

At Beaver Primary School, we aim for all our children to become fluent, confident readers who are passionate about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc- a programme to help to your child read at school.
- Encouraging children to develop a love of books by reading to them daily, at home and at school.
- Giving children access to a wide range of books at school and at home.

We use Read Write Inc Phonics (RWI) to give your child the best possible start with their reading and writing. We have put together a guide to how the RWI programme works together with some useful links. Mrs Edwards is our RWI reading leader, so if you have questions about RWI, contact school who can refer you to her.

What is RWI Phonics?

The RWI programme is designed for children aged 4-7. However, at Beaver Primary School, we begin the programme in the Summer Term of Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. Read Write Inc was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

In Read Write Inc. Phonics lessons, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step. Throughout the programme, children learn the English alphabetic code; the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters they need to represent them, in three sets of Speed Sounds Lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words (we call them Red Words) and are practised frequently. Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding. A thought-provoking introduction, prompts for thinking out loud and discussion help teachers ensure that children comprehend what they are reading. Teachers read aloud and discuss picture books with similar themes to those in the Storybooks, so children build up background knowledge ready for the next Storybook.

Reading

Children read the same story three times. On the first read, children focus on accurate word reading', the second, on developing fluency; and the third, on comprehension. Fluency and comprehension increase with each repeated read.

Accuracy

Children learn to:

- read new sounds and review previously taught sounds;
- sound out the names of characters and unfamiliar words;
- understand the meanings of new words;
- read the story (first read).

Fluency

Children learn to:

- read the words in the story speedily;
- track the story, 'jumping in' when the teacher hesitates;
- read the story with increased speed (second read).

Comprehension

Children learn to:

- predict the outcome, after listening to a story introduction;
- discuss and compare key moments in the story;
- read the story with a storyteller's voice (third read);
- answer questions about the story;
- read the same story at home;
- build background knowledge, ready to read the next Read Write Inc. Storybook.

Writing

As with reading, the alphabetic code is embedded first, so that children can write simple words early on and build on their success. The children write every day, rehearsing out loud what they want to write, and composing sentence by sentence, until they are confident enough to write independently. They write at the level of their spelling knowledge: that is, they use their knowledge of the alphabetic code and the 'tricky' words they have learnt. They practise handwriting every day: sitting at a table comfortably, learning correct letter formation and joining letters speedily and legibly. In every lesson, children build up their spelling knowledge rapidly so that soon they are able to spell complex words confidently. The children can use adventurous vocabulary in their writing because they have encountered such language in their reading and they have talked about what the words mean.

Transcription

Children learn to:

- develop a confident handwriting style;
- spell common words with common graphemes and suffixes;
- spell common words with unusual graphemes;
- write prepared sentences with correct spelling and punctuation.

Composition

Children learn to:

- build and rehearse their own sentences based on ideas from the story;
- apply new grammar concepts linked to the story;
- use new vocabulary in their writing;
- edit their writing to correct their grammar and punctuation;
- write a composition based on the Storybook they have just read;
- edit their own and their partner's writing.

Grouping

Children are assessed and grouped according to their phonic knowledge. Each child reads books that match their phonic knowledge. Ongoing assessment means that groups are constantly adjusted to ensure the best progress for each child. In addition, 'Guided Reading', focused writing and short discrete grammar, spelling and handwriting sessions form part of the comprehensive and cross curricular programme for English at this stage. National Curriculum age-related word and spelling lists are used to inform the phonics and vocabulary programme for each year group.

Children are carefully tracked and any child working below age-related expectation or at risk of falling behind is targeted for one-to-one tuition and receives daily 10-minute intervention by a member of our reading team.



We use **pure sounds** (m: 'mmmm' not 'muh'; s: 'ssss' not 'suh', etc) so that your child will be able to blend the sounds into words more easily.

At school, we use a puppet called Fred who is an expert on sounding out words! We call it, 'Fred Talk'.
e.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

Set 1 Sounds are taught in the following order together with rhymes to help the children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains: Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slither down the snake
d	Round the dinosaur's bottom, up his tall neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insect's body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, round the pirates face.
g	Round the girl's face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroo's body, tail and leg.
u	Down and under, up to the top and draw the puddle.
b	Down the laces to the heel, round the toe.
f	Down the stem and draw the leaves
e	Left off the top and scoop out the egg.
l	Down the long leg.
h	Down the horse's head to the hooves and over his back.
sh	Slither down the snake, then down the horse's head to the hooves and over his back.
r	Down the robot's back, then curl over his arm.
j	Down his body, curl and dot.
v	Down a wing, up a wing.
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.
qu	Round the queen's head, up to her crown, down her hair and curl.
x	Cross down the arm and leg, repeat the other side.
ng	A thing on a string
nk	I think I stink

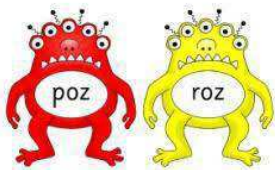
To learn how to say the sounds purely, see the pronunciation guide here:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Children are then taught **Set 2 Sounds and Set 3 sounds**. Each sound has a phrase and we tell the children a little story to help them remember it.

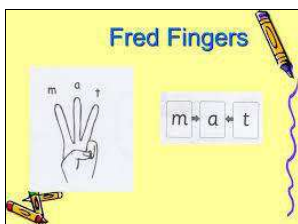
Set 2 Speed Sound cards		Set 3 Speed Sound cards	
ay	ay: May I play?	a-e: make a cake	ai: snail in the rain
ee	ee: What can you see?	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
		ire: fire fire!	
		ear: hear with your ear	
		ure: sure it's pure	
		tion: pay attention, it's a celebration	
		tious/cious: scrumptious, delicious	

Nonsense words (Alien words)



As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills by reading 'nonsense words' (this helps as part of our ongoing assessments because if your child can spot/read the sounds in a made-up word then they are certain to have success when reading/encountering new 'real' words). Nonsense words will also feature heavily in the Year One Phonics Screening check in the summer term.

Fred Fingers (spelling)



Children learn to use 'Fred fingers' to aid their spelling. First they say the word, then they pinch each sound on their fingers before writing the word. Spellings will be sent home each week linked to the sounds the children are learning in their sessions.