



Read, Write, Inc

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read, Write, Inc. programme to help your child to read at school
- Encouraging children to develop a love of books by reading to them daily, at home and school
- Giving children access to a wide range of books at home and school

At Robert Ogden, we use Read, Write, Inc. to give your child to best start with their literacy development. If you have any questions about the programme or how it supports your child's development, please call the school.

What is Read, Write, Inc.?

Read, Write, Inc. is a systematic synthetic phonics programme which helps children learn to read fluently so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children working within standards 4-7. However, this can be adapted depending on individual need.

How will Read, Write, Inc. be taught?

Regular assessment helps to determine starting points for each pupil on the programme and support interventions where needed. All pupils remain in their usual classes when completing their Read, Write, Inc. work but will be grouped according to ability within this. Where required, some pupils will be given extra interventions for elements of Read, Write, Inc to support progress.

Reading

- 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

- Develop comprehension skills in stories by answering 'find it' and 'prove it' discussion questions

Writing

- Learn to write and form letters/letter groups which represent the 44 sounds with the help of memorable phrases
- Learn to write words using Fred talk
- Learn to build sentences by practising sentences out loud before they write

Talking

- Answer questions
- Practise every activity out loud (or in preferred communication methods)
- Take turns in talking and reading
- Develop ambitious vocabulary

Progression through the stages

Children work on complex sounds and read books appropriate to their reading level. Sessions each week last for as long as is appropriate for each child. Once children become fluent readers, they move onto storybook *Get Writing!* Sessions where they apply their learning to a range of writing activities.

Principles underpinning the teaching of Read, Write, Inc.

Purpose

Know the purpose of every activity and share it with the children so they know the **one** thing they should be thinking about

Participation

Ensure every child participates throughout the lesson

Praise

Ensure children are praised for effort and learning

Pace

Teach at an effective pace and devote every moment to teaching and learning

Passion

Be passionate about teaching so children can be emotionally engaged

Children will be taught to read as follows:

Before you start to teach your child, practise saying the sounds. These are the sounds we use to speak in English. Children initially begin using pictures for each sound, this will help children recognise the sound and then form the shape of the sound.

Fred talk

We use 'pure sounds' ('m', not 'muh', 's', not 'suh', etc) so that your child will blend the sounds into words more easily. At school, we sound out words. We call this 'Fred talk' eg, m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The sounds children are taught are taught developmentally. These are in 3 sets.

Set 1

These sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise the sounds ready for blending:

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

At this stage, letter names are not used.

Set 2

These sounds are long vowel sounds. When they are confident with sets 1 and 2, they are taught set 3.

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

Set 3

a-e, ea, i-e, o-e, u-e, aw, are, ur, ow, oi, ire, ear, ure

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp.

Children use sound-blending to read short ditties. They will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the Read, Write, Inc. sessions and books, children will be exposed to red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable. Green words are linked to the sounds they have been learning and are easily decodable. Dots and dashes represent the sound each letter makes.

During each Read, Write, Inc. session, children will have plenty of opportunities to practise their developing comprehension skills which include learning to 'hold' or 'build' a sentence.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children to opportunity to create their own sentences to show the meaning of a word and edit sentences to allow the children to critique a sentence using their knowledge of spelling, punctuation and grammar. Children complete a longer piece of independent writing which gives them the opportunity to show off their creativity and to practice their skills further along the programme.

Order of storybooks

To apply their knowledge of sounds, words and comprehension, children will access a range of story books levelled to meet the needs of the individuals.

The order is as follows

Red ditties, Green, Purple, Pink, Orange, Yellow, Blue, Grey

Once children complete Grey story books and the related Get Writing! Tasks, they have completed the programme. However, we have follow on work in terms of English reading and writing lessons, and a comprehension programme.