



Grangefield School

Flying high. Spreading our wings.

Read Write Inc.

Phonics

RWI

What *Read Write Inc.* does is simple - we teach sounds, children practise reading and spelling words containing these sounds, then we give children decodable books containing sounds and words they can read.

They read each Storybook three times at school and again with you at home.

On each reading, children's fluency increases and the more they can focus on what the story is about.

Children also learn to spell the words they have been reading and develop their ideas into sentences so that they can write about the Storybooks they read.

Alongside this we read stories **to** children: stories they cannot yet read for themselves

Our aim is for children to finish the RWI program with the sound knowledge and confidence they need so they can start reading these books for themselves.

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
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Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Speed Sounds Set 3

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Sound pronunciation

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Sounds + blending = reading



Let me introduce you to Fred.

Fred can only speak in sounds. He says d-o-g, h-a-t etc.

Speaking like Fred helps children to understand that words are made up of sounds.

Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog.

Fred



We use Fred Fingers to help children sound out words to spell easily. It means they do not have to memorise lists of spelling words. It is a tool so they will be able to spell any word.

Teach spelling using Fred Fingers



Accuracy

Fluency

Comprehension

Read and enjoy!

Black and White Storybooks

As soon as your child starts to read the *Read Write Inc. Phonics* Storybooks, he or she will bring home a black and white Storybook. This is a copy of the colour version he or she will have read at school.

Your child will have read this story three times with their reading teacher, so should be able to read the story confidently.

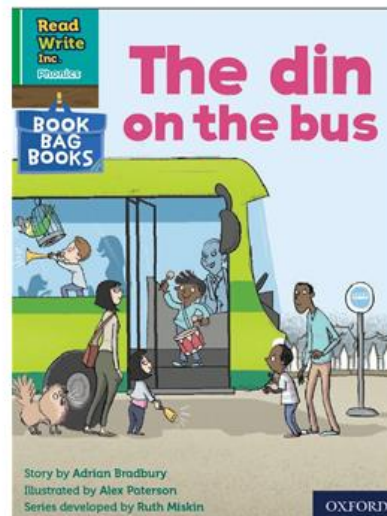
A brief explanation of how to follow the activities is included in the books.



Book Bag Books

Your child may also bring home a Book Bag Book. This book builds upon the ideas and many of the words in the Storybook he or she has just read. Your child will need more support in reading this book.

Again, explanations of how to use the activities are included in the books.



What can you do?

Use pure sounds not letter names
(letter names only when confident for spelling).

Encourage your child to use 'special friends',
'Fred Talk' and 'Read the word'.

Use Fred Talk to read and spell words.

Listen to your child read their story book.

Read lots of stories to your child.

There is a lot of useful information on the Ruth Miskin website to support you.

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

Writing

Writing is also part of the RWI storybook session. The children start the session with sounds, word time and reading the storybook then they move on to the writing element.

This builds up as the week progresses. Each colour storybook has different activities which progress and the children progress through the storybooks.

Red Ditty

Ditty 1 In the mud

Complete a sentence



my dog digs

in the _____

the mud is _____

and _____

he _____ a sock







Hold a sentence for p 6. *I dig in the black mud*

Green Storybook – big write

.....*

Write about what Ned is thinking



Check capital letters gaps full stops .

5

Spelling

Red Words

was want are school they

Green Words

milk have tomorrow cannot swimming



Grammar

Read the words below. Think about which letters are missing, then write the two words in full. The first one has been done for you.

1. I'm _____ I _____ am _____
2. I'll _____
3. he's _____
4. it's _____

Vocabulary


Underline the word that is the **odd one out** in each set of three words.

1. rest nap run
2. sip slip drink
3. watch look sleep
4. happy cross angry
5. fast glad quick
6. fit sick ill




Yellow Storybook – big write


How do you feel now? What are you thinking? What does Mum give you to eat?
What does Mum say?

 At 9 o'clock _____


How do you feel now? What are you thinking? What does Mum give you to eat?
What does Mum say?

 At 12 o'clock _____

Are you feeling better now? What do you do? What does Mum give you to eat?
What does Mum say?

 At 5 o'clock _____

Words to keep



Grey Storybook

Grey Storybook 2
See Phonics Handbook 2 for lesson plans.

The lion's paw

Hold a sentence


1. _____

Check ✓ capital letter I gaps
full stop .

2. _____

Check ✓ capital letter D gaps
question mark ?

Build a sentence



6

Spelling

Red Words

many could through are said

Green Words

saw shadow angry strange teeth

Grammar

Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
The lion was snoring peacefully.		
Androcles was feasting on fresh meat.		
The wicked master sees Androcles.		
The crowds cheered.		
Androcles is a free man now.		

Vocabulary

Circle the correct meaning of the words in **bold** in the sentences below.

- The lion was **gnashing** his teeth.
picking polishing grinding
- Androcles and the **loyal** lion were freed.
brave faithful huge
- The lion was **gnawing** the bones.
throwing twisting chewing
- Androcles had **slops** to eat in prison.
watery soup old cake dry sawdust



Grey Storybook – big write

Choose a title or write your own.

- **My friend the lion**
- **One kindness leads to another**

What was life like when you were a slave?
When I was a slave...



How did you escape?
What was your journey like?
I escaped by...
The journey was...

Where did you sleep?
What did you do and say when the lion came?
I slept in...
When the lion came...

What happened when you went back to Rome?
In Rome, I...

How did you feel when you were in the arena?
What strange thing happened to you?
In the arena I felt...
But then a strange thing happened...

What lesson have you learnt?
I have learnt...



Words to keep

9

Writing

There are lots of opportunities for writing outside of the RWI sessions. The children will continue to learn cross curricular texts through T4W. This will include text mapping, skills lessons and writing.

There are always writing resources available around the class room for the children to use.

Thank you for coming

Any questions?



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