

Read, Write, Inc. at East Dene Primary School

At East Dene we want our children to see reading not only as being taught by their teachers in school but as an activity which provides pleasure and unlocks the world for them, opening up a whole host of opportunities. To teach early reading, we use a synthetic phonics programme called Read, Write, Inc (RWI). RWI is a method of learning centred around letter sounds, phonics and blending sounds together to read and write words. Using RWI the children learn to read effortlessly so that they can then put all their energy into comprehending what they read.

Our implementation ensures full coverage of the National Curriculum objectives for early reading. RWI is taught discretely because we feel passionately about not compromising the knowledge, skills and understanding needed to become an effective reader. Children are given every opportunity to apply their skills and understanding throughout the rest of our curriculum. RWI is taught through a progressive sequence of sessions every day.

We passionately believe that with the right support, all children can and will learn to read. In order for all children to be successful readers, they are assessed each half term and grouped according to their ability. As well as half termly assessments, we constantly informally assess the children to make sure that they are working at the appropriate level. If needed, children receive additional daily one to one support to help them on their journey to becoming a confident reader. Within the daily RWI lessons, children are encouraged and supported to not only develop their decoding skills and to build up their fluency but also their comprehension skills.

The children take part in RWI lessons every day with a fully trained member of staff. The books read during these lessons are kept in school and the children then take home a similar RWI reading book matched to that level. We have a variety of both stories and non-fiction texts and ensure children have access to both in every level that they read. Weekly homework links to the sounds that the children have been taught during the week, providing the children with additional opportunities to practice and apply the skills that they have been taught in school.

Read, Write, Inc. Lessons

All children in EYFS and KS1 are taught RWI daily. If a child is highlighted as needing additional support, they will also access a daily one to one intervention. Identified KS2 children are also assessed using the RWI assessments and they access RWI as an intervention. The children are taught to apply the phonics skills through a range of progressive reading and writing activities.

We begin by teaching the children set 1 sounds in EYFS. The children are taught blending sounds into words and as soon as they have been taught the first 5 sounds we use an assisted blending approach to begin to hear and read the sounds in words. The children are then taught a new sound a day while practicing blending with the sounds previously taught.

Order of teaching sounds

In RWI the individual sounds are called 'speed sounds' – because we aim for the children to read them effortlessly. Set 1 sounds are both the single letter sounds and set 1 'special friend' sounds. They are taught in the following order;

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. **ay** as in play, **ee** as in tree and **igh** as in high. These are also 'special friend' sounds.

When the children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. **may I play**
- the letters that represent a sound (special friends) e.g. **ay**

Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray.

When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. **ee as in tree** and **ea as in tea**.

The tables below show each sound, the associated phrase and example green words for set 1 special friend sounds, set 2 and 3 sounds and additional sounds that are taught.

Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh		Ship, shop,
th		Thing, thin,
ch		Chip, champ, cho
qu		Queen, quac quest
ng	Thing on a string	Thing, string, ring
nk	I think I stink	Stink, think, link

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

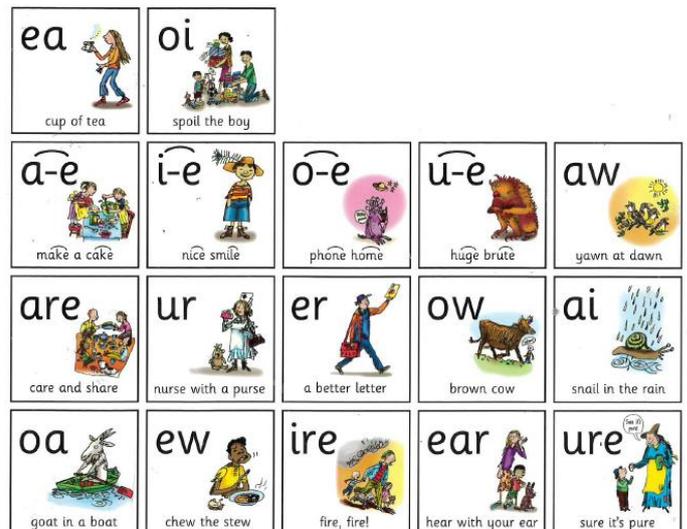
Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	Day, say, play, tray, today
ee	What can you see?	See, feel, need, sleep, three
igh	Fly high	Night, fight, flight, high
ow	Blow the snow	Show, blow, flow, snow
oo	Poo at the zoo	Zoom, moon, food, cool
oo	Look at a book	Look, book, good, hood
ar	Start the car	Star, bar, car, start, cart
or	Shut the door	Sort, short, worn, horse
air	That's not fair	Fair, hair, chair, stair
ir	Whirl and twirl	Whirl, twirl, shirt, skirt
ou	Shout it out	Mouth, found, shout, loud
oy	Toy for a boy	Toy, boy, employ, joy



Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	Make, cake, flake, bake
ea	Cup of tea	Neat, real, clean, please
i_e	Nice smile	Hide, shine, white, nice
o_e	Phone home	Phone, bone, home, spoke
u_e	Huge brute	Tune, rude, June, perfume
aw	Yawn at dawn	Saw, law, raw, straw
are	Share and care	Bare, spare, scare, flare



ur	Nurse with a purse	Burn, turn, hurl, burp, lurk
ow	Brown cow	Howl, down, brown, frown
oi	Spoil the boy	Join, coin, voice, choice
ai	Snail in the rain	Paint, train, rain, pain
e	e: he, she, me, be, we	He, she, we, be, me
oa	Goat in a boat	Coat, throat, boat, float
ew	Chew the stew	Flew, blew, crew, new
er	A better letter	Over, weather, never
ire	Fire, fire!	Spire, conspire, hire, fire
ear	Hear with your ear	Fear, dear, gear, spear
ure	Sure it's pure	Picture, mixture, adventure

Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	Rescue, blue, glue, clue
ie	Terrible tie!	Ties, tried, pie, lie
au	Paul the astronaut	Paul, August, author, pause
e_e	Go Steve and Pete!	Even, Steve, Pete, theme
kn	Knock knock, who's there?	Knight, knee, knock, knit, knot
ck	Tick tock clock	Clock, pick, black, snack

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out nonsense words. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Check that the children complete at the end of year 1.

Books

Learning to blend and Ditty Books

As soon as children have been taught the first 5 set 1 sounds (m,a,s,d,t), they begin to learn to blend the sounds together to read real words. They begin with practising oral blending using the known sounds. They then practise assisted blending and when they are able to blend to read independently, they are introduced to words written down with sound buttons (green words). The children practice Fred talking the words until they become able to read them at speed.

Once the children are confident with blending, they begin to read ditty books. At this point the children move on from reading single words to then reading short sentences. When the children are confident at reading the short sentences they are then challenged to use their developing phonic knowledge to write a simple sentence.

Storybook Lessons

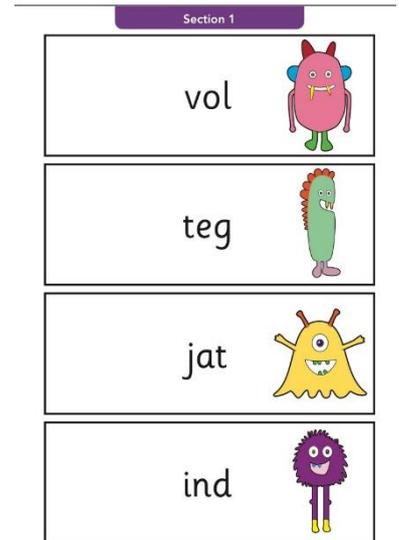
After ditty books, the next stage is storybooks. These books are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds that they have been learning, red words and challenge words to extend the children's vocabulary. After children have practiced these words individually they are prepared to see them in context in the story. Comprehension activities, partner discussion and writing activities based on the book, follow on from reading.

Reading into writing

Each story book follows a three or five-day plan.

Writing activities include;

- 'Hold a sentence' which encourages the children to remember a whole sentence while focusing on spelling and punctuation



- 'Build a sentence' which gives the children the opportunity to create their own sentence that shows the meaning of a new word
- 'Edit a sentence' which allows the children to critique a sentence using their knowledge of spelling, punctuation and grammar.

Children then complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and is an opportunity to practice and apply their phonic skills, spelling, grammar and punctuation.

Home Reading Books

The children take home reading books that are closely matched with their phonic knowledge. We offer a range of RWI story books and RWI book bag books. Any children who are working on their blending skills, take home 'sound blending books'. Following on from these once the children are confident with blending, they can then access a range of storybooks. We encourage reading every day at home and provide parents with workshops and 'Top Tips for Reading' newsletters to support with reading at home.

The table below shows progression of RWI storybooks and RWI home reading books.

Sound blending books		
Red books		
Green books		
Purple books		
Pink books		
Orange books		
Yellow books		
Blue books		
Grey books		