

































# An introduction to RWI

Reception Parents 2023

# RWI at James Peacock Infant and Nursery School.

- ▶ We use Read Write Inc. (RWI), an inclusive synthetic phonic programme to teach our children to read, to write and to spell. We have adopted this as our whole school approach as the programme facilitates a graduated and tailored approach to learning basic sounds and letter formation before advancing to more complex sounds and reading for comprehension.
- ▶ RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development. This method of phonics teaching is both systematic and repetitive in order to embed learning; the programme also offers plenty of opportunities for fun based, interactive learning
- ▶ The children work in small groups according to their confidence and competence. These groups are reconfigured on a regular basis in order to match the pace and the progress of each child; this reconfiguration also allows Class Teachers to identify where 1:1 interventions may be required in order to meet the expectations of both the Phonics Check and the end of Key Stage 1.

Set 1 sounds Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

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 


# Rhymes for letter formation.

<b>Set 1</b>	
<b>Sound</b>	<b>Rhyme</b>
m	Down Maisie then over the two mountains. (Maisie, mountain, mountain.)
a	Round the apple, down the leaf.
s	Slither down 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 Norman 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, draw the pouch and kick the leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces and over the boot

f	Down the stem and draw the leaves
e	Take off the top and scoop out the egg
l	Down the long leg
h	Down the horse to the hooves and over his back
sh	Slither down the snake, then down the horse 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 his head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, then down the horse to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl and don't forget she always carries her umbrella.
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Set 1 speed sounds –pure sounds

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.



speed  
sounds  
Set 1

# Developing phonemic awareness.

## Fred Talk

- ▶ 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.
- ▶ Listening for sounds – it is important for children to develop the ability to hear sounds before they can read. They will be learning this at school through a process we call 'Fred Talk' (Fred is a frog who only talks in sounds).
- ▶ Say the word in sounds as Fred eg. c-a-t.
- ▶ Ask your child to repeat. Can they 'jump-in' with the whole word?
- ▶ Say the word in sounds followed by the whole word eg. c-a-t, cat
- ▶ Ask your child to repeat



# Blending – Fred Talk





**Set 1 Sounds** are taught in the following order together with rhymes to help children form the letters correctly and instantly. **recognise sounds**

Speed Sounds

m a s d t

Speed Sounds

i n p g o

Speed Sounds

c k u b

Speed Sounds

f e l h sh

Speed Sounds

r j v y w

Speed Sounds

th z ch qu x ng nk

Learning to sound-blend can take some time to master, so don't worry if your child doesn't pick it up straight away. Carry on teaching your child the next group of Speed Sounds. When that group is learnt in and out of order and at speed, practise sound-blending with those sounds and the previous sounds learnt. Continue until all six groups of sounds have been learnt.

# Reading in RWI

Reading- Children read the story three times.

On the first read, children focus on accurate word reading the sounds; on the second read children focus on developing fluency; on the third , the focus is on comprehension.

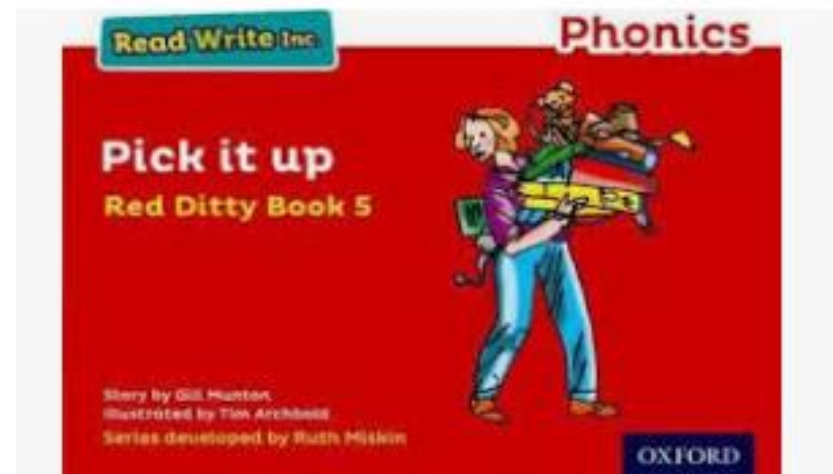
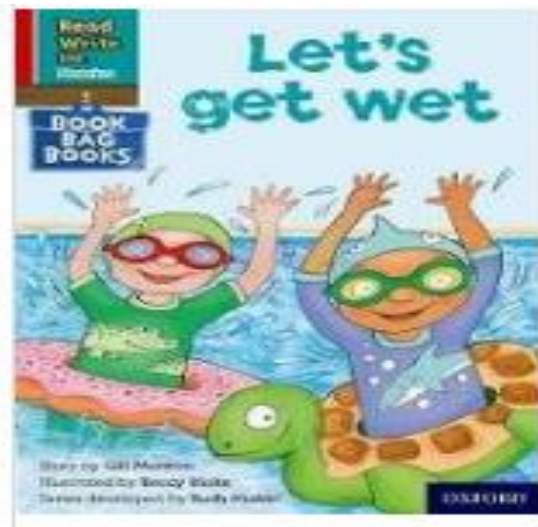
Fluency and comprehension increase with each repeated reading.

Children learn to...

Accuracy	Fluency	Comprehension
<ul style="list-style-type: none"><li>• Read new sounds and review previously taught sounds</li><li>• Sound out the names of characters and unfamiliar words.</li><li>• Understand the meaning of new words</li><li>• Read the story (first read)</li></ul>	<ul style="list-style-type: none"><li>• Read the words in the story speedily.</li><li>• Track the story.</li><li>• Read the story with increased speed (second read).</li></ul>	<ul style="list-style-type: none"><li>• Predict the outcome, after listening to a story introduction.</li><li>• Discuss and compare key moments in the story/</li><li>• Read the story with a storyteller's voice (third read).</li><li>• Answer questions about a story.</li><li>• Read the same story at home.</li><li>• Build background knowledge, ready to read the next RWI storybook.</li></ul>

# Listening to your child read

- ▶ Children should be able to read all of the words in their book bag book and their oxford owl e-library book.
- ▶ If they hesitate, remind them to read the word using ‘Special Friends, Fred Talk, read the word’.
- ▶ For example, this means they spot the ‘sh’, then Fred Talk and blend to read the word e.g. sh, sh-i-p, ship.



## Red words

- ▶ Some words are 'tricky' because they contain letters that don't match the sounds the child has been taught.
- ▶ For example, 'said' has 'ai' making an 'e' sound.
- ▶ We teach these common exception words as red words (they are commonly known as sight words).
- ▶ In the early Storybooks, these words are printed in red text.
- ▶ Remind your child not to use Fred Talk to read Red words but instead to stop and think. Tell them the word if needed.

my - the "y" is tricking you

my

# How to help your child.

- ▶ **What can you do?**
- ▶ Listen to your child read the same book over two nights
- ▶ Encourage them to use 'Special Friends', 'Fred Talk', 'read the word'
- ▶ Discuss the story and encourage their storyteller voice.

# Fred Fingers -spelling a word

- ▶ Fred helps pupils learn to spell as well! Pupils convert words into sounds They press the sounds they hear on to their fingers... We call this Fred Fingers
- ▶ 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



# Glossary



New terminology	Definition
Special friends	Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e.
Fred talk	sounding out a word, saying each of the sounds before blending
Fred fingers	'Pinching' each sound from a word on your fingers to help spell a word
Green words	Decodable words
Red words	Irregular words that cannot be sounded out
Story Green	decodable words that will be included in the storybook words
Speedy green	decodable words in the storybook that children should be able to read
Fred in your head	still sounding out a word but doing so in your head rather than out

