

# BURTON JOYCE PRIMARY SCHOOL



#### What is Read Write Inc Phonics?

Read Write Inc. is a DfE validated phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables ALL children to achieve high levels of reading success.

#### What and When?

• Daily phonics sessions with children grouped according to stage, not age.

• Daily 'Storybook' sessions, everyone reads books that match the sounds they know in a group every day.

• Reading books that match sounds children know are sent home to be read independently to consolidate learning.

• Children can also take a 'reading for pleasure' book to be read with or by an adult to provide a broad and rich reading experience.

## Planning:

- All planning follows the sequence of sounds and blueprint lesson plans from Read Write Inc. and use common habits and routines that include:
  - Spotting special friends (identifying digraphs and trigraphs)
  - Fred Talk (saying the sounds individually out loud then blending the word)
  - Fred in your head (saying the sounds individually in your head)
  - Speedy Reading
  - Reading alien words
  - Spelling using Fred Fingers



# Foundation

- Working up to the model for spring term
- Currently baseline assessment
- Stay in their class and taught by F2 team
- 10 -15 mins am learning individual letter sounds and formation
- Fred talk games
- Picture book and book for pleasure and a RWI blending book

#### Assessment:

- Each child is carefully assessed and placed into a RWI group based on their phonics sound knowledge and 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.
- Children are assessed each half term using Read Write Inc assessments. This ensures all pupils keep up and that gaps identified are re-taught in phonics sessions, 1:1 tutoring or in partnership with parents.
- Any children who are not making sufficient progress will be given targeted intervention or additional 1:1 support.



Assessment 1

#### Assessment 1 individual record

Pupil	Date		
Set 1 Sounds Group A	masdtinpgockubfe		
Set 1 Sounds Group B	lhrjvywzx		
Set 1 Sounds Group C	d-u-g ch-a-t t-e-n p-o-t t-i-n		
Ditty Group	🚔 in am red bin yes		
Red Group	ch ng nk qu sh th		
	😭 chip shop sumk that 🍎 fas gip guk rab		
Green Group	🚔 flat pink help thick 👹 plut dimp criff slom		
Purple Group	A with off thin will his them that have		
Pink Group	ay ee igh ow oo oo		
	🙀 tray creep sight blow 👸 skay spoom smoll fleep		
	Dist black long this them went that stop		
Orange Group	ar or air ir ou oy		
	🛱 start horse stair house boy 👸 norg ouf firb stoy		
	Prest smell soft play feel stay which about		
Yellow Group	dorp pight clow thoob hoy nair ploun gart		
	A thing right night sleep boy guick little think		
	know smart		
Blue Group	ခြင့် ရေး မြင်မှ မြင်မ		
	👸 steab grolt grafe stime doke vuke sneap shoop		
	So Gretel sat on a stool		
	words per minute (write the child's total here)		
	errors (keep a tally as the child reads)		
Grey Group	al oa aw ur er ire ear ure ew are ow		
	ĕ joip zewn nair choag zaip frabe smipe snoke		
	He reached up and put the jar of oil on the high shelf		
	words per minute (write the child's total here)		
	errors (keep a tally as the child reads)		

Units - Focus on vocabulary, inference, predict, finding and recording key details, summarising main ideas.

## The Scheme: the children follow this progression whilst learning phonics.

My Sound Mat



Set 1



S





Maisie, mountain, mountain

Around the apple and down the leaf

nd down the

Slither down the snake

Around the dinosaurs bottom and up to his neck

Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Down the laces, over the toe and to the heel



wn the stem and draw t leaves



Curl around the caterpillar

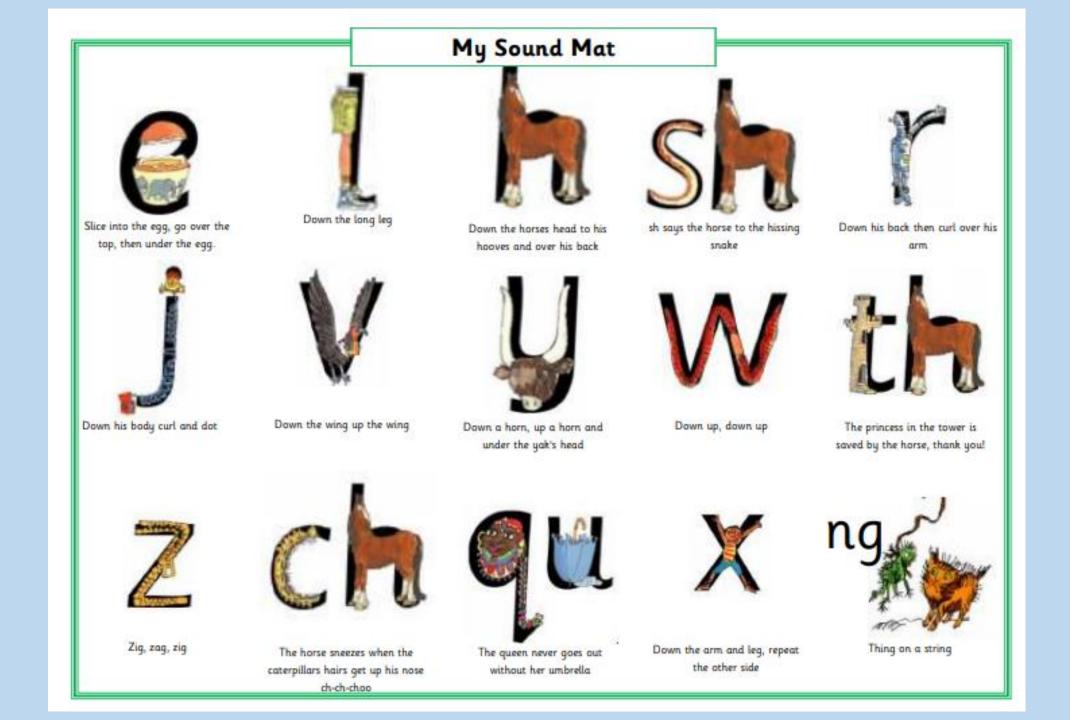


Down the kangaroo's body curl his tail and leg

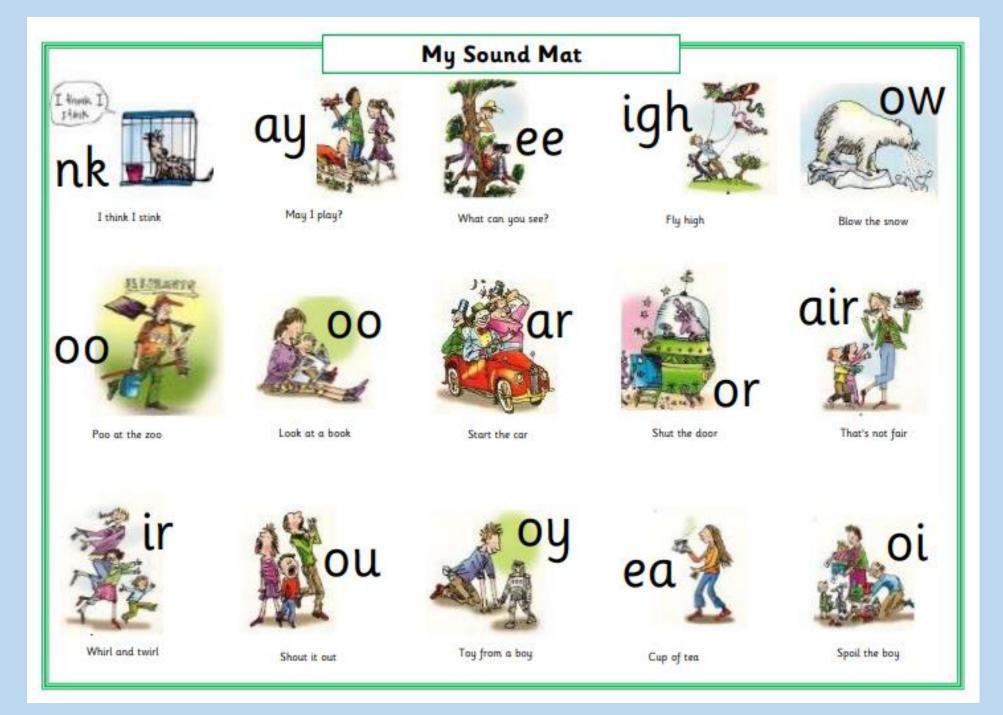


puddle

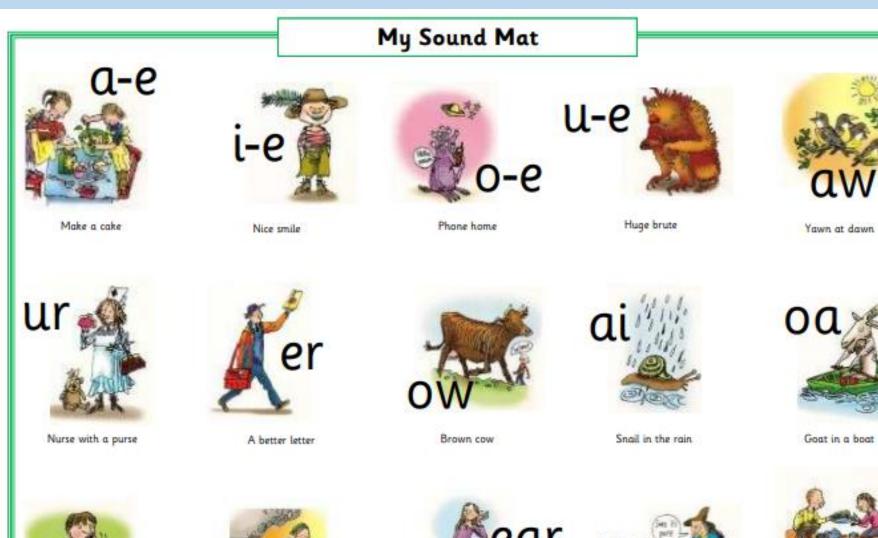
Down and under the umbrella, up to the top and down to the







Set 3





Goat in a boat



Chew and stew



Fire fire



Hear with your ear



Sure its pure



Care and share

#### Green words:



Fred Talk - segmenting and then blending to read.

<u>ạ</u> ț	mat	<u>ș</u> aț
mạợ	ġġġ	sad

Fred in your head - segment in their head and say the whole word.

play	may	say
day	way	spray

smile	white	nice
like	time	hịđe

### Red Words (Tricky Words)

#### Red words:

The children should be told these words and practise sight reading them (without blending - remember, you can't Fred a red!).

Red Words (Tricky Words) Red for a while words. These include graphemes that have not been taught by the time they are needed in the reading books.

he	me	we
she	be	no
SO	go	old
her	saw	my
by	why	now
how	down	over
school		

### Story books

- The same book for the whole week daily.
- Recap on previously learned sounds, red words, new vocabulary and its meaning, paired reading, making predictions, echo reading to work on expression and answer comprehension questions.

### Reading Books to take home

'Book Bag Books' - these books are matched to the sounds they know and we ask that the books are read and re-read at least three times.



**First read** - focus on reading each word individually and it may seem robotic. In this phase very little comprehension of the story is likely.

**Second read** - word recognition will become quicker allowing a faster pace and better understanding of the story.

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.

# **Phonics** Screening

- A test taken at the end of Year one
- A list of 20 real words and 20 alien words
- Pass mark 32/40

