

Phonics at Ravensfield

At Ravensfield we use Read Write Inc Phonics (RWI) to give your child the best possible start with their literacy. We have put together a guide to how the RWI programme works together with some useful links.

Please take the time to read the information as it will provide invaluable information as to how you can help and support your child in reading.

If you have any questions, please contact your child's teacher or Mrs Light who is our phonics lead teacher.

What is Read Write Inc?

Read Write Inc (RWI) is a phonics programme which helps children learn to read and spell words fluently and at speed so they can then focus on developing their skills in comprehension and developing their writing skills. RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWI be taught?

All children in Reception and Key Stage 1 are assessed regularly by our RWI lead teacher to ensure that they are working at the appropriate level. Year 1 and Year 2 children may be in mixed groups. Children move between groups as is necessary depending on their rate of progress - this ensures that all children are working at the right level at the right time.

Reception

In Reception all children have a 30 minute phonics lesson every day.

They learn how to 'read' the sounds in words and how to blend them together to make words. They will learn how to write these sounds with correct formation.

Once they reach this stage, they will be introduced to "Ditties". These are short phrases which they are able to read using the sounds they have been learning. They will start to write simple phrases using words they can spell.

When the children can read ditties with confidence, they start to read books containing words they are able to read using their phonic skills. They will start to compose and write full sentences.

Key Stage 1

Children in years 1 and 2 follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour. Once children become fluent speedy readers they will work on developing their skills of comprehension at a deeper level.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts - see below
- learn to read words using Fred talk and sound blending
- read from a range of ditties, storybooks and non-fiction books matched to their phonic knowledge
- develop comprehension skills by answering questions about the ditties and books they are reading

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of mnemonic phrases such as "round the apple and down the leaf" for "a".
- learn to write words by using Fred fingers
- learn to build sentences by practising them out loud with a partner before they write

Step 1:

Children are taught initially to recognise the pictures which are linked to the sounds they are going to learn. They are taught that "m" is represented by a mountain and "a" is represented by an apple. Many of these pictures are straightforward for young children but others such as "Jack-in-a-box" and "vulture" require explanation.

The sounds are taught with a "pure" pronunciation, e.g. "mm" not "muh".

To learn how to say the pure sounds please click on the link below.

<https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>



Set 1 Sounds are taught in the following order together with rhymes to help 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	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves

e	Slice into the egg, go over the top, then under 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 up and curl
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 and cross the other way
ng	A thing on a string
nk	I think I stink

Please do not use letter names at this early stage.

Step 2:

At the same time as they are learning to recognise the sounds, the children are also learning how to blend sounds together to make words. Fred the frog helps the children to learn this skill. He is only able to talk in separate sounds so the children have to help him by saying the full word, e.g. Fred says "c-u-p" and the children say "cup", this is called Fred talk.



The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

Once the children are able to recognise the sounds and can understand "Fred talk" they are ready to start reading words. They use Fred talk to work out how to read simple words such as "mat" and "get".

Fred Fingers

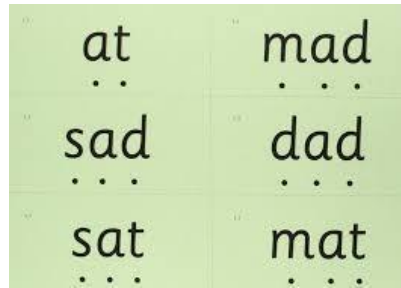
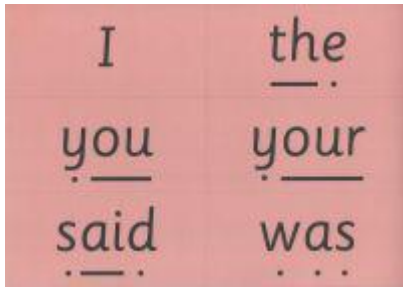


Children will learn to use 'Fred fingers' to help with writing words. The teacher tells them how many Fred fingers they will need. E.g "We are going to write the word cat. Hold up 3 Fred fingers. Pinch the sounds." At this command, the children pinch each finger in turn whilst saying the sounds c-a-t. Then, they write the sounds c-a-t to make the word cat. Please remember to use sounds and not the letter names for this activity.

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words.

Children use sound-blending (Fred Talk) to read short short phrases. They will take these home once they have read and discussed the sheet/book in class. Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable such as "come" and "here". **Green** words are linked to the sounds they have been learning and are easily decodable.



Sound buttons represent the sound each letter makes.

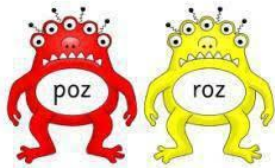
During the RWI session children will read the book or ditty three times.

Once the children have mastered **Set 1** sounds they are then taught **Set 2 Sounds**. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**. These sounds are taught with the aid of a memorable picture and phrase (shown in the table below).

Sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
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 to enjoy	oi: spoil the boy	

ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

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 on reading 'nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

Hold a sentence is an activity that encourages children to compose and remember a whole sentence while focusing on spelling and punctuation. The children practise saying their sentence to a partner. After writing, they check their sentence and tick or correct it as appropriate.

At higher levels, children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

What is the Year 1 phonics screening check?

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track pupils until they are able to decode.

The assessment takes place in June and you will be informed of your child's result in their end of year report.

To help at home:

- Play Fred talk games with your Reception age children to help them to learn blending skills.
- Remember to use the pure sounds ("mm" not "muh") when helping your child.
- Your child will start to bring ditties (short phrases) or books home when they are confident readers. Please help them to read using Fred talk and give lots of praise. If the book seems easy, praise them for doing well. Listen to your child read the book or ditty every day.
- Read to your child every day and talk about the story and characters. This is vital for developing comprehension skills as well as encouraging a love of reading.