



- ❑ *Read Write Inc.* is a systematic synthetic phonics programme that ensures early success in reading, writing and spelling. It provides a systematic approach to teaching reading, writing and comprehension, with lively pupils' resources which include phonics storybooks
- ❑ It has recently been revalidated as a programme for use in school

Plan of the Programme

Your child will either be on a **three** day programme or a **five** day programme.

The levels are as follows:

Ditties a new Ditty is read in class to support letter/sound recognition and blending

Red

Green

Purple

Pink

Orange

If they are on any of these levels, they are on the **three** day programme.

Yellow

Blue

Grey

If they are on these levels they are on the **five** day programme

Plan of the Programme

- The children learn the Set 1 sounds:

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

Once the children know these sounds they then move on to the ditties whilst reviewing all of the set one sounds.

- When the children can read the ditties, they are then taught the Set 2 sounds:

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

They will learn a new sound each day and move on to story books but will still review all the sounds they have learnt so far.

- Set 3 sounds are then taught:

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

How can parents assist their child with this? Is there a guide for parents?

Parent video: What is Read Write Inc Phonics - YouTube

Parent guide to Read Write Inc. Phonics | Oxford Owl

The Reading Process

- There are 2 dimensions to reading
 - Decoding (working out what the words on the page say)
 - Comprehension (understanding the key message of the text)

How can parents assist their child with this?
Is there a guide for parents?

Comprehension is key

- ❑ You can help your child with their comprehension by asking them questions about what they have read, e.g. **What is the main character like? How do you know?**
- ❑ It is useful to ask your child questions which require them to infer meaning from the text and use evidence to support their opinion.
- ❑ If you go on the Read Write Inc website there is a section called **'Read Write Inc at Home'**.

Introducing Fred!

(Fred is a frog who only talks using pure sounds and staff use him during lessons to engage the children)

- When sounds are pronounced without the /schwa/ sound, children find it easier to blend the sounds to read a word.
- It is easier to blend c/ a/ t/ than cuh/ a/ tuh.
- If children can understand what Fred says they can blend orally

Blending is needed for reading

- If children can speak like Fred they can segment words into sounds

Segmentation is needed for spelling



Red Words = 'Tricky' words

Red words are words that cannot be sounded out, e.g. said.

If we sound out 'said', we get 'sayd' not 's-e-d'. The 'ai' is the grapheme and so we discuss this with the children and when we spell it out loud we use the letter names.

Children do not have spelling homework because spellings are included within the programme.

Demonstration – 'My Turn, Your Turn'

Can you write the following sounds on separate pieces of paper:

Vowels – a, e, i, o, u

Consonant digraphs – th, sh, ch, ck

Vowel digraphs – ai, ee, ou

Single sounds – m, c, d, l, p, r, n, s

[phonics pure sounds video \(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk/phonics/pure-sounds-video)

<https://www.ruthmiskin.com/>

How you can help at home

- ❑ To practise decoding and reading fluency, your child will read the same book up to 3 times in school. This builds your child's confidence.
- ❑ Your child is able to access the same book online, via **Oxford Owl**.
- ❑ Reading and learning to spell some of the green and red words in each book, will significantly help your child's writing.
- ❑ Your child will also receive a real book that contains and will support the sounds learned.

Can Jolly Phonics, Letters And Sounds and/or other programs be used at home?

- ❑ It has been advised that NO OTHER SSP(Systematic Synthetic Phonics) programme is to be used, as this can be very confusing for the children whilst learning to read.
- ❑ Reading and sharing different kinds of books is always encouraged, for example, use of the 'Literacy Shed'

The cat sat on the mat.

The cat sat on a mat into a big
car.

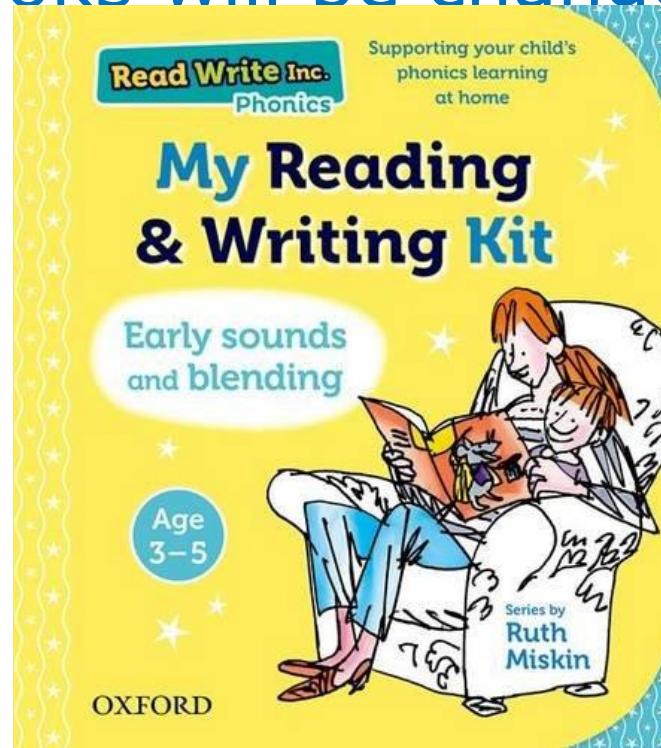
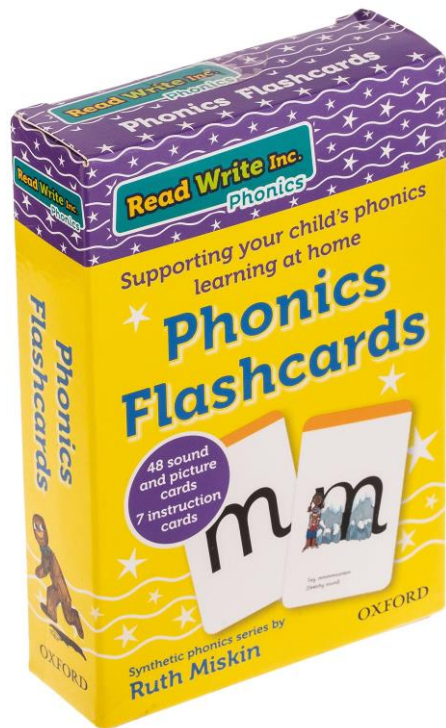
- How did you work out the words?
- If the picture were removed, could you work out the words?
- If you were learning English as an additional language, which words would you be unable to work out?
- If you were six years old, what strategies would you use?

Recap

- Read the Oxford Owl book online to support your child's reading and writing in class
- Practise writing and spelling the green and red words
- Make sure your child has all reading books inside their journal **every day**
- Please write a comment, related to your child's reading, in their journal on the yellow pages

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- If your child is reading **red, green, purple, pink or orange books**, they are on the **three** day programme. This means their ONLINE book will be changed every three or four days, depending on how their group are getting through the activities in class.
 - If they are reading **yellow, blue or grey** books, they are on the **five** day programme. This means their ONLINE book will be changed every five days, depending on how their group are getting through the activities in class.

- Their book bag books and 'Reading for Pleasure' books will be changed once a week.



Thank you for supporting your child's learning