



**Ruth Miskin  
Training**



**Parent Meeting  
Introduction to Read Write Inc.  
Lucy Fuller - EYFS & Phonic/Early  
reading Lead**

# Our Aims

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- To provide a quick introduction to RWI phonics.
- To develop your knowledge and understanding of what the programme looks like and how it is implemented and delivered with rigour.
- To share key terminology and use of RWI gestures to ensure consistency and to support the teaching and learning of phonics.
- To know what you can do at home to support us on our journey to secure confident and fluent readers by the end of year 2.

# Reading changes everything

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Teach a child to read and keep that child reading and we will change everything.

**And I mean everything.**

*Jeanette Winterson*

This is what we aim to do in school, teaching reading ability but also encouraging a love of reading.

Research shows that children who learn to read quickly go on to succeed in school and in life.

Have a go at reading this ...

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Igh went too v shop tu get sum  
sweetss an igh sor mI mayt.

Wigh ar wea dueing this?

Ie feall sstewppide!!

# English alphabetic code

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- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)

One of the most complex alphabetic codes in the world.

Learning to read is **HARD!**

(there are 5 different ways to write 'or'.

or - or, oor - door, ore - core, aw - paw, au - pause



# Why phonics?

All words are made up of individual **sounds**. These sounds are merged together to form words.

e.g. in 'mat' we have the sounds 'm', 'a', 't', ship - 'sh', 'i', 'p'.

Phonics is the method of teaching reading through the identification of sounds and graphemes.

The new National Curriculum ensures that all children are taught Phonics systematically.

This gives your children the tools to read any word.



# Who is Read Write Inc. for?

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- RWI phonics is primarily for children in Reception, Year 1 and Year 2 who are learning to read.
- It is also for those older children who need to 'catch up' in year 3 and year 4 - those children that have not met the KS1 reading standard.
- Children are grouped according to their stage of reading (not age of reading) and RWI sessions are delivered in these groups. \*This means all children practice reading at the correct level, following the building blocks in place to become a secure reader.

# When and how?

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- EYFS baseline assessments have been completed.
- All Tiger children have a 15 minute phonics lesson 5 x week as a whole class to learn the new sounds.
- Children are taught 4 sounds each week and these are revisited daily.
- In two weeks time I will be assessing every child who is on the RWI programme and grouping them according to the sounds they know.
- **RWI IS STAGE APPROPRIATE, NOT AGE APPROPRIATE!**
- After October half term the children will start in their new phonic groups that will usually consist of no more than 10 children per group and will be taught by a teacher or teaching assistant.
- Children will be assessed every 6 weeks and groups will be adjusted accordingly.



# 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	ay	ee	igh	ow
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Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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In Read Write Inc. phonics, the individual sounds are called 'speed sounds'. This is because we want your child to read them effortlessly, 'at speed'. These sounds are split up into three sets, Set 1, Set 2 and Set 3.

Some sounds are known as **stretchy** sounds such as 'mmmmm Maisie Mountain' and others are known as **bouncy** sounds like 'a,a,a apple'. Once your child is secure with their sounds they will be able to begin to read CVC (consonant, vowel, consonant) words such as tap, mat, dog, etc and start to blend.

Children need to know sounds - not letter names - to read words.

# Pure Sounds (ruthmiskin.com)

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- It is really important that we teach our children to say the sounds correctly.
- We call these 'pure sounds'.
- 'm' not 'muh' and 's' not 'suh'

<https://youtu.be/TkXcabDUg7Q>



# 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					

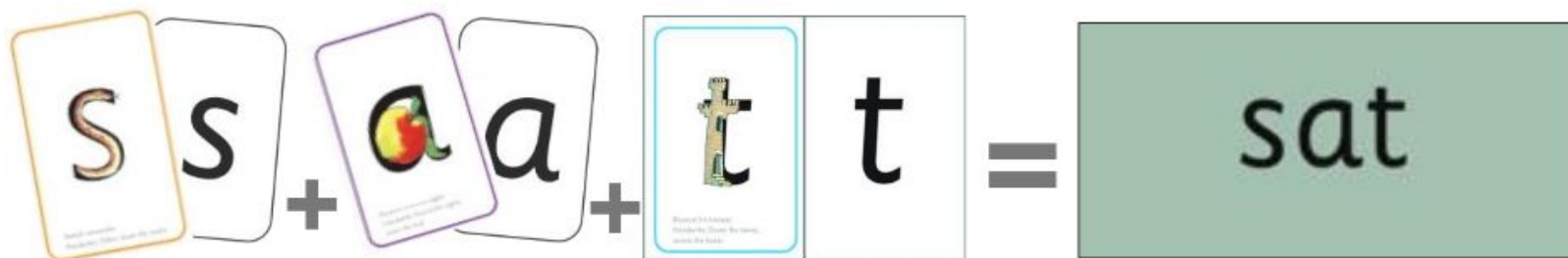
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

## 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							

# Sounds + blending = word reading



Alongside teaching children sounds, we teach them to blend sounds to read words e.g. s-a-t, sat.

We use Fred Talk to help children read.



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 Talk routine



1. Say the word in sounds as Fred e.g. c-a-t.
2. Ask your child to repeat. Can they 'jump-in' with the whole word?
3. Say the word in sounds followed by the whole word e.g. c-a-t, cat
4. Ask your child to repeat

## Fred Games throughout the day...

Shall we have some l-u-n-ch?

What would you like to p-l-ay?

Let's put on your c-oa-t.

Fred talk  
to read



# Learning to blend and segment

- Fred is not the only way we teach children to blend sounds.
- We use the letter cards and magnetic letters.
- This section of the lesson is called **Word Time**.

Assisted blending  
as soon as the first 5  
sounds are learnt!

Moving towards  
independent  
blending



# Spelling using Fred Fingers

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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.

For example, children identify how many sounds they can hear in the word. They then pinch their fingers to check they have the correct number of sounds, before writing them down.

d-o-g = 3 sounds

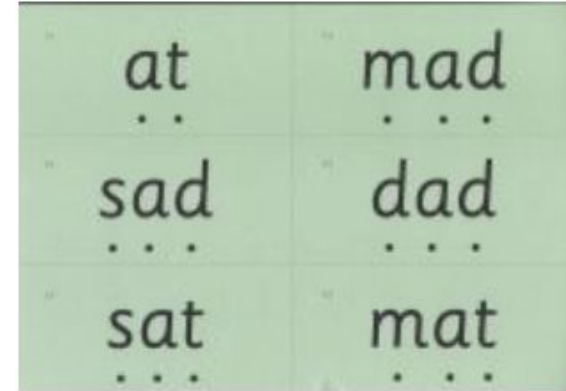
sh-o-p = 3 sounds

s-l-ee-p = 4 sounds

# Green and Red Words

'Green' words are phonetically decodable words.

They contain sounds the children will know.



The children also progress onto reading 'Red Words' - also known as tricky words. These are words that the children cannot read by identifying and blending the individual sounds. If they did, they would not make any sense, so they must learn to read them on sight.

I

This is Red Hat Rob.



said

"I will grab that cash box," he said.



# Letter rhymes

To help the children learn to write each sound we use a rhyme to help.

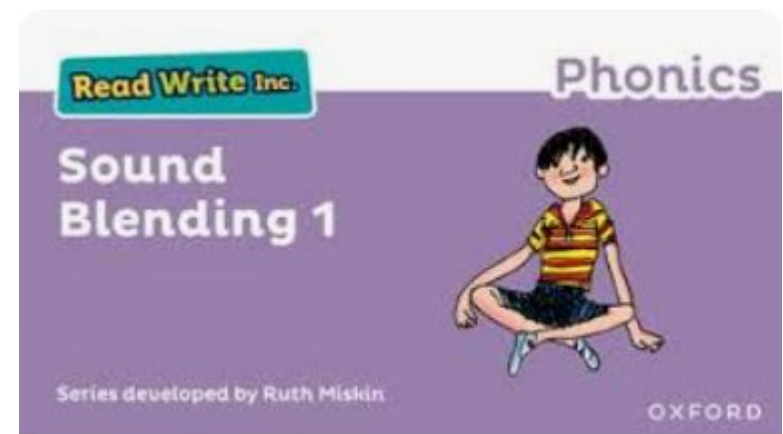
These link to the letter picture.



# Blending books

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Children are ready to start reading blending sounds in the Read Write Inc. phonics programme when they can blend sounds together independently to make words. This usually happens after they've learned the first five sounds and practiced oral blending.



# Ditties and Books

They will usually start reading 'Ditties', which are short texts involving the phonics being taught at the time and are shared read in class and then taken home to practise. When children are ready they progress onto the story books.



**Ditty 16: jam**

**Sound cards** - read the sounds that the letter makes

sh ck e t g a o i j m d n u  
s p


**Green Words** - read these words by blending the sounds together

dish tuck sick get pot jam in pan am

**Red Words** - read these words but tell your child the sound of the letters

I of

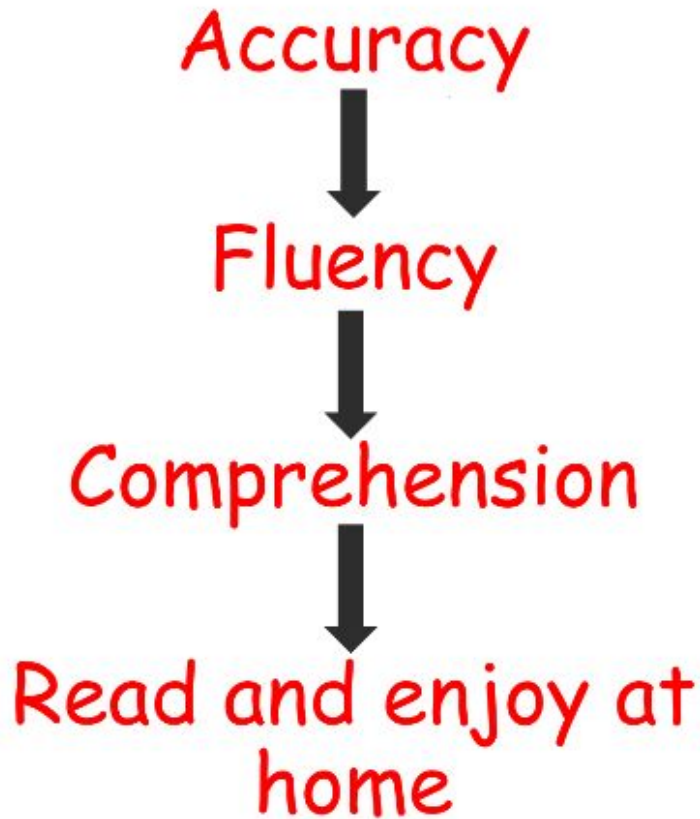
I get a pot of jam  
I get a dish of jam  
I get a pan of jam  
I tuck in  
I am sick



**Remember not to read the Ditty to your child first.**  
As your child reads the Ditty, be patient and give your child plenty of praise.

# 'Three with me, four at home'

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- As the children progress through the programme, they will move onto reading books that are inline with their phonics ability (some children may currently be on blending books or ditty sheets).
- Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension.

1. The first read focuses on reading every word accurately.
2. The second on reading the story more quickly.
3. The third read on comprehension - understanding what they read.

Then your child brings the **same book** home to read and enjoy with you again and again at home.

# 'Special Friends', 'Fred Talk'

1.6

ship

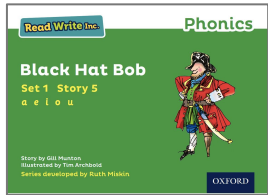
## Black Hat Bob

Black Hat Bob  
is on his ship.

This is his peg leg.



# Which books will children bring home?



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PLEASE RETURN ALL BOOKS AND RESPECT THEM AT HOME! They cost LOTS of money and we can not afford to replace them.

# Virtual Classroom films

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# How do I use the Virtual Classroom?

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1. Set aside 10 minutes to watch a film with your child each day.
2. Find a quiet space for your child to watch the film on a laptop or tablet.
3. Praise your child as they join in with the lesson - make it fun!

The more they practise using these films, the quicker they'll learn to read.



## What can I do?

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1. Use pure sounds rather than letter names.
2. Use Fred Talk to help your child to read and spell words.
3. Listen to your child read their Storybook every day.
4. Watch the Virtual Classroom films together.
5. Read stories to your child every day.

## Online resources available

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Ruth Miskin Parents' Page:

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

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Free e-books for home reading:

<http://www.oxfordowl.co.uk/Reading/>

# Any questions?

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