



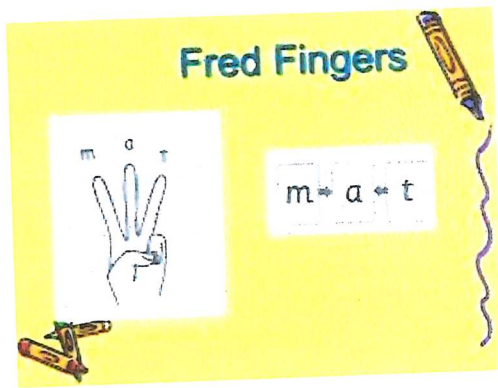
Dots and dashes represent the sound each letter makes.

During the RWInc 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.

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 practice their spelling, grammar and punctuation.

Spelling



A spelling is part of the RWInc programme. Children will use 'Fred fingers' to first sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.

To help at home:

Your child will start to bring books home when they are confident readers. Each week they will bring home a RWInc book they have shared in school. Please share the book, talk about the pictures and encourage your child to read. Please revisit this book so your child becomes really familiar with the words and in doing so their fluency will develop. If they need to sound out a word, that is fine. Please give lots of praise!

If you have any other questions about RWInc, please see your class teacher or see Mrs Harris

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.

Parents guide to Read Write Inc

Free eBooks

<https://www.phonicsbloom.com/>

<https://www.letters-and-sounds.com/>

<https://www.teachyourmonstertoread.com/>