

Learning to Read at Godmanchester Bridge Academy

...with Read, Write, Inc!

Read Write Inc.

Phonics

Aims

- **Unpick some of the key terms surrounding the teaching of phonics.**
- **Find out what we are doing in school.**
- **Explain what we expect the children to do at home.**
- **Explain other ways you can support your child with their reading.**

Reading for Pleasure

We want children at our school to love books and reading.

We have carefully selected 50 books for EYFS and 100 books for KS1 and KS2. These are our 'recommended reads', stories which we think children would love to hear and should hear during their time in school.

Children will bring these home to enjoy sharing with you at home. Please help your children to get excited about reading, make story time special and show your children you too are passionate about books.

Children who read regularly for pleasure do better in school. This is why it is so vital to start enjoying reading now.



What is Read, Write Inc?

- A phonics program used by schools all over the country, which is closely matched to the National Curriculum.
- Combines many elements of the English curriculum including reading, spelling, sentences work, handwriting, grammar and comprehension.
- We will be teaching phonics 4 or 5 times a week for 15 mins to 45 mins a day (increases over the year in reception).
- Small group teaching so every child works at a stage that suits them and with support.
- Regular assessment to regroup children (without skipping content).

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

Key Terms

Phonemes – the smallest unit of sound

Cat has 3 phonemes c-a-t

Frog has 4 phonemes f-r-o-g

Scream has 5 phonemes s-c-r-e-a-m



Graphemes – the letters that represent a sounds

Digraphs- 2 letters make 1 sounds (ai, th, ch, oa...)

Trigraphs- 3 letter make 1 sound (igh, are, air...)

We call these special friends!



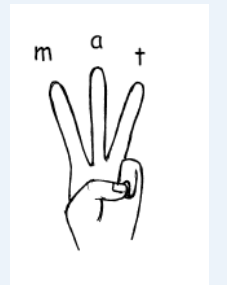
Fred talk- Talking in sounds



Fred in your head- Talking in sounds
in your head when reading

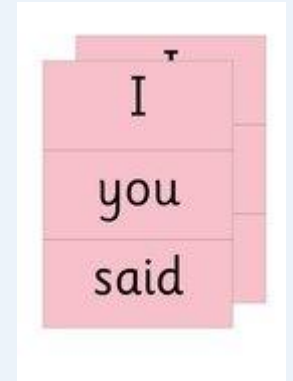


Fred fingers- Sounding out words to spell and
counting the sounds on your fingers



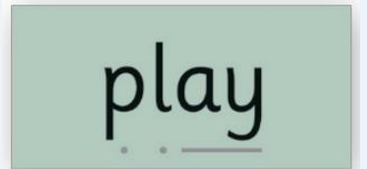
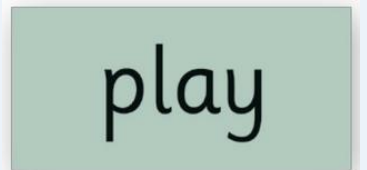
Blending- Saying all the sounds quickly together to read the word

Red words- Words which can't be sounded out using Fred Talk (....for now!)



Green words- Can be sounded out using Fred Talk

Speedy green words- Words the children recognise and read without sounding out and can read at speed



Alien/nonsense words- Made up words designed to help children practice using the sounds they know e.g pag, loip

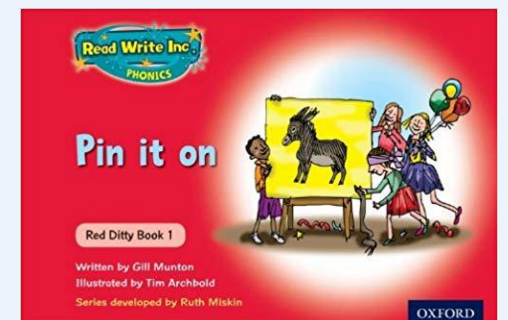
Progression

- In EYFS children begin to learn the set 1 sounds.
- They start with single letters sounds e.g. m, a, s
- They then move onto special friends e.g. ch, sh, th
- They learn how to write the letter using a picture and a phrase e.g. around the apple and down the leaf.
- Very quickly they will begin to orally blend then read simple words such as mat, sat, pin.



Read Write Inc. Phonics
Speed Sound Cards Set 1

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

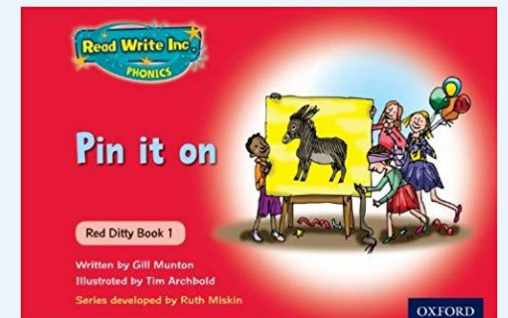


Set 1 Sounds

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

Progression

- Once we now children can read words confidently they move onto reading blending books.
- Blending books allow children to practice reading words.
- After this children read very simple passages called “ditties”. These are on sheets of paper.
- They then move onto red ditties which are in a book. These are simple stories using the sounds they know.



Set 2 Sounds

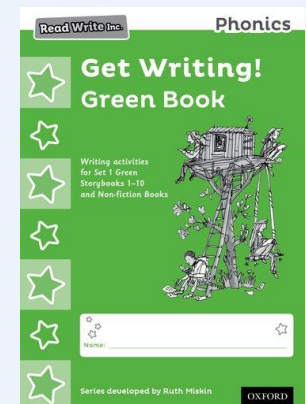
 ay	 ee	 igh	 ow	 oo	 oo
 or	 ar	 air	 ir	 ou	 oy

Set 3 Sounds

 <p>ea</p> <p>cup of tea</p>	 <p>oi</p> <p>spoil the boy</p>	 <p>a-e</p> <p>make a cake</p>	 <p>i-e</p> <p>rice smile</p>	 <p>o-e</p> <p>phone home</p>
 <p>u-e</p> <p>huge brute</p>	 <p>aw</p> <p>play at dawn</p>	 <p>are</p> <p>razz and shoe</p>	 <p>ur</p> <p>push for a push</p>	 <p>er</p> <p>better letter</p>
 <p>ow</p> <p>brash cow</p>	 <p>ai</p> <p>small in the rain</p>	 <p>oa</p> <p>goat in a boat</p>	 <p>ew</p> <p>chew the meat</p>	 <p>ire</p> <p>ice, ice!</p>
 <p>ear</p> <p>deal with your ear</p>	 <p>ure</p> <p>taste it's pure</p>	 <p>tion</p> <p>play attention it's a celebration</p>	 <p>icious tious</p> <p>scrumptious delicious</p>	

Progression

- As children learn more sounds and words, they progress through the books.
- The book bands are specific to RWI only.
- The assessments help us to carefully group the children.
- Children read the book 3 times during the week. Once to learn to read the words. Then to understand the story and answer questions about it. The third and final read is to practice reading with expression.
- This process of reading the story over and over again is vital in getting the children to be fluent readers!
- The children also do writing activities linked to each book during the sessions.
- Children should be fluent with the books they read. This does not mean it is too easy. The books contain sounds they know well and we want them to be fluent, show understanding and read with expression.



Children Who Struggle

- **It is important to us that children do not fall behind.**
- **We have a specialist RWI teaching assistant who is trained to provide interventions when children struggle to learn the sounds or read.**
- **We regularly review the sound of the day in class, but it is vital the children keep reviewing at home and during school holidays.**

Help at Home

- Revisit the sounds
- Read a range of books with your child to inspire a love of reading
- Play games: I-spy, “Put on your c-oa-t”, phonics treasure hunts etc
- Online games and Apps – phonics play, ICT games, Reading Eggs, Teach my monster to read (be careful of American apps)
- Visit the library
- Read their school books



Back

Parents

AAA

Read Write Inc. Phonics - Learning to read at home

Parents films

The films below show parents and carers how we teach children to read and write with *Read Write Inc.* Phonics. If your child is in a school that teaches *Read Write Inc.* or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) or [Twitter](#) pages and subscribe to our [YouTube](#) channel.



<https://www.ruthmiskin.com/parents/>

Here you will find useful videos, games and information.

Saying the sounds

Visit the Ruth Miskin website or the Read Write Inc YouTube Channel to watch videos.

This one shows you how to correctly say each sound.



The image shows a YouTube video player interface. At the top, the YouTube logo and a search bar are visible. The video title is "How to say the sounds" by "Read Write Inc. Phonics". The video thumbnail features a cartoon illustration of a man and a young boy sitting on a red sofa, looking at a book together. The video player controls at the bottom show a progress bar at 0:06 / 2:48, along with play, next, volume, and other standard controls. Below the video player, the video title "Information for Parents: How to say the sounds" is repeated, followed by the channel name "Ruth Miskin Training", a "Subscribe" button with "3K" subscribers, and a view count of "74,146 views".

Reading at Home- Reception

On a Thursday each week we will give your child 1 RWI book in their book bag and 1 recommended read.

Every week an adult in school will change the books.

We will only know they have been read if you write in the yellow reading diary. A supportive 'well done' is great, or feel free to make more detailed notes of any words or sounds to revisit. E.g. 'Sounded out cat well, needs help with s sound'.

The recommended read is just for you to read to your child, no need to write it down.

Please read the book more than once, this is how children learn to speedy read. Remember to read for fluency, understanding and expression.

We expect to see your child has read 4 times per week. This doesn't need to be the whole book, but some reading 4 times per week should be recorded in the diary.

It helps us with our time in school if you return them on the correct day.

Reading bag- over the year every child will bring home the reading bag. This contains a book to share, a simple book review, hot chocolate and a teddy bear. This again helps promote a love of books and makes reading time feel special. We will start this soon.

Reading at Home- Year 1

On a Thursday each week we will give your child 1 RWI book in their book bag and 1 recommended read.

Every week an adult in school will change the books.

We will only know they have been read if you write in the yellow reading diary. A supportive 'well done' is great, or feel free to make more detailed notes of any words or sounds to revisit. E.g. 'Sounded out cat well, needs help with s sound'.

The recommended read is just for you to read to your child, no need to write it down. You are welcome to keep this one longer than a week.

Please read the book more than once, this is how children learn to speedy read.

We expect to see your child has read 4 times per week. This doesn't need to be the whole book, but some reading 4 times per week should be recorded in the diary.

It helps us with our time in school if you return them on the correct day.

Reading bag- over the year every child will bring home the reading bag. This a book contains a book to share, a simple book review, hot chocolate and a teddy bear. This again helps promote a love of books and makes reading time feel special.

Reading Rockets

To reward the children for their hard work reading at home, we use the reading rockets.

Children who read the required number of times each week move their rocket to the next planet on our display.

Children get a prize from the headteacher every $\frac{1}{2}$ term if their rocket makes it to the top.

They are also in with the chance of winning a book token.

Final Thoughts

- It is not a race through the colours. It is a repetitive program, but it works for that reason.
- Please look after and return resources for the next child/group.
- If you have a question please speak to us.
- Thank you for taking the time to support your child.

