



Early Years and KS1 Read Write Inc (phonics)  
and Read with RIC (reading)

Miss Leather

Miss Roberts

# Jeanette Winterson

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

# Language Development

## Spanish



24 speech sounds

26 letters to make up those sounds

29 graphemes

## English



44 speech sounds

26 letters to make up those sounds

150+ graphemes

eg. 9 different ways to write 'or' !!!

## **Read Write Inc**

RWI is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. Children are regularly assessed and then grouped according to their stage not age, so classes will be mixed and taught by trained teachers and teaching assistants.

All children in KS1 and Year R have a daily Read Write Inc (RWI) phonics and reading session. Year R will start with 10 minutes a day learning the initial sounds. This will build up to 30 minutes and eventually 45 minutes.

RWI sessions:

- Read books with words that contain previous or new sounds taught.
- Learn to read words by sounding them out, as well as by sight to develop fluency.
- Read a RWI book at school at least three times before we send a copy home. Are a different colour to banded books.

Please read these books at least once at home. There are also questions at the back of the book which you can discuss the book with your child.

Some children will also have an additional phonics session in the afternoon.

# The Speed Sounds

## Simple Speed Sounds chart

Consonants: stretchy

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

Special friends...2 letters that make 1 sound

Consonants: bouncy

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

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
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# How do phonics help us to read?

Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “*c\_a\_t*.” Not **cat**.

We call this *Fred Talk*.



The importance of talk for writing

“What you can say today...you can  
write tomorrow”

Ruth Miskin



# Fred Talk

When reading a word we encourage children to follow three steps:

1. Identify the special friends.
2. Fred Talk.
3. Read the word.



Lets have a go!

m u d

Are there any special friends? NO

Fred Talk

Read the word

mud





# Learning to blend and segment with the sounds we know...

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

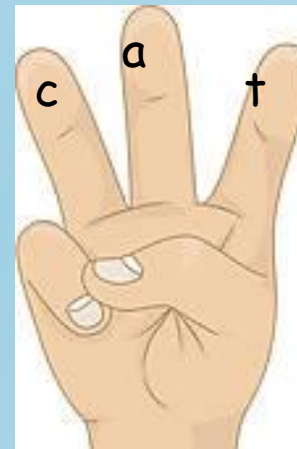
Moving towards  
independent  
blending



## Fred Fingers for spelling

\*Say the word and  
pinch on the sounds

Eyes for reading,  
fingers for spelling!



# Learning to blend and segment with the sounds we know...

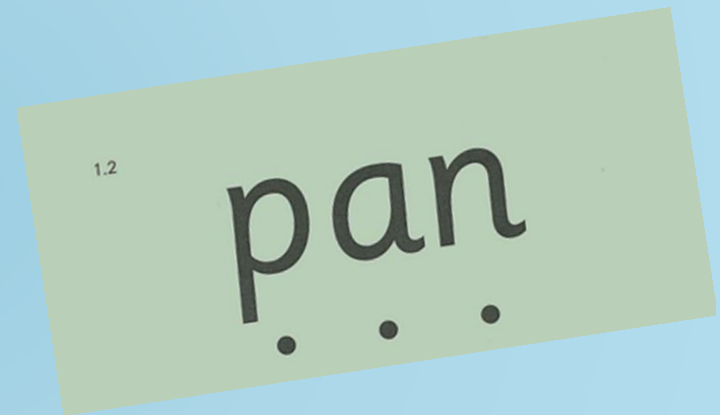
Green words – contain all the sounds we know

\*Fred talk

\*Fred in your head

\*No Fred talk

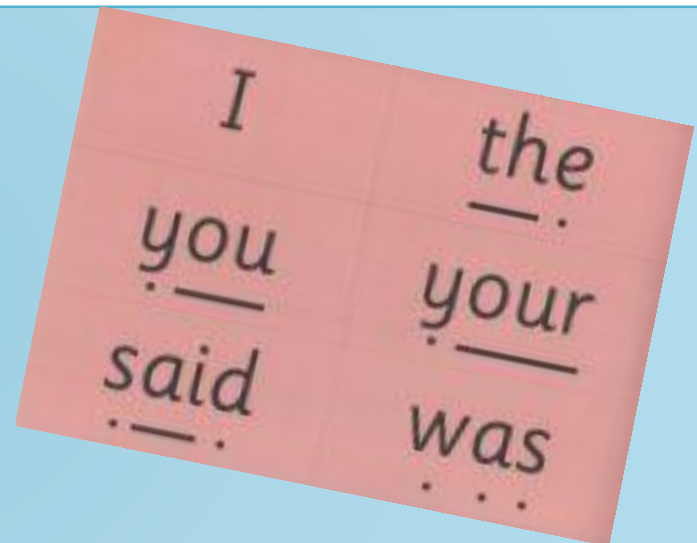
Alien words!



Red words

'If it's red it's hard to Fred'

Grotty grapheme!



# Assessment and Monitoring

All staff are Read Write Inc trained – differentiated groups across the school

Reading is a daily activity

The importance of 3 reads

1-accuracy

2-building fluency

3-expression, reading like a storyteller

Assessment is carried out by the RWI leader half termly, any individual concerns are raised

How to help your child read at home?

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## Reading stories at home

Read favourite stories over and over again

Read some stories at a higher level than they can read themselves.

Listen to them reading their take home Phonics storybooks.

Watch the RWI storytime at home video on their website for hints and tips.

### Have fun with Fred Talk!

*“What a tidy r-oo-m!”*

*“Where’s your c-oa-t?”*

*“Time for b-e-d!”*



### Practise pronouncing the sounds...

Remember no ‘fuh’ and ‘luh’!

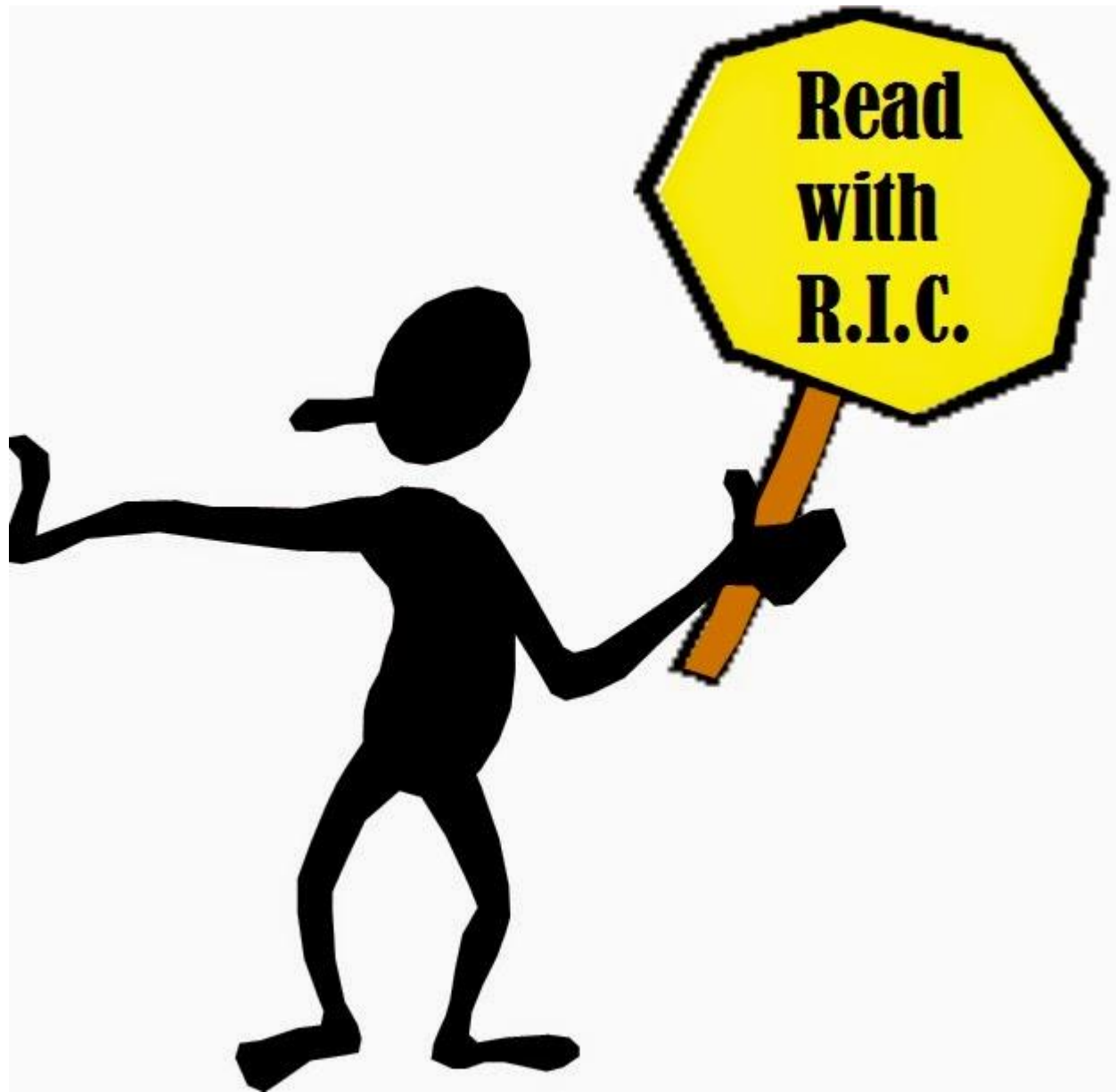


## Supporting our reading scheme

It is not a race through levels...there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and therefore understanding.



**Read  
with  
R.I.C.**

# Reading

At the beginning of Year R, the children will be sent home with wordless books.

This is the start of reading. Children should sit with their parents and talk about the pictures and answer questions about the book.

e.g. What colour is the dog?



# Reading

Miss Pain and Miss Hayes will read with the children regularly and assess their reading and move them to pink book band (books with cvc words) accordingly.

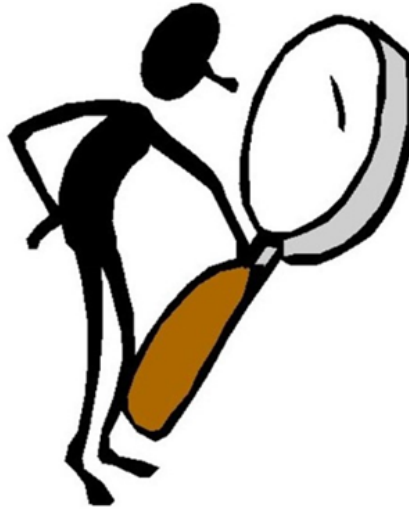
Regular reading and assessment will continue throughout the year. Your child will be moved through the book band levels when they are ready.

We aim for the children to be reading yellow or blue book banded colours by the end of Year R.

# Year R

Year R have three 15/20 minutes RIC Starter a week.

## **DECODE**

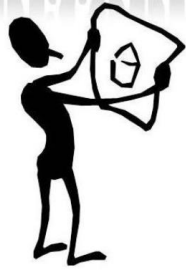


## **RETRIEVE**

- **Can you find information in the text?**
- **What do certain words mean? (Dictionary)**

**Look through the text carefully and highlight or underline the words which answer the questions.**

# DECODE



Decode -The children start their lesson with decoding. During decoding the children will read sounds they have learnt and words containing sounds they have learnt. They will identify special friends, Fred talk and read the word. Exactly the same as RWI.

Retrieve- Then the children will have a picture to discuss in pairs. Their teacher will ask them a retrieval question.

**Retrieve means the answer is in the picture, text or clip.**

Their teacher will model a sentence opener and encourage the children in pairs to answer the question using her sentence opener.

The teacher will share children's answers and support children to answer in full sentences.

She will then model writing the answer in a sentence.

The three sessions the children have completed will be displayed on the English working wall so children can continue to discuss the pictures with their peers.



# Reading with RIC



The children will discuss what they can see in the picture.

Ask a retrieve question – What animal is sitting on the log?

They will work with a partner to answer the question.

Miss Pain will then model and scaffold the children to answer the question verbally in a full sentence.



Throughout the day, the children will look at a picture and with support from the adults in the class will discuss what they can see, ask and answer questions as well as learn new vocabulary. This supports their communication, reading and writing development.