



Key Stage 1 are starting the Read, Write Inc (RWI) program to get children off to a flying start with their literacy. RWI is a method of learning centred round letter sounds and phonics, and we will use it to aid children in their reading and writing. For the first term (Autumn Term) we will be doing 20 minutes of RWI a day. After the Christmas Holidays and some comprehensive training from the writers and publishers of RWI your children will be doing an hour a day.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using RWI to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk (Fred is a toy frog that will be used in the sessions), Fred's Fingers are used to count words or sounds within a word
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

When using RWI to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk
- write simple sentences
- compose stories based on picture strips
- compose a range of stories based on writing frames.

Who is Read Write Inc. for?

The *Read Write Inc.* programme is for primary school children learning to read. It enables every child to become a confident and fluent reader at the first attempt. Every child who completes *Read Write Inc.* learns to read fluently and confidently.

Using this method:

- Children in the early years learn to read confidently and fluently.
- Older children with reading difficulties make fast progress.
- Children with specific learning difficulties learn to read.

The *Read Write Inc.* programme is also used with great success to support children of all ages who have been designated as dyslexic. The reading teacher is guided from the very beginning to help the children become confident and fluent readers (the first time they learn).

Why does it work?

- The systematic and lively programme is organised by an in-school manager
- All staff (teachers and assistants) are trained together by one of our trainers who has taught and managed the programme (no cascade training is used)
- The children read and write for an hour each day, grouped according to their reading level. (Two, 20-minute sessions for Reception children.)
- Children do not struggle because the work is too difficult or get bored because the work is too easy.
- A few children who need extra support to maintain progress work with a reading tutor (teaching assistant) for 10 minutes in the afternoons to ensure that they do not fall behind their peers.

How and what do the children learn?

Read, Write Inc uses **pure** sounds, ('mmm' not 'muh', 'sss' not 'suh', etc) so that your child will be able to blend the sounds into words more easily. We try to ensure that your child is making the sound properly hence the explanations next to each sound below.

These first sounds should all be stretched slightly. We try to avoid saying 'uh' after each one and call them stretchy sounds: eg 'mm' not 'muh', 'ss' not 'suh', 'ff' not 'fuh'. At school we use a character called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk', for example; d-o-g, c-a-t. Fred's Fingers are counting sounds in words or words in sentences.

m – mmmmmountain (keep lips pressed together hard)
s – ssssnake (keep teeth together and hiss – unvoiced)
n – nnnnnnet (keep tongue behind teeth)
f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
l – llllleg (keep pointed curled tongue behind teeth).
r – rrrrrrobot (say rrr as if you are growling)
v – vvvvvvulture (keep teeth on bottom lip and force air out gently)
z – zzzzzzig zzzzag (keep teeth together and make a buzzing sound)
th – thhhhank you (stick out tongue and breathe out sharply)
sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)
ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)
nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

These next sounds cannot be stretched. Make the sound as short as possible avoiding 'uh' at the end of the sound, we call them bouncy sounds:

t – (tick tongue behind the teeth – unvoiced)
p - (make distinctive p with lips – unvoiced)
k – (make sharp click at back of throat)
c - as above
h – (say h as you breathe sharply out – unvoiced)
ch - (make a short sneezing sound)
x – (say a sharp c and add s – unvoiced)
You will find it harder to avoid saying uh at the end of these sounds.
d – (tap tongue behind the teeth).
g – (make soft sound in throat).

b – (make a short, strong b with lips).
j – (push lips forward).
y – (keep edges of tongue against teeth).
w – (keep lips tightly pursed).
qu – (keep lips pursed as you say cw – unvoiced).

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).
e: e-e-e (release mouth slightly from a position).
i: i-i-i (make a sharp sound at the back of the throat – smile).
o: o-o-o (push out lips, make the mouth into o shape).
u: u-u-u (make a sound in the throat).

The long vowel sounds are all stretchy sounds

ay: ay may I play
ee: ee what do you see?
igh: fly high
ow: blow the snow
oo: loo 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

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order:

m a s d t l 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

The children are then taught **Set 2 Sounds** - the long vowels:

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

When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

a-e ai ea e i-e o-e oa u-e ew aw are ur er ow oi ire ear ure

The children will use this knowledge to read storybooks, write sentences and increase their confidence in literacy.

All our teachers and teaching assistants can show you how to pronounce these sounds. We hope that you will not hesitate to ask for any help. We are here for your child!

There is a lot of information on the internet about Read, Write Inc. The official website is:

<http://www.oup.com/oxed/primary/rwi/forparents/>

We are aiming to put up a display in the Key Stage One hall with information about Read, Write Inc. aimed at our parents and carers, feel free to take a look.

Thank you.