

## **Read Write Inc at Greenway**

Our aim at Greenway is to develop independent life-long learners and fundamental to this is that children learn to read.

To develop a love of books, it is important that children are read to daily at home and at school, and having a wide range of books available to them.

At Greenway, children are taught to read using the Read Write Inc. Phonic Programme (RWI). RWI is a complete systematic synthetic phonics programme that supports the teaching of phonics (letter sounds) to enable children to read early and effortlessly.

At Greenway, RWI phonics is taught from Nursery to Year 2 and continues to be referred to throughout the curriculum in Key Stage 2.

As children gain reading fluency, they can focus on comprehending the text, to understand what they read, and develop reading for pleasure.

Phonics supports reading and reading supports writing. The RWI programme supports their spelling so they can concentrate on composing what they write.

### **Reading**

The children will:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Work well with partners
- Develop comprehension skills in stories by answering 'Find it' and 'Prove it' discussion questions

### **Writing**

The children will:

- Learn to write the letters of the alphabet and groups of letters that make the 44 sounds, using fun phrases. See Appendix 1, Set 1 Set 2 and Set 3 sounds.
- Learn to write words using 'Fred Fingers' to spell.

### **Talking**

The children work in pairs so that they:

- Answer questions
- Practise activities with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

## How will RWI be taught?

From Reception to Year 2, all children are assessed regularly so they learn with children at the same reading level. This allows complete participation in all lessons.

### Nursery

Children engage in activities to develop their speaking and listening skills throughout the Nursery day. For example, discriminating between sounds, sharing their news from weekends and holidays, engaging in conversations about stories they have listened to, expressing simple likes and dislikes and reporting and recording the weather. Listening to others and taking turns to speak are key skills, which all children need to learn and develop.

New vocabulary, rhythm and rhyme are also learnt, for example; through singing Nursery Rhymes and songs, body percussion and through the learning linked to stories, rhymes, non-fiction texts and poems.

Nursery children begin naming the Read Write Inc. Nursery Phonics picture cards in the Spring term, in short five-minute sessions, each morning.

When appropriate, children begin learning Set 1 sounds in Phonics sessions, usually in the Summer term. These sessions last up to ten minutes, each morning.

As children become confident with the Set 1 sounds, they can begin developing oral blending and segmenting skills. For example m-a-t and s-i-t.

### Reception

Children have daily phonic lessons and learn how to read the sounds in words and how those sounds can be written down (graphemes). Typically children learn Set 1 and Set 2 sounds.

When children can read most Set 1 sounds and Sound Blending Books, they begin Story time lessons, where they read phonetically decodable books, starting with 'Red Ditties'. These are sent home to continue practise reading, so they become confident fluent readers. Once they are confident speedy readers, they will move onto the next colour storybook.

### Year 1 and 2

Children follow the same format as Reception but will be working on complex sounds (typically Set 2 and 3) once confident with Set 1, and continue to read books that are appropriate to their reading level.

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 and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.

Each week, the book a child has been reading at school is sent home to continue to practise and celebrate reading fluently, along with a second book which is matched to their reading ability.

## Nonsense words (alien words)

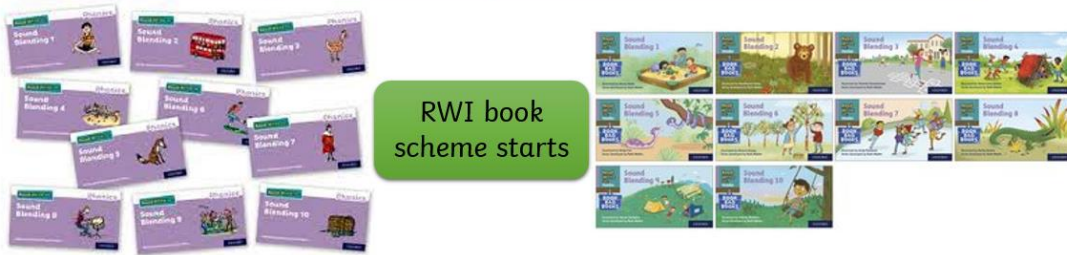
As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills on reading 'nonsense words'. Alien words will feature in the Year One Phonic Screening check in the summer term.

## A child's reading journey

Here is a typical child's reading journey.

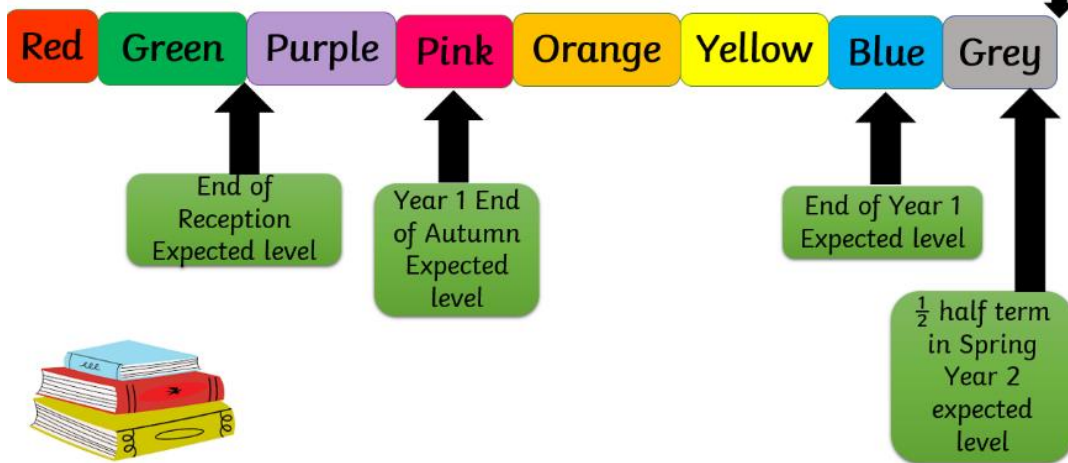
### Sound blending books

Sound blending books provide an opportunity to decode and blend sounds together to read words, whilst having reinforcement of a picture, once they have read the word.



This is the first book we send home, when your child is ready

### Read Write Inc Story book progression



## Appendix 1

<u>Phonemes</u>	
Set 1 sounds have rhymes to support letter formation.	
Sound	Handwriting rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s ss	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 kangaroo's body, tail and leg.
u	Down and under the umbrella, up to the top and down the puddle.
b	Down the laces, over the toe and touch the heel.
f ff	Down the stem and draw the leaves.
e	Slice into the egg, go over the top, then under the egg.
l ll	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.

ck	Tick tock clock.
<b>Phonemes: Set 2</b> :Set 2 sounds have rhymes to reinforce the sound	
Sound	Rhyme to reinforce the sound
ay	May I play?
ee	What can you see?
igh	Fly high.
ow	Blow the snow.
oo	Poo at the zoo.
oo	Look at a book.
ar	Start the car.
or	Shut the door.
air	That's not fair!
ir	Whirl and twirl.
ou	Shout it out!
oy	Toy for a boy.

<b>Phonemes: Set 3</b> :Set 3 sounds have rhymes to reinforce the sound	
Sound	Rhyme to reinforce the sound
ea	Cup of tea.
oi	Spoil the boy.
a-e	Make a cake.
i-e	Nice smile.
o-e	Phone home.
u-e	Huge brute.
aw	Yawn at dawn.
are	Care and share.
ur	Nurse with a purse.
er	Better letter.
ow	Brown cow.
ai	Snail in the rain.
oa	Goat in a boat.
ew	Chew the stew.
ire	Fire fire!
ear	Hear with your ear.
ure	Sure it's pure.
tion	Pay attention it's a celebration!
tious/cious	Scrumptious delicious.
e	He, we, she, me, be
ue	Come to the rescue!
ie	Terrible tie!
au	Paul the astronaut.
e-e	Go Pete and Steve!
kn	Knock knock, who's there?
wh	whisk, whisk
ph	take a photo