

At Danesholme Academies and Nursery, we use Read, Write, Inc (RWI) for the systematic teaching of phonics. The Read Write Inc. Phonic programme is for pupils who are learning to read and write.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- read 'tricky' words on sight - understand what they read - read aloud with fluency and expression.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters (Special Friends) they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily.

Pupils have frequent practice in reading high frequency words with irregular spellings – 'common exception words' also known as 'red words.'

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence with reading. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

RWI teaching order

Speed sounds	Red Ditty Books	Green Storybooks	Purple Storybooks	Pink Storybooks	Orange Storybooks	Yellow Storybooks	Blue Storybooks	Grey Storybooks
Set 1	Set 1 Sp.Friends	Speed sounds Set 2	Speed sounds Set 2	Speed sounds Set 2/3	Speed sounds Set 3	Speed sounds Set 3	Review sounds Set 3	Review sounds Set 3

Speed Sounds Set 1 lesson – 1 day lesson plan

<u>Daily Lesson – new sound each day</u>	<u>Word Time Lesson</u>
Say the sound	Read words with Fred Talk
Picture-Sound Cards (Fred Talk)	Review words (Fred talk)
Read the sound	Magnetic boards to sound-blend
Spot the sound in the pack	
Fred Talk - oral	

Red Ditty Book lessons – 2 day lesson plan

(3 Ditties per book)

<u>Day 1</u>	<u>Day 2</u>
Daily speed sounds lesson	Daily speed sounds lesson
Story Green words	Story Green words
Speedy Green words	Speedy Green words
Red Words	Red Words
Ditty introduction	Second read – children Partner A & B, lolly sticks
First read – children Partner A & B, lolly sticks	Comprehension Questions
Teacher models reading the Ditty	

Green, Purple, Pink, Orange, Yellow, Blue and Grey Storybook lessons

– 3 day lesson plan

The session for each day, Monday-Friday will be **30 minutes** long.

The timing within as follows:

- Daily Speed Sound – 7 mins
- Story Green words, Red Words and Fred Fingers – 7 mins
- The timing for the storybook activities can be flexible depending on your children's progress – 14 mins

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>
Daily Speed Sounds, Green Words, Review Words, Alien Words	Daily Speed Sounds Teach and Review	Daily Speed Sounds Teach and Review
Read the title of the book	Story Green Words -	Story Green Words - Fred
Story Green Words - Teach – MTYT,	MTYT, Fred Talk, Fred in the Head	Talk, Fred in the Head, Think out Loud (fluency)
Speedy Green Words	Speedy Green Words	Speedy Green Words
Red Words - On sight	Red Words - On sight	Red Words - On sight
Discuss the Front cover and Story Introduction (teacher)	Second Read – Partners A & B, lolly sticks	Teacher models fluency and expression (story-tellers voice)
Vocabulary Check - pupils understanding	Teacher to hear Partners A & B read	Teacher to hear Partners A & B read (Fluency and expression)
First Read – Partners A & B, lolly sticks	Questions to talk about	Third Read – Partners A & B, lolly sticks
Teacher to hear Partners A & B read	Set 1, 2 or 3 Green words, Real and Alien (pseudo) words	Questions to talk about – Partners A & B
Class teacher model reading the story – turning pages		Speed Words – Partner A & B (fluency)

Five Key Principles underpin the teaching in all Read Write Inc. sessions

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about.

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.

Praise – ensure children are praised for effort and learning, not ability.

Pace – teach at an effective pace and devote every moment to teaching and learning.

Passion – be passionate about teaching so children can be engaged emotionally.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be blended to make a word. Those who are ready, will begin to read simple words within books and answer simple questions about what they have read.

Key Stage 1

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for 30 minutes.

Fred Talk

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words with ease. Fred is our Read, Write Inc. friend. He can only speak in sounds though, so we help him learn to say words, instead of sounds. For example, Fred says '**m-a-t**' instead of **mat**. We also teach him not to add 'uh' to our sounds to keep them pure. For example, we say '**c**' and not '**cuh**'.



Reading

Children will:

- learn 44 common sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using sound blending.
- read lively stories featuring words they have learnt to sound out. After meaningful discussion led by an adult, children show that they comprehend the stories by answering questions.

Perfect Partners

Children are assessed so they work with children at the same level. This allows them to fully participate in all lessons. They work in pairs so that they:



- Support each other when reading
- answer and discuss questions about the text
- practice every activity with their partner
- take turns when reading and discussing

Nonsense Words

Research has shown that incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However, it is important to ensure that children understand that they are reading nonsense words (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick, reliable, and valid way of assessing children. However, reading nonsense words is only a small part of the Read, Write Inc. phonics teaching

Progress expectations for each half term are outlined below:

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. Children who are in the lowest progress group who need extra daily practice in reading sounds and words will have Phonics Fast Track Tutoring, 1:1 or in small groups, to accelerate their reading progress.

Pupils who are excelling with their reading progress through the groups until they are 'off-scheme' were they will join the comprehension group to further explore elements of reading with a greater challenge.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read first 16 single-letter Set 1 sounds: <i>d a s m t o n p g i k u b c f e</i>	Read Green/Purple Storybooks Read first 12 Set 2 sounds <i>ay ee igh ow oo oo ar or air ir ou oy</i>	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read first 25 Set 1 sounds Blend sounds into words orally <i>d a s m t o n p g i k u b c f e</i> <i>l h r j x y w z v</i>	Read Pink Storybooks Read first 6 set 3 sounds <i>ea oi a-e i-e o-e u-e</i>	Read Grey Storybooks
End of Spring 1	Read first 25 Set 1 sounds Blend sounds to read words Begin to read Ditty Sheets <i>d a s m t o n p g i k u b c f e l</i> <i>h r j x y w z v</i>	Read Orange Storybooks Read first 12 Set 3 sounds <i>ea oi a-e i-e o-e u-e aw are ur er ow ai</i>	Read Grey Storybooks with increasing fluency and comprehension
End of Spring term	Read 35 Set 1 sounds Read Red Storybooks <i>d a s m t o n p g i k u b c f e</i> <i>l h r j x y w z v ch qu sh th ng</i> <i>nk ff ll ss ck</i>	Read Yellow Storybooks Read all Set 3 sounds <i>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie</i>	Comprehension Group Reading theatre Inference Ordering Vocabulary
End of Summer 1	Read Green Storybooks Read first 6 Set 2 sounds <i>oo ee ay ow oo igh</i>	Read Yellow Storybooks Read all Set 3 sounds + additional sounds <i>ph wh kn tious tion cious e</i>	Comprehension Group Reading theatre Inference Ordering Vocabulary
End of Summer term	Read Green Storybooks Read some Set 2 sounds <i>ay ee igh ow oo oo ar or air ir ou oy</i>	Read Blue Storybooks Read all 75 sounds	Comprehension Group Reading theatre Inference Ordering Vocabulary

