



'ad omnia paratus'

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 individual record

Pupil Date
















Set 1 Sounds Group A	m a s d t i n p g o c k u b f e
Set 1 Sounds Group B	l h r j v y w z x
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 sunk that fas gip guk rab
Green Group	flat pink help thick plut dimp criff slam
Purple Group	with off thin will his them that have
Pink Group	ay ee igh ow oo ee tray creep sight blow skay spoom smell fleep lots black long this them went that stop
Orange Group	ar or air ir ou oy start horse stair house boy norg ouf firb stoy rest smell soft play feel stay which about
Yellow Group	dorp pight clow thooB hoy nair ploun gart thing right night sleep boy quick little think know smart
Blue Group	a-e ea i-e o-e u-e ol steab groll grafe stime doka vake 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	ai oa aw ur or ire ear ure ow are ow joip zawn nair choag zalp 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.

Set 1

My Sound Mat

 <p>Maisie, mountain, mountain</p>	 <p>Around the apple and down the leaf</p>	 <p>Slither down the snake</p>	 <p>Around the dinosaurs bottom and up to his neck</p>	 <p>Down the tower, across the tower</p>
 <p>Down the insects body and a dot for his head.</p>	 <p>Down Nobby and over his net</p>	 <p>Down the pirates plait and around the pirates face</p>	 <p>Round the girls face, down her hair and give her a curl.</p>	 <p>All around the orange</p>
 <p>Curl around the caterpillar</p>	 <p>Down the kangaroo's body curl his tail and leg</p>	 <p>Down and under the umbrella, up to the top and down to the puddle</p>	 <p>Down the laces, over the toe and to the heel</p>	 <p>Down the stem and draw the leaves</p>

My Sound Mat



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horse's head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillar's hairs get up his nose
ch-ch-chao



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string

Set 2

My Sound Mat



I think I stink

ay



May I play?



What can you see?

igh



Fly high



Blow the snow



Poo at the zoo



Look at a book



Start the car



Shut the door



That's not fair



Whirl and twirl



Shout it out



Toy from a boy



Cup of tea



Spoil the boy

Set 3

My Sound Mat



Make a cake



Nice smile



Phone home



Huge brute



Yawn at dawn



Nurse with a purse



A better letter



Brown cow



Snail in the rain



Goat in a boat



Chew and stew



Fire fire



Hear with your ear



Sure it's pure



Care and share

Green words:



Fred Talk - segmenting and then blending to read.

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

at	mat	sat
mad	dad	sad

play	may	say
day	way	spray

smile	white	nice
like	time	hide

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

in	ot	
at	vap	
beg	osk	
sum	ect	