



Black Lane Primary School  
Read Write Inc.  
Parent Information Booklet

**Read Write Inc.**  
Phonics

## Who is Read, Write Inc. for?

It is for all children learning to read. It can start in the last term of Nursery and run until children are confident readers. For most children this is by Year 2. For some children who may need more support with reading, they can continue to access Read, Write Inc into Key Stage 2.

## What is Read Write Inc. (RWI) Phonics?

Read Write Inc. (RWI) Phonics is a programme that uses systematic phonics to teach all children to read. We teach the sounds first - in a specific order. We then teach your children to blend those sounds together in order to read words. The children read words in the matched storybooks. Each Storybook is carefully matched to the sounds they can already read - setting them up for success. We read to children 'real books'. Once they have learnt to read, they will be able to independently read these books for themselves. Children are also taught how to spell and form their letters correctly within the sessions.



## How are children grouped in RWI?

In RWI lessons your child may go to a different Read, Write Inc. group. This is because each child works in a group of same ability children to themselves, led by a trained member of staff. Children are regularly assessed and re-grouped so that they move on to the next part of the programme as soon as they are able to. Lessons are targeted to your child's ability and 1 - 2 - 1 sessions are arranged for any children who need extra support.

The groups run in order as follows:

- Set 1a —first group in the programme.
  - Set 1b
  - Set 1c
  - Red
  - Green
  - Pink
  - Orange
  - Yellow
  - Blue
  - Grey —last group of the programme
- Your child's class teacher will let you know at Parent's Evening how your child is getting on and how you can support at home

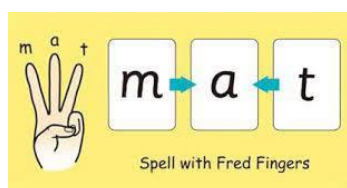


## How will my child learn to read?

Children are taught the early sounds in Set 1. This covers the alphabet and a few 'special 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. Staff teach children 'pure sounds' which can be heard using [this link](#).

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, as 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. We use the phrase 'Say the word - pinch the sounds' to help children remember.



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 special friends. They may begin to use 'Fred in their head' to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot 'special friends' easily within new words.

### Set 1 Sounds

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

### Set 2 Sounds

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

### Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	ious	ious

Words which can be decoded are called 'Green Words' as they can be deciphered using phonics knowledge. Unfortunately, there are lots of words in the English language that do not follow these rules ... they are called 'Red Words' or tricky words and need to be learned by sight. When faced with an unfamiliar word we remind children to spot the special friends before attempting to read the word. To further consolidate this we also use 'Alien Words' which are made up words that do not make sense. These words test to see if the children can spot any special friends and that they have good sound knowledge, rather than recognising familiar (or sense) words and using memory rather than reading skills.

## Handwriting

When your child is learning to write they use the Read Write Inc. Letter phrases to help them to remember the correct letter formation. Being able to write letters carefully and accurately also ensures that children can read back through their own work which further reinforces reading skills. Correct formation is vital as it enables them to progress to cursive or joined up handwriting from Year 2. If the formation is incorrect, pupils will struggle to join handwriting. This causes many problems as during the writing process the brain will still be concentrating on individual letters rather than on the words and sentence structures being applied, which in turn slows down progress made and prevents pupils from reaching their true potential.

### How can I support at home?

#### *Read with your child every day!*



























It is recommended that all reading should take place in a calm and quiet environment, a story before bed time or snuggled on the sofa without distractions of the TV etc. so the focus can purely be on the reading enjoyment. It should be relaxed and enjoyable and lots of praise should be given when children are successful. Please try not to get frustrated if your child is struggling as this is likely to put them off trying, instead encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful. Home reading is vital towards your child's success and research shows that pupils who do not consolidate learning at home are far less able readers when they leave Year 2, causing many problems throughout their academic life and widening the educational gap between them and their peers.

Whilst your child is learning their Set 1 sounds we recommend you read a book for pleasure. This is a book that they are interested in and have chosen to enjoy with you. They can look at the pictures and spot letters or sounds that they know to build confidence but most importantly they should hear you read the book with expression in order to absorb the rich language and vocabulary within it and learn to love story time.

When your child is learning to blend, they will be given RWI blending books in school. To help your child with reading, ask them to try to 'Fred Talk' the word and blend it together. Encourage them to sound out carefully using pure sounds and give lots of praise and support for effort and success. It is important you use pure sounds to support your child's reading so that no extra sounds are accidentally inserted into words - this will help your child

#### Read Write Inc. Letter Formation

The red dot indicates where to start with your pencil.

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girls face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body tail and leg.	 Down the long leg.
 Down Maisie, mountain, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates plait and around his face.	 Round her head, up past her earring, down her hair, and flick.	 Down the robots back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				



progress with blending sounds together. You should also continue to read their library book and encourage them to spot any sounds, special friends or words they know to boost rapid identification by sight.

Once your child is confident blending, they will receive a book on a regular basis. In the early stages, it is recommended that children read the book three times:

- 1) *In the first read* your child will be focusing on reading each word individually and it may seem robotic. In this phase very little comprehension of the story is likely.
- 2) *In the second read*, their word recognition will become quicker allowing a faster pace and better understanding of the story.
- 3) *In the third read*, the speed should be quicker and therefore the child is using more brain power to understand the story rather than reading each word. This is the point when the story becomes meaningful and pleasurable and they can answer questions based on the content.

Don't forget that even if your child can read RWI books it is still important for them to regularly hear you read in order to learn expression. This will remove some of the pressure on them and also helps to improve their vocabulary levels as the books they listen to can be for any age. Audio books are also helpful and can be a good technique for settling and relaxing children before bed or as part of longer car journeys.

### **Are there any resources I can use at home?**

Children are assessed on their phonic progress every half term. You will be notified of your child's phonic group and you can access the 'Parent's Home Resource Sheet' for each group with a list of the speed sounds, green words and red words they are focusing on. It would be really helpful if parents could support with learning these sounds and words.

Simple activities can be completed to help your child recognise sounds and read or write words, so there is no need to buy any resources for use at home. There are lots of links to activities, printable materials and online games which support phonics. There are lots of resources and links to videos to support parents with phonics on the Oxford Owl website:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.teachyourmonster.org/>

<https://www.phonicsplay.co.uk/>

You can use RWI flashcards to teach your child the sounds.

You can find lots of e-books on Oxford Owl too



## Parent Home Resource Sheets

The Parent Home Resource Sheets outline the sounds, green words, alien words and red words that your child will be learning within each group.

1. Set 1a
2. Set 1b
3. Set 1c
4. Red
5. Green
6. Pink
7. Orange
8. Yellow
9. Blue
10. Grey



Set 1A.pdf



Set 1B.pdf



Set 1C.pdf



Red.pdf



Green.pdf



Pink.pdf



Orange.pdf



Yellow.pdf



Blue.pdf





























Grey.pdf

# Resources

## Read Write Inc. Letter Formation

The red dot indicates where to start with your pencil. |

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

# Complex Speed Sounds Chart

## 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		
			gn		c		se			
					ce					

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

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				$\overline{a-e}$	$\overline{e-e}$	$\overline{i-e}$	$\overline{o-e}$
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

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