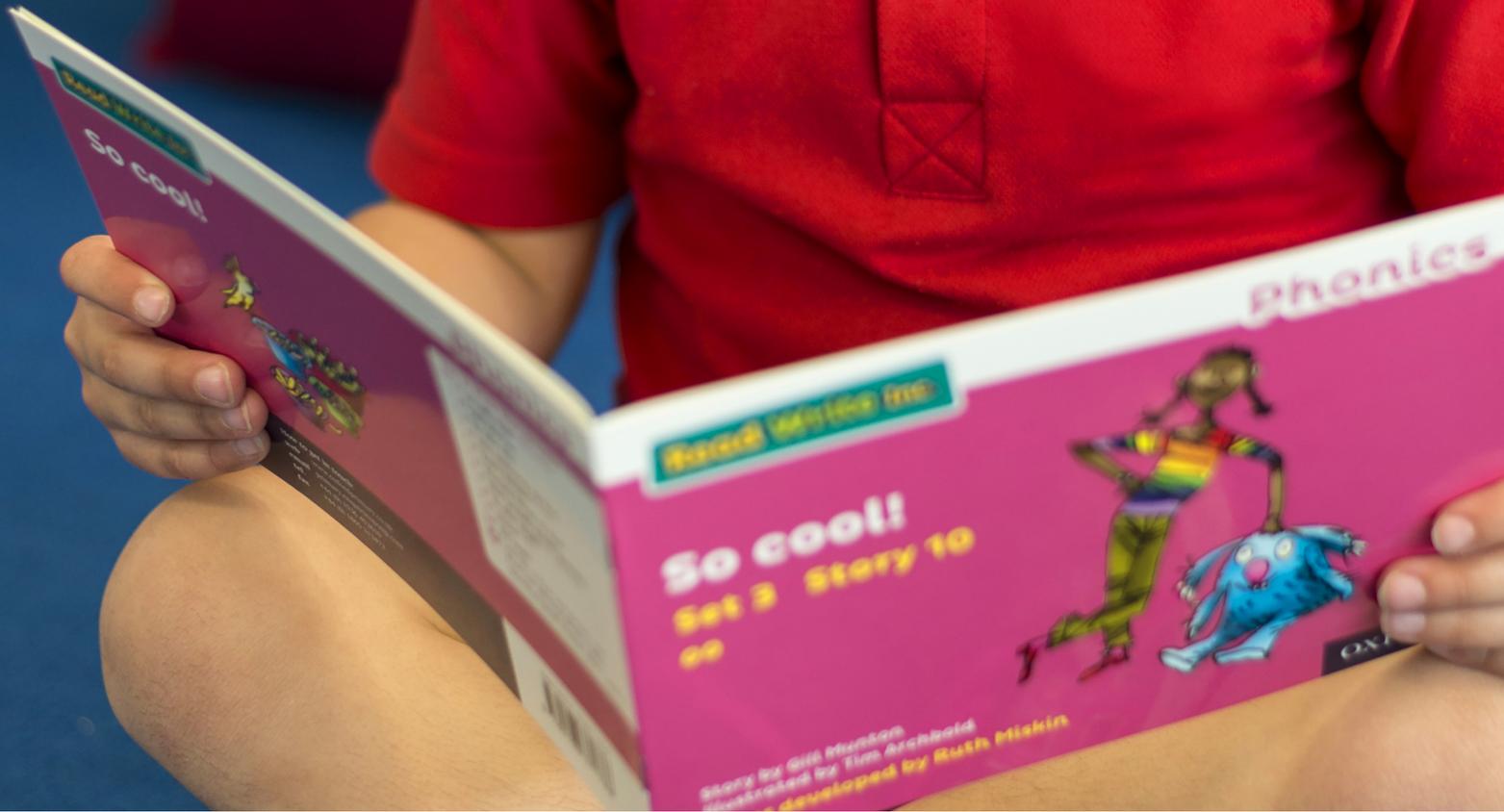


Read Write Inc.
Phonics





An introduction to *Read Write Inc.*

A dynamic whole-school literacy program based around synthetic phonics

Read Write Inc. was developed by Ruth Miskin and provides a whole-school approach to teaching literacy. It has been designed to create fluent readers, confident speakers and willing writers.

Read Write Inc. is:

- a comprehensive, robust, curriculum-aligned literacy program
- a 'phonics first and fast' approach, with all aspects of literacy connecting
- a program where every teacher is trained and confident to teach every child
- implemented as a whole-school, consistent, systematic approach.

Synthetic phonics

Children are explicitly taught sound-letter correspondences and, as soon as a few have been taught, children are then taught to 'synthesise' or 'blend' known sounds to read words. Each phoneme in every position is important. Children are never asked to 'guess' a word. At the same time, children are taught to segment words into their constituent phonemes to spell and understand that blending and segmenting are reversible processes.

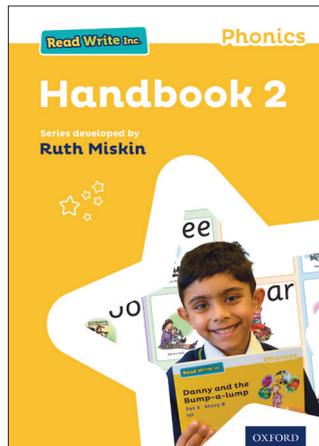
Read Write Inc. Training

Accredited Ruth Miskin Training for *Read Write Inc.* is available to support your staff with the full implementation of the program. The training is matched to the needs and requirements of your school and is delivered by an outstanding trainer who will show you how to teach effectively and confidently using *Read Write Inc.* Phonics. For more information about the training, email rwinc.au@oup.com

What does *Read Write Inc. Phonics* look like in the classroom?

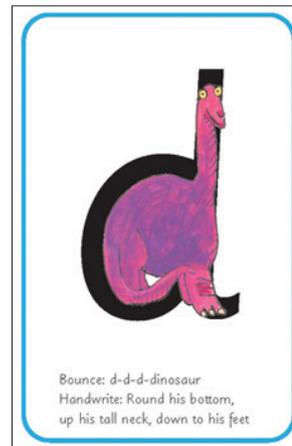
1 ASSESS AND IDENTIFY

Students are assessed and grouped according to their phonic knowledge. Each student is then taught at the level of their phonic knowledge to ensure quick progress.

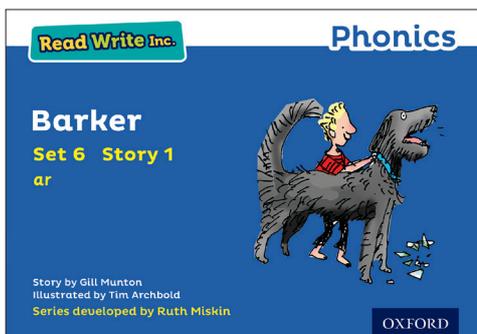


2 FIRST PHONICS

The 44 sounds and corresponding letters are introduced and taught systematically.

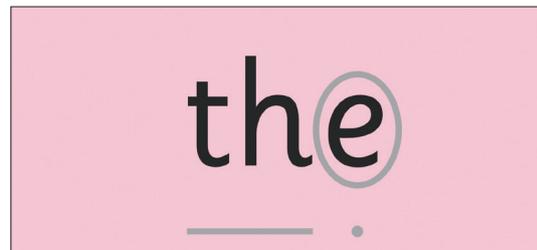


4 DEVELOP READING AND WRITING



Students read a series of levelled, decodable fiction and non-fiction texts and complete integrated writing activities, including spelling and handwriting practice.

3 FIRST WORDS



Students learn to blend sounds to read words. Then they use short 'ditties' to practise early reading and writing, before being taught more letter-sound correspondences.

5 LEVELLED PROGRESSION AND INTERVENTION



Ongoing assessment means that any struggling students are identified the moment they fall behind and, if necessary, given intensive one-to-one tutoring to catch up quickly. Groups are adjusted regularly so all students make the best progress.



The top 10 ways *Read Write Inc.* teachers get results

- 1** They love teaching reading and writing – and show they do.
- 2** The Reading Leader practises with students every week.
- 3** They support slower starters with a 5-minute one-to-one session every day.
- 4** They review sounds with the students at least 5 times a day.
- 5** They ask students to teach a partner everything they've been taught.
- 6** They match the Storybooks to the sounds the students can read.
- 7** They have students read the Storybooks three times to develop comprehension – before the students read it at home.
- 8** They teach handwriting and spelling every day.
- 9** They rehearse writing in bite-sized chunks so students can hold onto their ideas.
- 10** They read a wide range of picture books to the students – every day. They know that soon students will be able to read these for themselves.

Phonics – learning the sounds

Read Write Inc. Phonics depends on children learning to read and write sounds effortlessly. Children have over 150 graphemes to learn, so we've made it as simple – and as much fun – as we can.

How do children learn phonics so rapidly?

We've split the phonic knowledge into two parts. First we teach children just one way to read and write each of the 44 sounds (letter or group of letters). We use mnemonics (memory aids) to help. We draw a picture inside each letter, for example we make 'g' into the shape of a girl, and 'f' into the shape of a flower. These pictures help all children, especially slower starters, learn the sounds easily.

Once children can read a few sounds we teach them to read words by sound-blending with the help of a frog character called Fred. Fred can only read the sounds so children help him read the words. They learn to spell using Fred Fingers*.

Then we teach children the different spelling of the same sounds, for example, 'ay', 'a-e' and 'ai'. We use mnemonic phrases to help them remember each letter group for example, 'ay' *may I play*; 'a-e' *make a cake*; 'ai' *snail in the rain*. We enjoy teaching the lessons, give the children lots of practice and, importantly, we always keep the slower starters from falling behind – right from the beginning.

* Fred Fingers is the method the children use to practise spelling. The teacher says a word and the children pinch the sounds onto their fingers and then write the word.



Comprehension

How do we ensure children comprehend?

The first thing we do is to give children books we know they can read – without any guessing. Then we do something that makes the biggest difference to children's comprehension – we focus their attention on just one new thing at a time.

First we prepare the students to read the Storybook – they sound out the names of characters and new words in the Storybook, practise reading the 'tricky' words and new vocabulary is introduced. We tell them a thought-provoking introduction to get every child excited and motivated to read the story.

Then, over three days, children read the story three times, each with a different focus. On their first reading we focus their attention on reading the words accurately. On the second, we build their fluency and on the third, we think about the story together – how characters might be feeling and why.

By the time the children take the story home they can read it confidently with full comprehension. We all know that to enjoy reading we need to pay attention and, when we're paying attention we're more likely to comprehend.

Writing, including grammar and punctuation

How do we make writing simple for children to learn?

We only expect children to think about one new thing at a time. We teach handwriting, spelling and composition discretely, gradually bringing each skill together step-by-step.

While we're teaching children to form letters correctly and spell simple words, we build sentences out loud – drawing upon their experiences and the stories we've read to them. Then, we teach children how to 'hold' simple sentences

in their heads so they can think about how to spell and punctuate the sentences as they write.

Very soon children are able to write down their own ideas. We use role-play to get children into the characters' shoes so they can think about their feelings and motives. We try out different sentences, drawing on new vocabulary and phrases from the Storybook they've just read. And, we always help children rehearse their sentences out loud so they don't forget their ideas while they're writing.

In the later levels, we draw on ideas in the Storybook to teach children grammar and vocabulary, which they use in their own writing compositions.

Spelling

How do we teach children to spell confidently?

Our secret is to use only two activities: Fred Fingers to spell regular words and Red Rhythms for tricky words. (No more look-cover-write-forget.)

Fred Fingers

As soon as children know five sounds, they learn to spell using 'Fred Fingers'. We say a word, children pinch the sounds onto their fingers and then write the word, sound by sound.

We teach children to spell new words and review past words every week, then they practise spelling them with a partner and – only when they're ready – we give them a short test to celebrate what they've learnt.

Red Rhythms

We teach tricky words with 'Red Rhythms'. We say the tricky bit in an animated voice and build the letter names up into a rhythm, for example, s-ai-d. Children learn to proofread their own writing using ready-made sentences containing common grammar, punctuation and spelling errors.



Spoken language

How do we get every child to answer every question?

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step-by-step. Then, if they haven't understood it, we can try different words and explanations. *Read Write Inc.* replicates this back and forth dialogue with a class to keep all children totally engaged throughout the lesson.

Articulating their ideas to a partner means every child engages in the lesson. It makes them clarify what they know and what they don't know. Partner talk is fundamental to the success of *Read Write Inc.*

All children practise every activity and answer every question. Once established, 'Turn to your partner' becomes 'what you do' in every lesson throughout the day.

Story time and poetry time

There are six stories and six poems for Foundation, and another six stories and poems for Year 1.

How do we develop a love of stories?

We've commissioned well-known authors to re-write our favourite fairytales. They have compelling narratives and refrains that children can learn by heart. Our illustrators have brought them alive with beautiful illustrations.

At story times, with the whole class, we read the story aloud to the children three times, gradually drawing them into the plot, the new vocabulary and the fairytale settings. Once they know the story well, we delve into the characters' motives and feelings by quizzing children, in role as each character. We explore the message in the story – and think about what the characters might have learnt. Children learn to retell the story with the refrains and act out the stories in the role-play area.

How do we get children to enjoy poetry?

We've chosen poems that we know children will enjoy saying out loud and performing. The teacher can practise phrasing, rhythm and gestures alongside the actors (online) and then practise with the children.

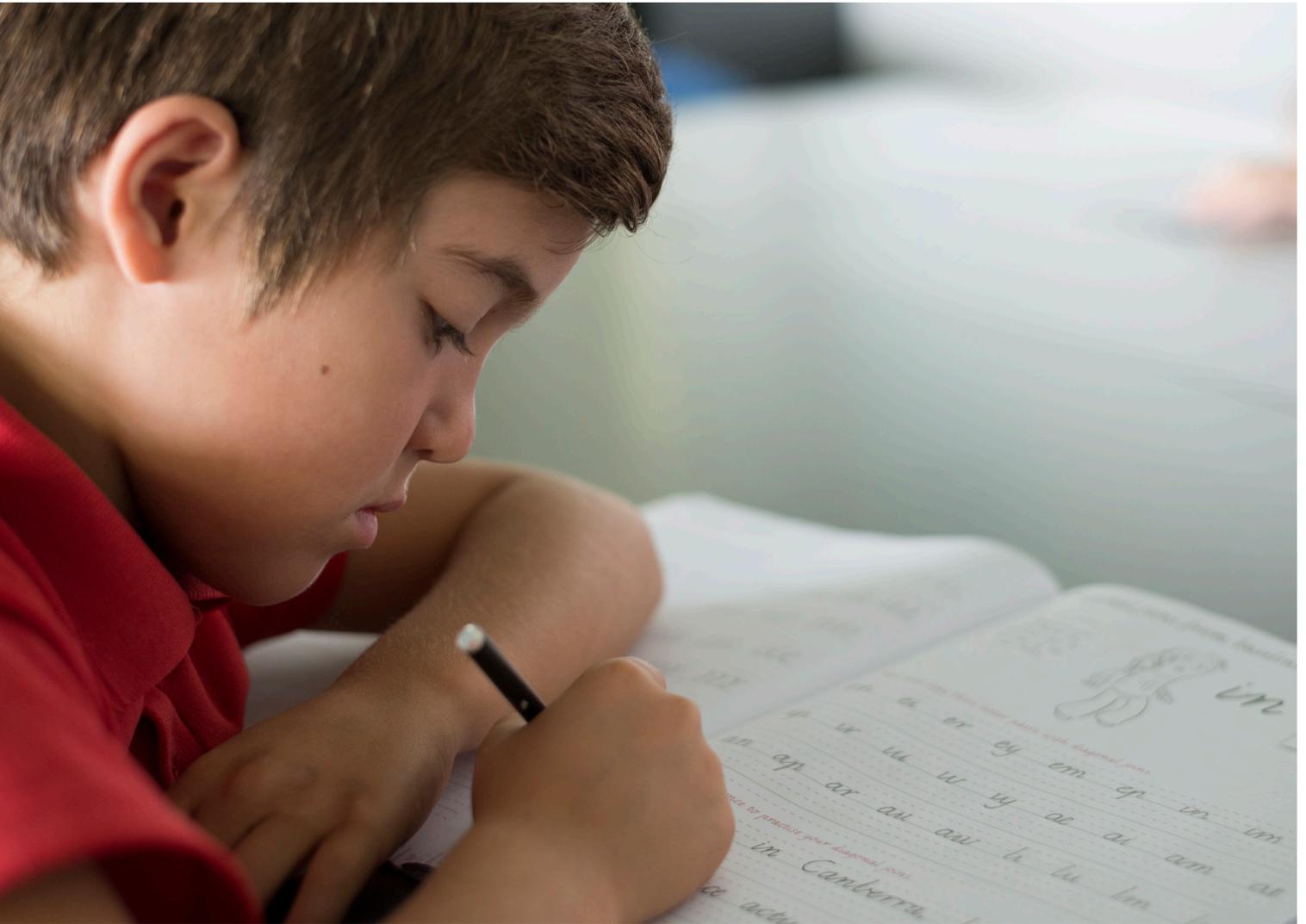


Struggling readers

Using one-to-one tutoring before any child falls behind is a key part of the *Read Write Inc.* philosophy.

Children's learning is carefully monitored in every lesson; any child who is identified as needing extra support will be given 5–10 minutes of one-to-one tutoring every day.

This approach catches children in the lowest attaining groups before they fall, so all children learn to read the first time they are taught. A one-to-one tutoring kit is available for teaching assistants who need support in tutoring pupils one-to-one and have not been trained to use *Read Write Inc.* Phonics.



Assessment

All children are grouped, across the school, in terms of their reading ability. This means that they are reading at their own level, every day.

The more homogeneous the group, the more focused the teaching can be.

A Reading Leader continues to monitor every child's progress so that children who are progressing faster or more slowly than their peers move to the right group. Sounds and Words Assessments allow teachers to accurately assess each child's knowledge of sounds and their reading ability and place them in an appropriate group. An assessment tracker allows teachers to assess each child's progress.

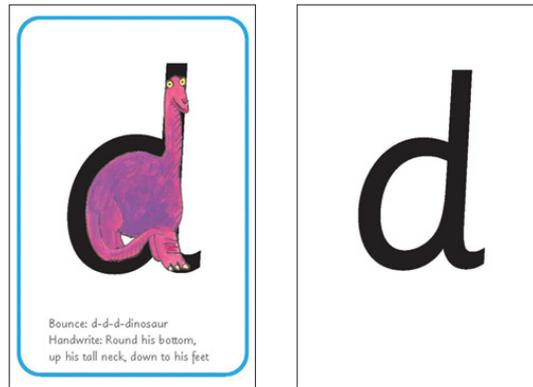
Create lifelong readers and writers

The Read Write Inc. Phonics series contains:

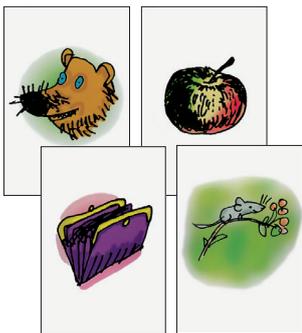
- detailed and easy-to-follow handbooks for implementation, assessment and tracking progress, and lesson plans for phonics, reading, writing, spelling and grammar
- 100 lively, fully decodable storybooks and 35 non-fiction titles
- matched writing books to develop writing from simple sentences to extensive texts
- sounds cards, friezes, posters, magnetic sounds cards and word cards to support teaching
- online resources.

Teaching sounds and words

- Speed Sounds posters support the teaching of sounds and graphemes and provide a quick review of letter–sound correspondences.
- Speed Sounds Cards introduce the 44 sounds and corresponding graphemes to enable students to decode words easily.
- Green and Red Word Cards help students gain fluency when reading the words independently.



Speed Sounds cards



Picture Sounds cards

Simple Speed Sounds													
Consonant sounds - steady													
f	l	m	n	r	s	v	z	sh	th	ng	nk		
Consonant sounds - busy													
b	c	d	g	h	j	p	qu	t	w	x	y	ch	
k													
Vowel sounds - busy													
a	e	i	o	u	ay	ee	igh	ow					
Vowel sounds - steady													
oo	oe	ar	or	air	ir	ou	oy						

Simple Speed Sounds poster

Complex Speed Sounds													
Consonant sounds													
f	l	m	n	r	s	v	z	sh	th	ng	nk		
ff	ll	mm	nn	rr	ss	vv	zz	ssh	thh	ngg	nk		
ph	le	mb	kn	wr	se	ce							
Vowel sounds													
a	e	i	o	u	ay	ee	igh	ow					
ea					ae	y	ie	oe					
					ai	ie	ie	oa					
					e	e	i	o					
Vowel sounds													
oo	oe	ar	or	air	ir	ou	oy	ire	ear	ure			
ue		oa	oa	er	er	oi							
ew		aw	aw										

Complex Speed Sounds poster

Desktop Speed Sounds Chart													
Speed Sounds Set 1													
m	a	s	d	t									
i	n	p	g	o									
c	k	u	b	f									
e	l	h	sh	r									
j	v	y	w	th									
z	ch	qu	x	ng	nk								

Desktop Speed Sounds chart

play

the

play

the

Phonic Green word cards

Phonic Red word cards

b	r	a	qu	j	z
i	y	d	t	c	s
l	sh	k	ch	f	v
e	u	n	ng	m	th
h	x	g	w	p	o
ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

Magnetic Sounds card sets 1 & 2

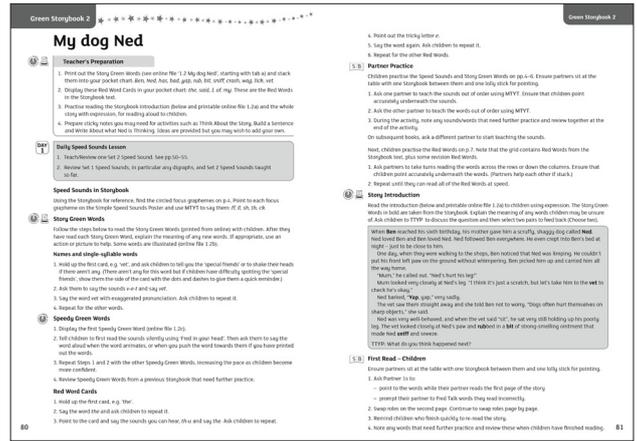


Fred the Frog

Teacher resources

Phonics handbooks

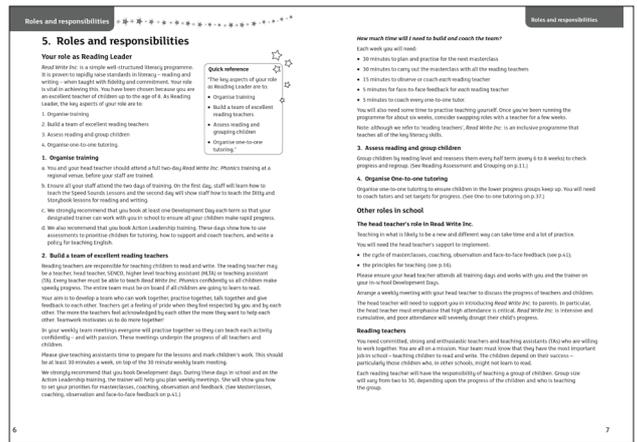
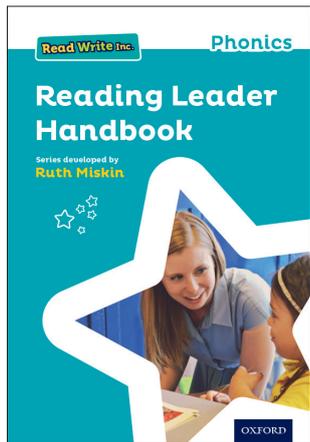
Handbook 1 contains everything you need to teach the Red to Orange lessons. Handbook 2 contains everything for the Yellow to Grey lessons. Each handbook includes day-by-day lesson plans that integrate Speed Sounds lessons and comprehension, vocabulary, grammar, handwriting and composition lessons.



Reading Leader Handbook

The handbook provides:

- advice on how to build a strong team of reading teachers
- constructive guidance for day-to-day coaching and monitoring
- detailed assessment, grouping and tracking systems to ensure students complete the program quickly
- one-to-one tutoring plans to ensure every student succeeds.





Student resources

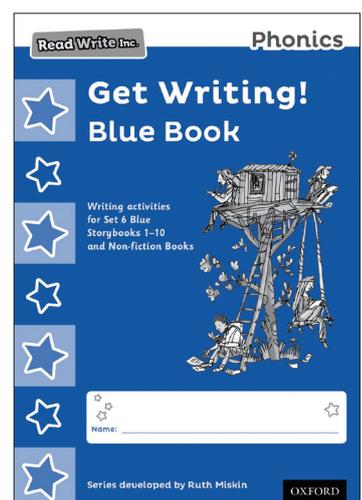
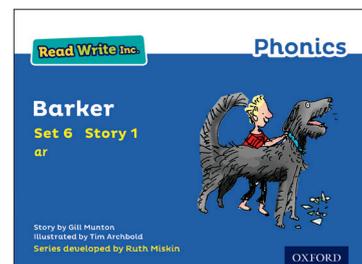
Storybooks

- There are eight levels of storybooks from Red Ditty books to Grey Storybooks.
- They closely match the students' increasing knowledge of phonics.
- Non-fiction is included at every level to give variety and depth.
- All the Storybooks allow for practice of known graphemes, and new graphemes are introduced in a controlled sequence.
- Black-and-white versions of the books are available for students to take home.

Get Writing!

Guidance is given on teaching vocabulary and synonyms in dedicated vocabulary activities. A six-step writing process is provided, from rehearsing sentences to writing extended compositions.

Activities are matched to the reading materials at every level of the program. Students practise transcribing and correcting sentences, and are taught how to write fiction and non-fiction texts.



Support



Resources

Contact your local Oxford Education Consultant to find out more about *Read Write Inc.* resources.

Web: www.oup.com.au/contact

Email: primaryeducation@oup.com

Customer Service: 1300 650 616



Training

Contact Oxford to find out about *Read Write Inc.* training suitable for your school.

Email: rwinc.au@oup.com