



Read Write Inc Parent
Information Booklet

Parayhouse School



What is RWI Phonics?

Read Write Inc. is a government backed phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables children to achieve higher levels of reading success. At Parayhouse School we believe that reading is the key to accessing all learning areas.



Who Teaches RWI Phonics?

We have a dedicated team of Key Teachers and Learning Support Assistants who deliver and support RWI throughout the week. All staff receive training and refresher training in the three schemes we use, RWI Nursery Phonics, Primary Phonics and Fresh Start. The schemes are overseen by the RWI leader, who will monitor RWI sessions and ensure that all teaching is of a high quality and that children are focused and engaged.

How does RWI ensure success?

Each child is carefully assessed and placed into a RWI group based on their phonics sound knowledge and reading skills.

Groups are assessed and children are moved accordingly to either accelerate progress or provide further consolidation. This compilation of rapid acceleration, streamed groupings and targeted support all helps to ensure our children become confident readers.

The consistent routines of the program ensures each child is well versed in phonic learning, reading for meaning and expectations and this methodology sets each child up to succeed.

How will my child learn to read?

Children are taught the early sounds in Set 1 sounds. This covers the alphabet, taught in a prescriptive order of letters, and a few 'best friends' which are two letters which make one sound such as 'sh'.

They will learn to spot and recognise them quickly through fun activities and also to write them using 'phrases' to help them remember the correct formation.



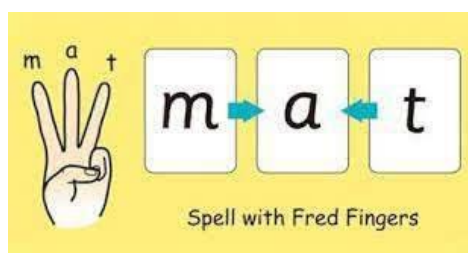
Pure Sounds

When practising sounds with your child at home, it is important to say the pure sound. This means that we say *mmmm* not *m-uh* and *llll* not *l-uh*. This will really help children when they come to join and blend sounds together to read words as it is easier to put 'm-a-t' together to make 'mat' than 'muh-a-tuh'.

A slight *uh* cannot be helped when saying the sounds *b,d,g,j,w* and *y*. Visit www.ruthmiskin.com to practise saying sounds clearly. The more clearly and correctly you say the sounds the more quickly your child will learn them!

Using these simple sounds, children will learn to 'blend' words together so *c-a-t* becomes *cat*. To help the children do this, we have a lovely green frog called Fred!

He can only talk in sounds so the children put the sounds together to make the word. We call this 'Fred Talk'. This is also used in early reading, when children see a new word they can



use 'Fred Talk' to break down the sounds and then say or read the word. Similarly, this supports early writing skills as children use 'Fred Fingers' to break down a spoken word into its sounds to enable them to write the word.

When they are confident with blending and know all of their Set 1

sounds, the children will move onto Set 2 sounds and then Set 3 sounds, which introduce alternative spellings for sounds they know and more 'best friends', for example: tion, tious/cious.

Words which can be decoded are called '**Green Words**' as they can be deciphered using their phonic knowledge.

Unfortunately, there are lots of words in the English language that do not follow these rules. We call them '**Red Words**' or tricky words and need to be learned by sight.

When faced with an unfamiliar word we encourage the child to spot the 'best friends' before attempting to read the word.

By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability.

As reading becomes more fluent, children begin to understand the stories they read and can enjoy the books. As part of the RWI sessions they will read their group books a total of three times to consolidate their phonic knowledge and comprehension of the story.



They will also complete comprehension activities as part of each book to ensure they know word meanings and can find and retrieve information as well as give opinions about the story or link to other books they know or life experiences.

How does RWI link to writing?

They will explore many different writing activities, building up sentence structures and rehearsing ideas before writing. During this, they will

Complex Speed Sounds												
Consonant sounds												
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				
					ce		se					
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				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				ā-ē	y	t-ē	ō-ē				
					ai	ea	ie	oa				
						e	i	o				
							y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
ū-ē			oor	are	ur	ow	oi					
ue			ore	er	er							
ew			aw									
			au									

use the Sound Charts to help them identify the correct spelling for a sound and will be taught various spelling strategies within their class to support spelling.

They will continue to work on letter formation and investigate grammar and punctuation rules appropriate for their year and ability group. This will enable all children to practise and apply their individual phonics learning throughout the lessons and for class teachers to provide further input.

In the RWI Primary Phonics and Fresh Start, children are taught to 'hold a sentence'. Students verbalise the sentence given in the scheme and when they can recall the entire sentence verbally and spot the 'best friends', they write the sentence from memory into their Module books.

Especially in the Fresh Start scheme, children are exposed to comprehension questions which are answered in their books, proofreading skills and summarizing at the end of each Module booklet to build their writing skills.

How can I support my child with reading?

Whilst your child is learning their Set 1 sounds we recommend you only read their 'Reading for Pleasure' library books. This is a book that they are interested in and have chosen to enjoy with you.

Parents: Ten top tips for reading stories with your child

1. Make reading to with your child feel like a treat. Introduce each new book with excitement and enthusiasm.
2. Make it a special quiet time and cuddle up so both of you can see the book.
3. Show curiosity in what you are going to read: "Oh no! I think Arthur is going to get even angrier now."
4. Read the whole of the story through without stopping too much. If you think your child may not understand something, model an explanation:

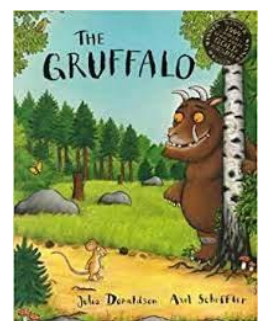
"Oh, I think what's happening here is that..."

5. Chat about the story:

"I wonder why he did that?"

"Oh no, I hope she's not going to..."

"I wouldn't have done that, would you?"



6. Avoid asking questions to test what your child remembers.
7. Link stories to your own experiences (e.g "This reminds me of...")
8. Read favourite stories over and over again. Invite your child to jump in with parts they know or the repetitive refrains. (e.g "We can't go over it, we can't go under it, we have to go through it!")

9. Read with enthusiasm! Lose those inhibitions and try different voices for different characters.

10. Read with enjoyment - if you're loving the story for the 12th time, so will your child!

The main resource you can provide your child with are time, patience and praise, and together we will make sure they become confident readers.

