

# Read Write Inc Parents' Meeting



# Our aims today.



Share an understanding of reading development with you

Introduce the way we teach phonics, reading and writing in school

Discuss changes to the reading system and home learning

Share strategies to support you at home with your child's reading development



*Teach a child to read  
and keep that child reading [and talking]  
and we will change everything.*

**And I mean everything.**



*Jeanette Winterson*





**What are we doing  
at St. Joseph's?**



# Our approach

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We have introduced Read Write Inc which is a complete systematic and structured literacy programme.

Meets the demands of the new national curriculum, giving your children the best chance of success.



# How does it work?

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## Starting at the beginning...Early Years

Read storybooks and non-fiction books closely matched to their developing phonic knowledge

Read with fluency and expression

Learn to spell using known sounds

Write confidently by practising what they want to write out loud first

Work well with a partner



# How does it work?

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**Aim at the end of Year 1...**

**Children are accurate and speedy readers and are ready to move onto class English lessons**

**One-to-one tutoring - no child is left behind.**

**Reading books align with the sounds learnt in class.**





**Who is Read Write  
Inc. Phonics for?**



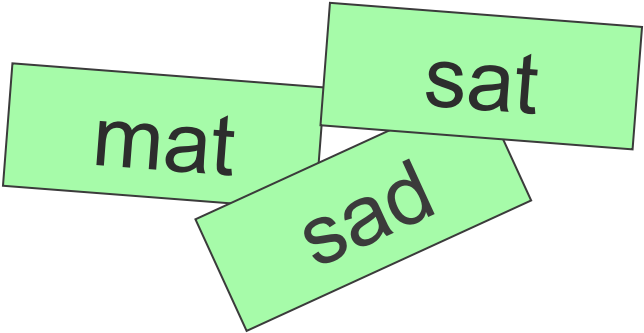
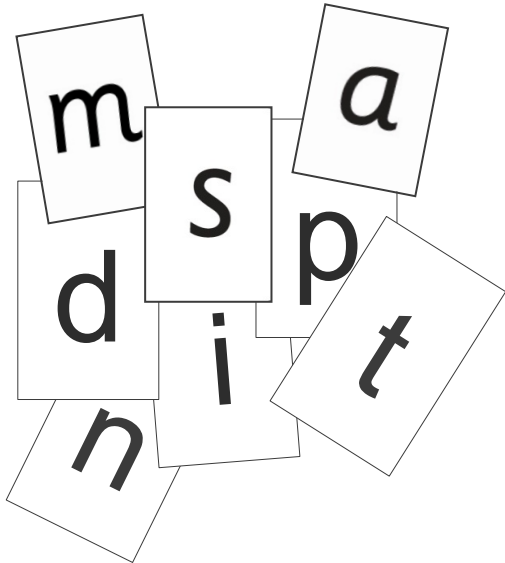
# Read Write Inc. Phonics

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- EYFS – Y1/ Y2 (KS1)
- Older children who need to ‘catch-up’
- Children new to English



# Systematic approach



**What is systematic  
phonics?**



# Phonics

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Sounds

Graphemes



# Pure sounds

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## Sound Pronunciation Guide



# English alphabetic code

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- 44 sounds
- Over 150+ graphemes
- One of the most complex alphabetic codes in the world.



# Language



## Spanish



24 speech sounds

26 letters to make up those sounds

29 graphemes

## English



**44** speech sounds

**26** letters to make up those sounds

**150+** graphemes

**How many ways can you think of to represent 'a' in English?**



**How does Read  
Write Inc. use  
phonics to teach  
reading?**



# Speed Sounds chart

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

*Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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Special friends...2 letters that make 1 sound

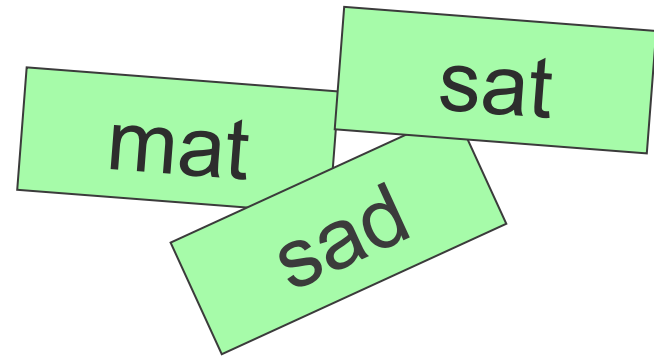
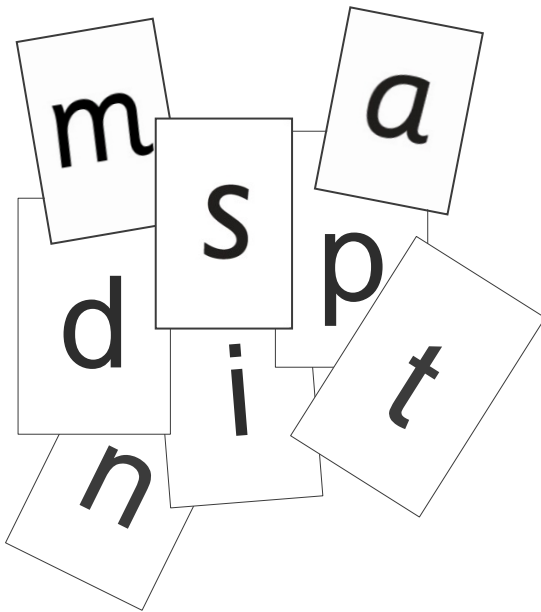
# Simple Speed Sounds

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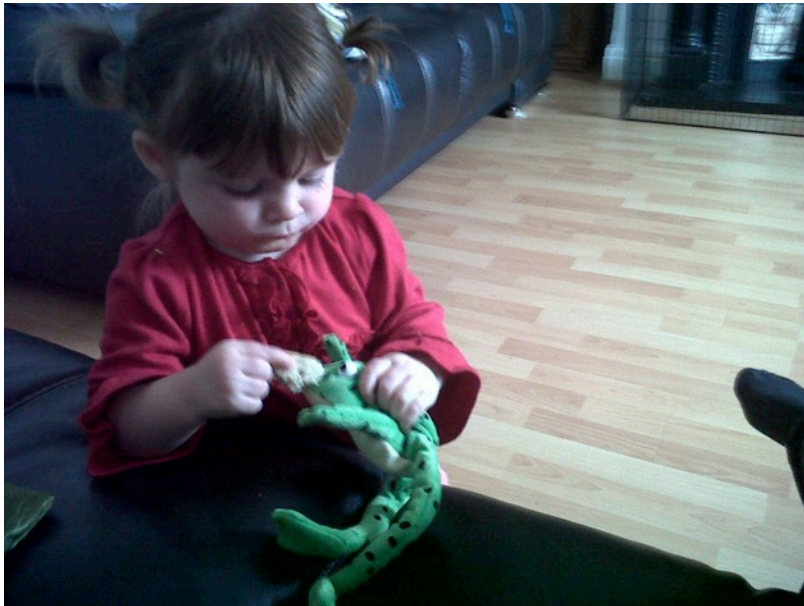


# Blending using Fred Talk

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# Fred Talk

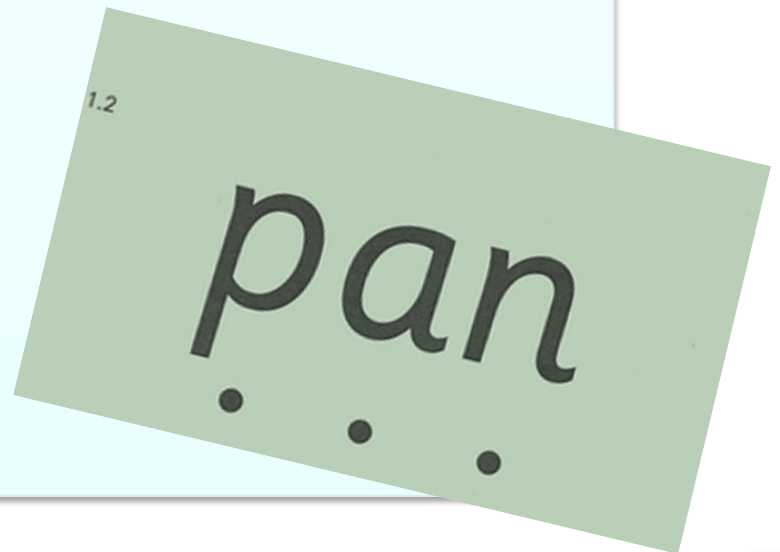


# Blending using Fred Talk

Green words – contain all the sounds we know

- \*Fred talk
- \*Fred in your head
- \*No Fred talk

Alien words!

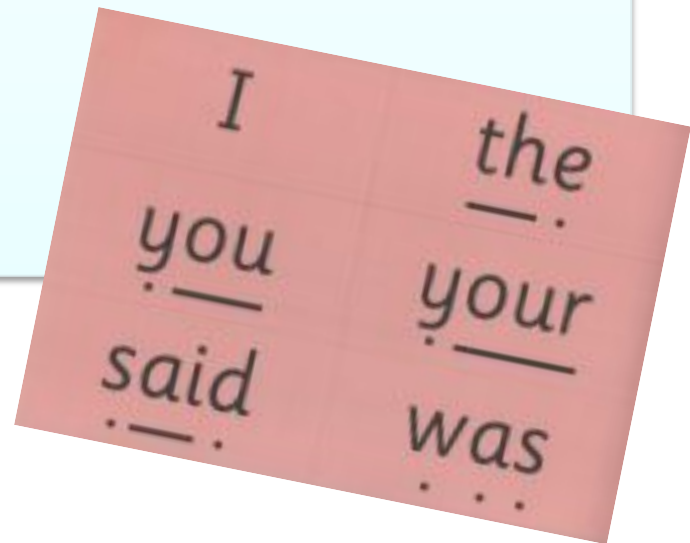


# Blending using Fred Talk

Red words

'If it's red it's hard to Fred'

Grotty grapheme!



# Complex Speed Sounds chart

## Complex Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

*Vowels*

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Only when set 1  
and 2 are  
effortless!



# Storybooks



# Fluency

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Reading is not just decoding. Fluency and accuracy in reading are vital.

Children who are decoding as they read will not understand what they are reading.

Fluency occurs when children can read over 100 words per minute.

Children must read like a story teller.

Read Write Inc helps most children achieve this.

**How does Read  
Write Inc. teach  
spelling?**



# Fred Fingers

## Fred Fingers for spelling

\*Say the word and  
pinch on the sounds

Eyes for reading,  
fingers for spelling!



# Assessment

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All staff at St. Joseph's are Read Write Inc trained.

Stage not age – children are grouped based on their reading level and will be regrouped regularly.

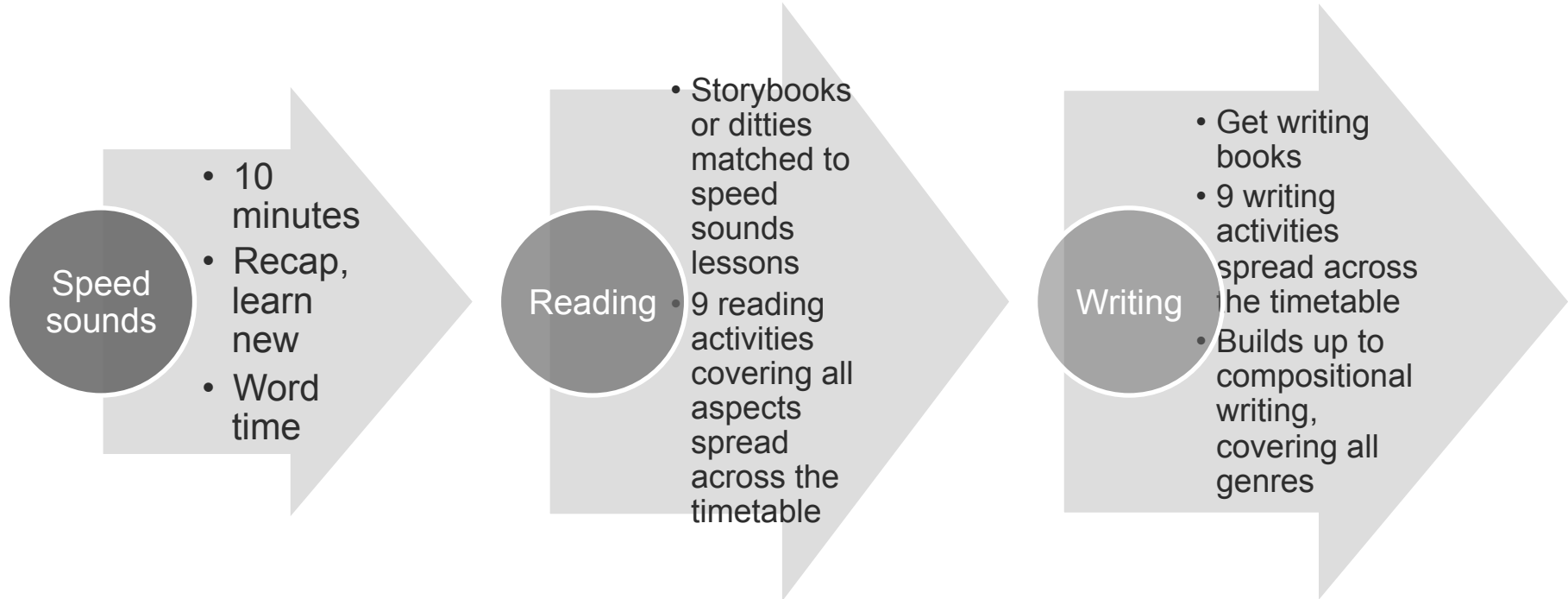
Children are taught in groups according to their reading ability and so your child may be in a group with younger or older children. This will enable us to teach your child more effectively; children do not struggle because the work is too difficult or get bored because the work is too easy. They will access 100% of every lesson

Diagnostic assessments are carried out by the reading leader half termly for each child individually every 6-8 weeks. Any individual concerns are raised with the class teacher and senior leadership. The assessments are used to inform groupings.



# Lesson Structure

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# Lesson Structure

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**Reception Class** – 30 minute lesson consisting of speed sounds and word time.

**Red Ditty Books and beyond** – one hour lesson per day

# Phonics Screening Check

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The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils.

All year 1 pupils take the phonics screening check in June.

It comprises of a list of 40 words; 20 real words and 20 nonsense words.

It will assess phonics skills and knowledge learnt through reception and year 1.

**RWI fully prepares the children for this test.**





**What should my  
child read at home?**



# Read Write Inc. Storybooks



# Picture books



# Remember

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When reading with your child at home, it is meant to be easy! They are consolidating what they have learnt at school, not learning anything new. If they find it too difficult they will not enjoy reading at home. Reading is a pleasurable activity.



# Remember

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The importance of 3 reads

1-accuracy

2-building fluency

3-expression, reading like a storyteller



**How can I help at home?**



# Storytime

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- Read *to* your children
- Ask lots of questions and share opinions



**“You’re never  
too old, too wacky, too wild,  
to pick up a book and  
read to a child.”**  
-Dr. Seuss

# Talking

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**TALK** to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

You’re looking ... not just... but...





# Vocabulary

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Enrich conversations through description:

*“Look at that rain. It looks like little diamonds sparkling on the window pane!”*

Have fun with words and language.

*“I’m as hot as a spud in a cooking pot!”*

Praise your child for using new words or interesting phrases



# Read Write Inc. lessons

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Support how your child is learning to read and spell in school.

- Pure sounds
- Fred Talk
- Fred Fingers



# Online resources available

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**Ruth Miskin Parents' Page:**

<http://www.ruthmiskin.com/en/parents/>

**Ruth Miskin Facebook:**

<https://www.facebook.com/miskin.education>

**Free e-books for home reading:**

<http://www.oxfordowl.co.uk/Reading/>



# Any other questions

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# Remember

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Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

*Michael Morpurgo*



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“The more you **read**  
the more **things** you know.

The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss

