



## **Out Intention**

It is our clear intent that children at Swansfield Park Primary School become confident and accurate readers. Developing effective phonic skills plays a significant part in ensuring that children are able to realise this intention.

### **A Guide To Read Write Inc at Swansfield Primary**

- ❖ Reception, Year 1 and some Year 2 children participate in group RWI sessions between 9.00am and 9.45am on Monday, Tuesday and Wednesday mornings and in whole class RWI sessions on Thursday and Friday mornings.
- ❖ RWI groups are made up of between 5-20 children and these groups are led by a trained RWI teacher or teaching assistant
- ❖ Within each group, children are at a similar stage of phonic development and this ensures that the session is targeted at exactly the right level and it enables children to make rapid progress
- ❖ Success with phonics has a hugely beneficial effect on children's reading and writing and ensures a pass in the National Year 1 Phonic check that children take at the end of Year 1

### **The Read Write Inc Jargon That You Need To Know**

**Green words** – words that are phonetically decodable

**Red words** – words that are not phonetically decodable

**Fred out loud** – saying the sounds that we hear in words out loud and then blending them to say the word (Fred is a small frog who helps us in RWI!)

**Fred in your head** – saying the sounds in a word in your head, blending them and then saying the word out loud

**Special friends** – when two letter sounds sit together to make a new sound (for example **s** and **h** that can make **sh**), we say that they are special friends!

**Dotting and dashing** – marking the units of sound that we can see and hear in a word with dots (for single letter sounds) and dashes (for ‘special friend’ sounds)

**Ditty** – short phrases that children read before they begin RWI stories



## A Child's Journey in Read Write Inc at Swansfield - The Implementation of our Phonics Provision

### Reception:

Children begin their reception year by learning set 1 sounds (see the sound table below for details of these). Children learn to recognise, say and write the sound and they link this with a short, catchy phrase to aid memory recall and letter formation. So, for example for the 'a' sound, the children say "around the apple and down the leaf."

As they learn these set 1 sounds, class teachers communicate what has been learnt each week so that you can reinforce this learning at home.

Once children know a bank of set 1 sounds, they begin to put these together to make short words. So, the children learn that when they put **c a t** together, they can blend these sounds to make the word **cat**. At this point, the children begin to bring sound blending books home for you to share together.

Alongside this, the children begin to learn red words - these are words that we cannot sound out. We just have to learn them from memory. Common examples are **he, she, we, to**. Teachers share these words with parents so that you can support your child to learn them at home.

Once the children know all of their set 1 sounds and they have begun to blend, they can begin to read short phrases and sentences. In RWI, we call these ditties. The children read these ditties each week in their group sessions. The children work with a reading partner and together, they decode and learn to read with confidence and

fluency. Teachers then begin to send RWI Book Bag Books home for you to read with your child. These are short, bright and cheerful books which the children enjoy reading and are well matched to their phonic development.

Alongside reading, the children also begin to write short words such as **cat, man, sun, ship** and then start to write a sequence of a few words to make a short phrase. For example: **a hot sun**

Around the midpoint of the reception year, children begin to learn set 2 sounds. These really open the door to much more independent reading and writing. Again, teachers share these sounds with parents as they are learnt so that you can support your child.

Children then move on from reading short ditties to reading our Green and Purple Read Write Inc books within our group sessions.

By the end of a child's year in Reception, it is desirable that they can read and write short decodable sentences with some independence. In addition to this, they should have a bank of **red** vocabulary that they can read and write from memory.

### **Year 1:**

At the beginning of Year 1, children revisit set 2 sounds and ensure that they are familiar and fluent.

Sessions focus upon reading short stories (Pink, Orange, Yellow, Blue and then Grey) with a partner with a real emphasis upon building reading fluency.

Alongside this, children participate in **hold a sentence** activities. This involves children hearing the group leader say a short sentence aloud, repeating this sentence several times with the group leader and then writing it down. As they do this, children are encouraged to use their known letter sounds, to leave finger spaces, to use a capital letter and full stop and to form their letters correctly. Children also participate in writing activities based upon their current RWI book that require them to generate and scribe their own sentences.

As soon as set 2 sounds are secure, and this is often very early in Year 1, the children learn set 3 sounds. The children begin to apply these sounds in their reading and their writing. Teachers share these sounds with parents so that you can support your child at home.

In addition to this, children continue to build the bank of red words that they are able to read and write from memory.

In addition to these sessions, 1:1 support is made available to any child who is not making the desired progress.

At the end of Year 1, children take the National Phonic Check. This indicates whether a child is working at the expected level for phonics. If a child is not at the required level at the end of Year 1, this check is undertaken again at the end of Year 2.

### **Year 2:**

For most children, there are no formal RWI sessions in Year 2. Instead, as part of their English curriculum, the children practise, revisit and use the phonic skills that they have built up over the last two years. However, for those children who are not working at the expected level, small group RWI sessions continue to ensure that the children can secure their phonic skills for success in reading and writing as they move through their primary education. In addition to small group RWI sessions, 1:1 support is given to ensure that progress is made. As stated above, these children retake their phonic check at the end of Year 2.

### **Key Stage 2:**

If a child begins KS2 without secure phonic skills, small group and 1:1 interventions continue to support individuals with their reading and writing journey.

**Here is a list of the sounds that we learn during Read Write Inc**

<b>Set 1</b>	<b>Rhyme</b>	<b>Set 2</b>	<b>Rhyme</b>	<b>Set 3</b>	<b>Rhyme</b>
m	Maisie mountain, mountain	ay	May I play?	ea	A cup of tea
a	Around the apple and down the leaf	ee	What can you see?	oi	Spoil the boy
s	Slither down the snake	igh	Fly high!	a-e	Make a cake
d	Round the dinosaur's bottom, up his neck and down to his feet	ow	Blow the snow	i-e	Nice smile
t	Down the tower and across the tower	oo	Poo at the zoo	u-e	Huge brute!
i	Down the insect's body, dot for his head	ar	Start the car	o-e	Phone home
n	Down Nobby and over his net	or	Shut the door	aw	Yawn at dawn
p	Down the pirate's plait, up and around his face	air	That's not fair	are	Care and share
g	Round the girl's face, down her hair and give her a curl	ir	Whirl and twirl	ur	Nurse with a purse
o	All around the orange	ou	Shout it out!	er	A better letter
c	Curl around the caterpillar	oy	Toy for a boy	ow	Brown cow
k	Down the kangaroo's body, kick for his tail and kick for his leg			ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle			oa	Goat in a boat
b	Down the boot and around the laces			ew	Chew the stew
f	Down the stem and draw the leaves			ire	Fire, fire
e	Chop off the top and scoop out the egg			ear	Hear with your ear
l	Down the long leg			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back				
sh	Sh says the snake to the noisy horse				
r	Down the robot's body and along his arm				
j	Down his body, curl and dot				
v	Down a wing and up a wing				
y	Down a horn, up a horn and under the yak's head				
w	Down up, down up the worm				
th	Thank you says the princess in the tower to the horse				
z	Zig, zag down the zip				

ch	Achoo, sneezes the horse when the caterpillar tickles his nose				
qu	Round the queen's head, down her hair and curl				
x	Cross down the arm and leg and cross the other way				
ng	Thing on a string				
nk	I think I stink!				



### The books we read in Read Write Inc

The books we read contain short but interesting stories that the children enjoy sharing with their reading partner.

They include lots of **green words** that can be decoded phonetically and also some **red words** that the children know they 'just have to learn'.

The books are colour banded and get progressively more challenging:

**Green**

**Purple**

**Pink**

**Orange**

**Yellow**

**Blue**

**Grey**

