



Phonics at Lent Rise

Reading opens the door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.

It is therefore vital that your child finds learning to read and write a rewarding and successful experience.

Read Write Inc

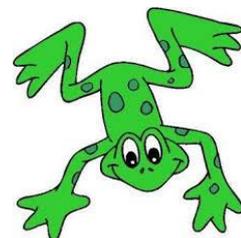
Read Write Inc (RWI) is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories.

Who is RWI for?

Children begin the RWI programme in Early years and will remain on the programme until completed. Our aim is for most children to be off the scheme by midyear in Year 2, however this differs according to students individual learning needs.

How will it work?

Early Years children will be taught a sound a day and will be assessed regularly by their class teachers. When they have reached an appropriate level they will be grouped according to their reading level, and will be taught for up to an hour, when they will start reading and writing alongside learning the new sounds. In Years 1 -2 all children will be assessed regularly until they have successfully completed the programme. Children will complete hour long reading and writing activities, grouped according to their reading level. Children will be grouped according to their stage not age, so classes will be mixed and taught by different teachers/teaching assistants. Selected children who need extra support to maintain progress will work with a teaching assistant for an extra 10 minutes a day.



Reading

Fred the Frog puppet plays an important role in our RWI lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk. For example, Fred would say 'm-a-t', we would say 'mat'. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons, children are taught to hear sounds and blend them together in a sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

Order of teaching

In RWI Set 1 sounds are the initial letter sounds. They are taught in the following order:

m, a, s, d, t, l, 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

There are 12 Set 2 sounds that are made up of two or three letters which represent just one sound, e.g. 'ay' as in 'play', 'ee' as in 'tree' and 'igh' as in 'high'. Each Set 2 sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example 's-p-r-ay = spray'.

When learning Set 3 sounds they will be taught that there are more ways in which the same sounds are written, e.g. 'ee' as in 'tree' and 'ea' as in 'tea'.

Nonsense Words (alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day, children will practise their decoding skills by sounding out the letters in 'alien' words'. As children are unable to rely on existing knowledge of real words, they instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Check children complete at the end of Year 1.

Storybooks

In RWI children read storybooks that are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds they have been learning, red words (words that are not decodeable) and challenge words to extend children's vocabulary.

Spelling

Children are taught to use their Fred fingers to help them write words. The children say the word out loud and break it down into their individual sounds. When using Fred Fingers each finger represents one sound. If a word has 3 sounds, children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word before writing the letters that represent each sound.



Letter formation

In RWI each letter has an accompanying handwriting rhyme to support letter formation.