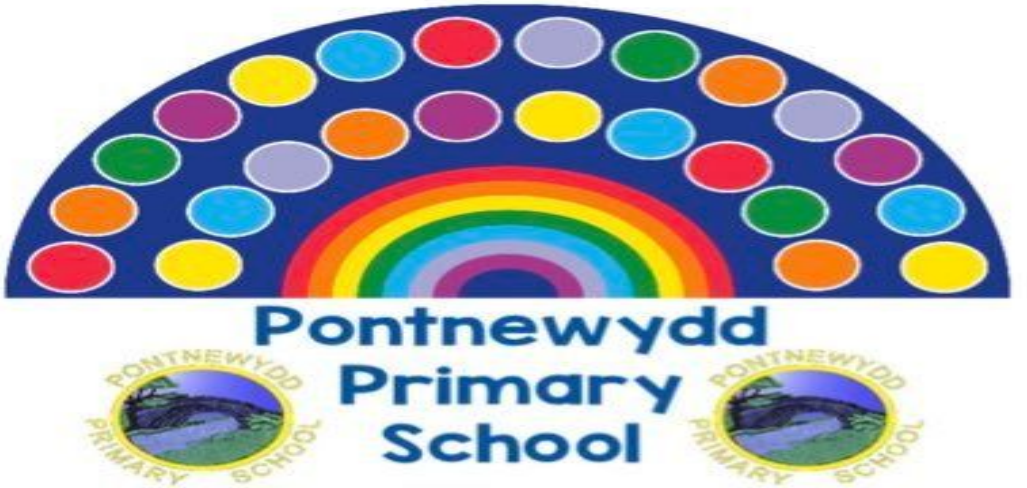


Foundation Phase - Read Write Inc. Parent information presentation 2022



READING IS THE GATEWAY SKILL THAT MAKES ALL OTHER LEARNING POSSIBLE

- BARACK OBAMA -

What is Read Write Inc?

The Read Write Inc. programme is for primary school children learning to read. It 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. It was developed by Ruth Miskin and more information on this can be found here:

How is it taught?

Children in the Foundation Phase have daily half hour phonics sessions.

- The children are taught the sounds in order.
- The sounds are grouped into three sets - set 1, set 2 and set 3.
- The children are continuously assessed on how many sounds they know, and if they can blend/ 'Fred talk'.
- The children are taught pure sounds. For example: ('m' not' muh', 's' not 'suh', etc)

Click the following link to take you to a video about pure sounds

How is it taught

Each sound is taught using a picture phrase to help them remember how to write it, and how it sounds.

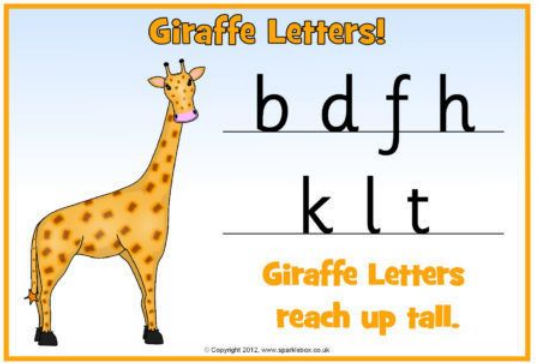


‘M m maisie mountain’.

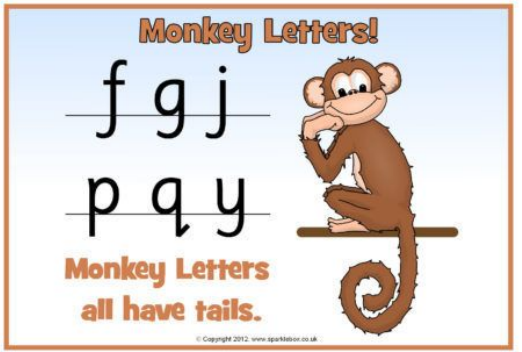


Read Write Inc is initially introduced in the Summer term of nursery. The children are taught a sound a day from Reception. Each time the children are introduced to a sound, they practise saying it, begin to link it to objects that begin with that sound (initial sound), if it is a single letter sound. For example - if the sound 'm' was being taught, then mountain, mug, mouse begins with 'm'.

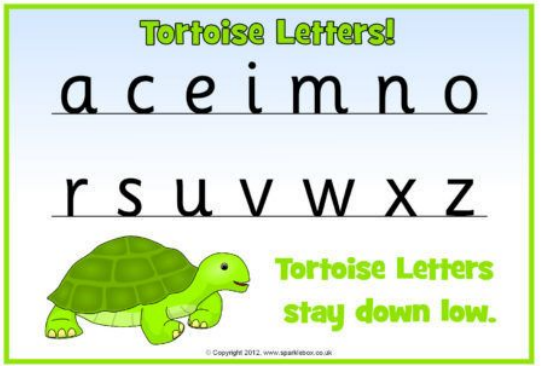
They then practise writing it, paying careful attention to it being a Monkey letter, giraffe letter, tortoise letter



Giraffe letters are tall and sit on the line



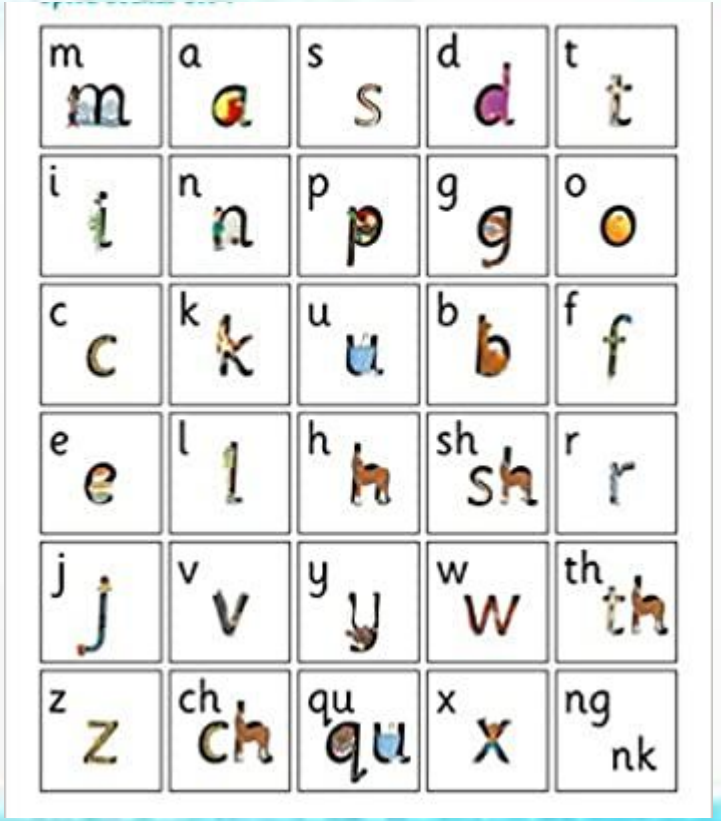
Monkey letters are fall underneath the line.



Tortoise letters are small and sit on the line.

Set 1 sounds

Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake.
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroo's body, tail and leg.
u	Down and under the umbrella, up to the top and down to the puddle.
b	Down the laces, over the toe and touch the heel.
f	Down the stem and draw the leaves.
e	Slice into the egg, go over the top, then under the egg.
l	Down the long leg.
h	Down the horse's head to the hooves and over his back.
sh	Slither down the snake, then down the horse's head to the hooves and over his back.

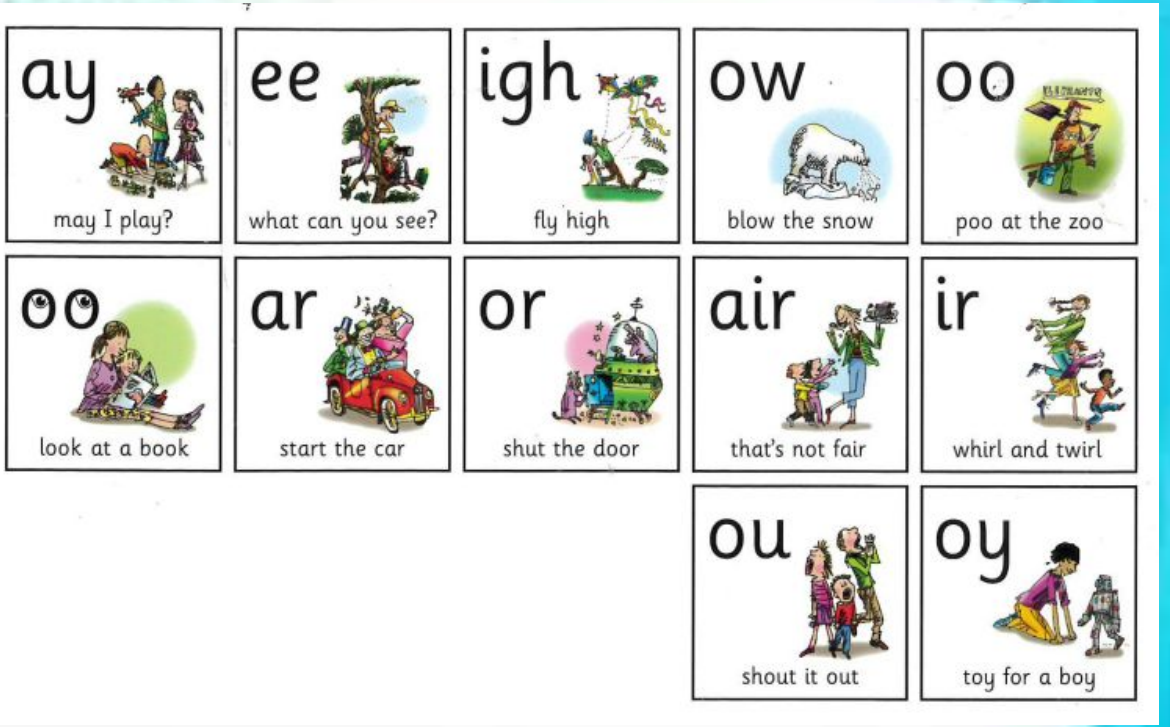


r	Down the robot's back, then up and curl.
j	Down his body, curl and dot.
v	Down his body, curl and dot.
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.

ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.
qu	Round the queen's head, up to her crown, down her hair and curl.
x	Cross down the arm and leg and cross the other way.
ng	A thing on a string.
nk	I think I stink.

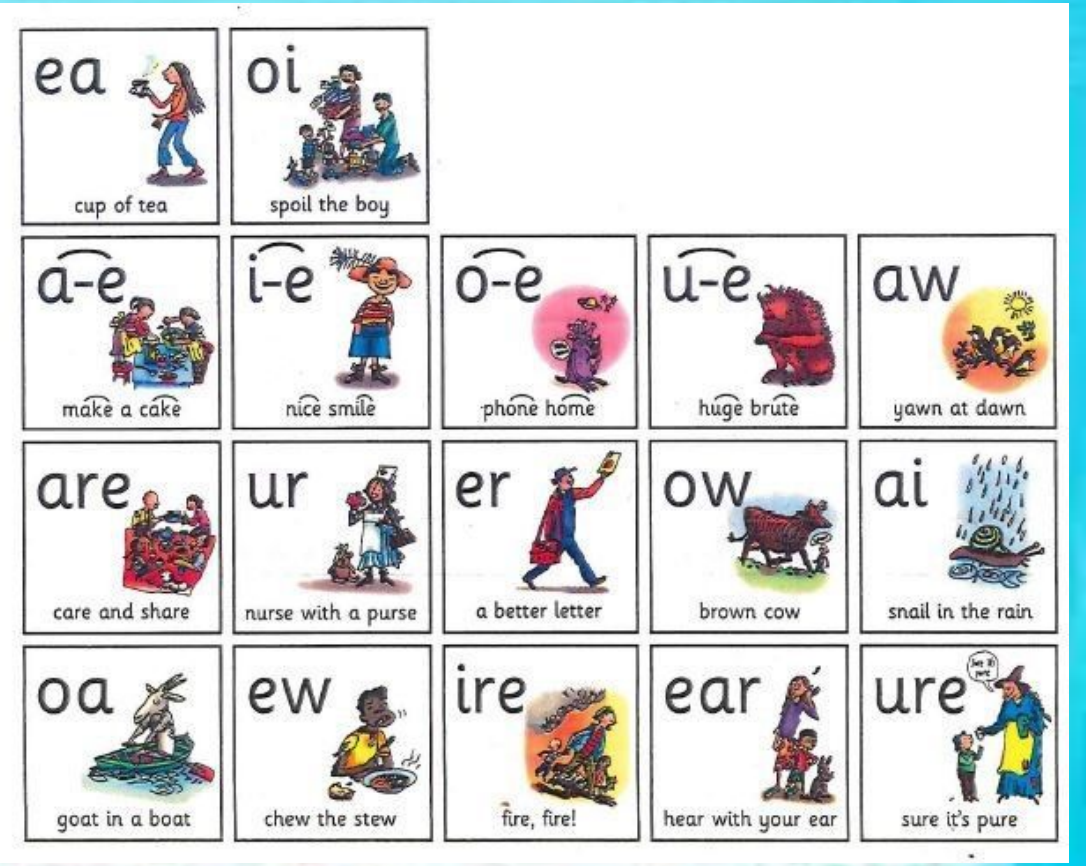
Set 2 sounds

ay: m<u>ay</u> I pl<u>ay</u>
ee: what can you s<u>ee</u>
igh: fly h<u>igh</u>
ow: bl<u>ow</u> the sn<u>ow</u>
oo: p<u>oo</u> at the z<u>oo</u>
oo: l<u>oo</u>k at a b<u>oo</u>k
ar: st<u>ar</u>t the c<u>ar</u>
or: shut the d<u>oor</u>
air: that's not f<u>air</u>
ir: wh<u>ir</u>l and tw<u>ir</u>l
ou: sh<u>ou</u>t it <u>ou</u>t
oy: toy for a b<u>oy</u>



Set 3 sounds

Sound	Rhyme
ae	Cup of tea
oi	Spoil the boy
a-e	Make a cake
i-e	Nice smile
o-e	Phone home
u-e	Huge brute
aw	Yawn at dawn
are	Care and share
ur	Nurse with a purse
er	A better letter
ow	Brown cow
ai	Snail in the rain
oa	Goat in a boat
ew	Chew and stew
ire	Fire fire
ear	Hear with your ear
ure	Sure it's pure





Did you notice?

- Some sounds are made up of one letter. For example, ‘m’ ‘s’, ‘d’ in set 1
- Some sounds are made up of two or three letters. For example ‘sh’ and ‘ch’ in set 1 and ‘igh’ in set 2. Theses sounds are called ‘special friends’ - two/ three letters, 1 sound!
- Some sounds are split. For example a-e in the word ‘same’. The are called ‘naughty friends’ because the letters are split up but make only 1 sound.



Word time Lessons

As soon as children have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading whole sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.

Meet Fred - he only speaks in sounds!



Fred the frog helps the children to read. He speaks like this ...

'F.r.e.d. w.e.n.t to . a. sh.o.p'

In word time sessions, the children practise blending sounds together to read a word by talking like Fred.

Did you notice - Fred did not sound out the word 'to' in the sentence above? This is because it is a red word - more on this later.

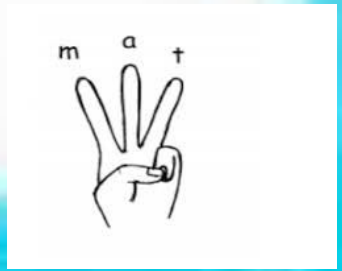
Spelling with your Fred Fingers.

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.

Click on the following link for more information on spelling with Fred Fingers

https://www.youtube.com/watch?v=absSgYIPCns





Word time lessons

Set 1 Sound	Example Green Words
m	
a	
s	
d	
t	at, mat, sad, mad,dad, sat
i	
n	
p	
g	
o	In, on,it, on, and, pin, pat, got, dog,sit, tip, pan,gap, dig, top
c	
k	
u	
b	**Bed, met, get, bin, can, cot, cat, kit, mud, up, cup, bad**
f	
e	

l	
h	
sh	Fan, fun, fat, lip, log,let, had, hit, hen, ship, shop, fish.
r	
j	
v	
y	
w	Red, run, rat, jog, jet, jam, vet, yap, yes, yet, yum, win, web,wish, wet
th	Thing, thin
z	
ch	Chip, chop, champ
qu	quest
x	
ng	Thing, string, king, ring
nk	Stink, think, sink, link

Word time lessons

Set 2	Sound	Example Green Words
	ay	Did, say, play, tray,
	ee	See, feel, need, sleep, three
	igh	Night, flight, fright, high
	ow	Show, blow, snow, flow
	oo oo	Zoom, food, moon, cool Look, book, hood, good
	ar	Star, bar, car, start, cart
	or	Sort, worn, short, horse
	air	Fair, hair, stair, chair
	ir	Whirl, twirl, shirt, skirt
	ou	Mouth, found, shout, loud
	oy	Toy, boy, employ, joy.

Word time lessons

Set 3	Sound	Example Green Words
	a-e	Make, cake, flake, bake
	ea	Neat, real, clean, please
	i-e	Hide, shine, white, nice
	o-e	Home, phone, bone, spoke
	ue	Time, rude, june, perfume
	aw	Saw, law, raw, straw
	are	Bare, spare, scare, flare
	ur	Burn, turn, hurl, burp, lurk
	ow	Howl, down, brown, frown
	oi	Join, coin, voice, choice
	ai	Paint, train, vain, pain
	e	He, she, we, be, me
	oa	Coat, float, boat, throat
	ew	Flew, blew, crew, new
	er	Over, weather, never
	ire	Spire, conspire, hire, fire
	ear	Fear, dear, gear, spear
	ure	Picture, mixture, adventure

Red words

Red words – exceptions which don't follow the rules we have taught children about letters making particular sounds (you can't Fred a red), sometimes called 'high frequency words'

Red Word Lists

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Red Words Set 3				
does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

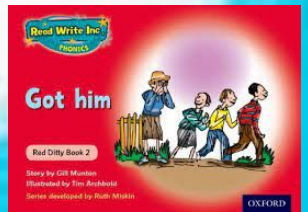
Red Words Set 4				
they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Storybook Lessons

The next stage of the Read Write Inc scheme is for children to read storybooks that are closely matched to their developing phonic knowledge. The storybooks consists of green words linked to the sounds they have been learning, red word (words that are not decodable) and challenge words to extend children's vocabulary. After children have practiced these words individually they are prepared to see them in context in the story. Activities such as comprehension questions, partner discussion and writing activities based on the book follow. 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 the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar.

Click on the following link to take you to the Oxford owl, where you can access free ebooks, and information on learning to read with Read Write Inc

https://home.oxfordowl.co.uk/reading/





Reading changes everything

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

And I mean everything.

Jeanette Winterson

How can you help your child?

Practise saying the ‘pure’ sounds’ with your child.

Play a game of ‘what does this object begin with’?

Practise writing the sounds with your child.

Talk, talk and talk some more!

Read, read and read some more! - make storytime part of your child’s daily routines. Ask questions; talk about the characters and the plot.

Have fun with Fred talking at home

"What a tidy r-oo-m!"
"Where's your c-oa-t?"
"Time for b-e-d!"

back, head, tum, leg, hand, foot, knee
coat, hat, scarf, zip, sock, glove
run, walk, skip, hop, fast, slow, stop, shop
red, blue, green, black,
knife, fork, spoon, plate, bowl, pan
bread, cheese, meat, soup, jam, cake



and ...

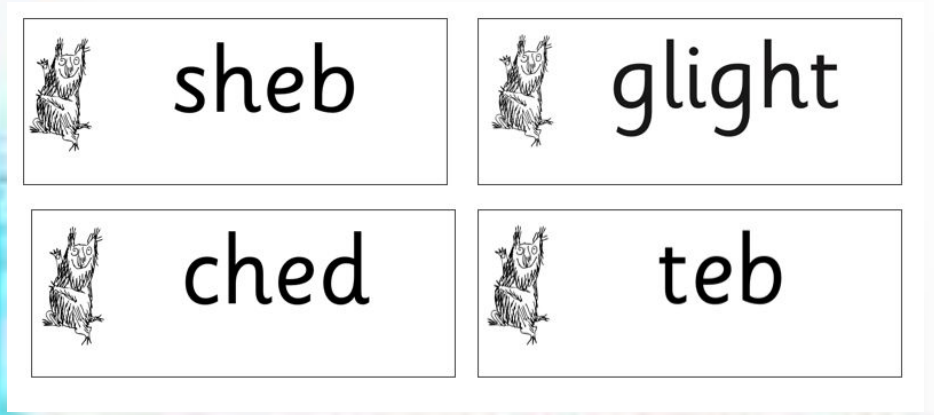
Have even more fun with Fred talking at home ...

Talk like Fred game …

You will need a timer to time 30 seconds, or use the following link to take you to an online timer https://www.youtube.com/watch?v=rbfC3ewHKhg. Take it in turns with your grown up, to ask each other to get you a list of items from around the house. You can only say the objects like Fred, so you will have to sound out words (Fred talk). For example: 'Can you get me a p-e-n, p-a-p-er, a-pp-le, b-i-n and a b-l-o-ck please? You will have 30 seconds to remember and bring back all the things in the list.



Have fun with Fred talking at home by using the sounds your child knows and making up ‘nonsense words for them to ‘Fred talk’.





Play roll and read!

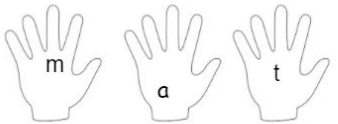
Roll & Read!

•	mat	gap	bag	pan	rat
• •	pan	tap	wag	sat	ram
• •	hat	wax	rag	bat	sap
• • • •	bat	sad	bag	pan	rap
• • • •	man	gas	bad	tab	wag
• • • • • •	fat	wag	bag	hat	gas





Write some simple green words for your child to Fred talk, (Ideas: mat, bat, cat, sat, bin, tin, frog, spin,shop, dot, pot, mop). To help your child to Fred talk each sound, they could use a water pistol to squirt each letter as they sound them out. This could be done with single sounds, too



Draw around your hand and write sounds to make simple green words, or single sounds, and stick them on the wall. Hi-5 each sound as you say it, or fred talk to make a word.



How can you help your child?



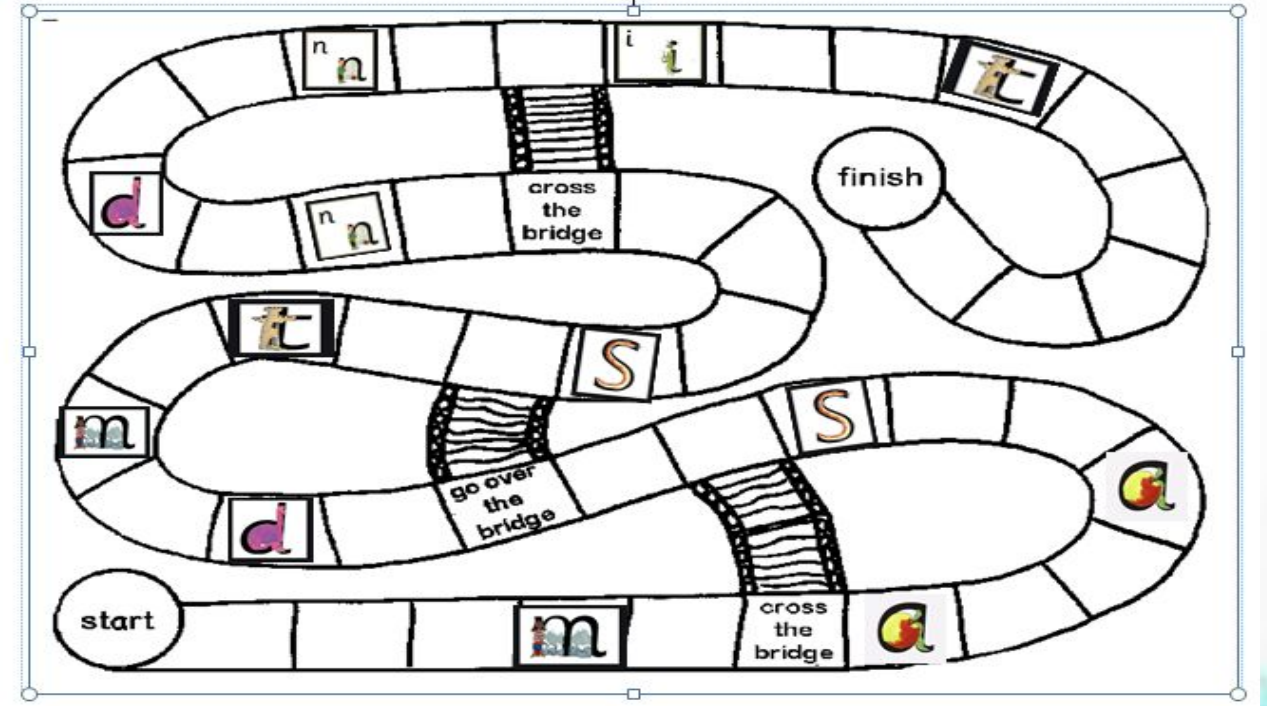
If you have some, fill up water balloons and carefully write sounds/ words on them, either special friend sounds, single sounds, or red words (sight words). Have fun popping the water balloons as you say the sounds/sight words.



Stick small rectangles of paper (with sounds written on them) onto building blocks. Your child can use these to make your child's name. You could ask them to build a tower by giving them instructions of what sound brick to use. For example, 'The first brick in your tower should have the sound a on it ...' You could make this into a fun game by using a timer to see how tall they can build it in 30 seconds or a minute. Another idea, is to say a red (sight word - words that cannot be Fred talked), or simple green words, and ask your child to find the bricks with each sound on to make the word.



Make your own board game.



Writing prompts

Use pictures or toys at home to prompt your child to write a sentence or to help build their talking skills (oracy).



Sentence writing.

The frog on the log.





Use the count/ line method to help your child write a sentence:

1. Help your child think about what they want to write.
2. Say the sentence out loud a few times, in different voices, or they can clap and stomp as they say it.
3. Say the sentence out loud and count the number of words in the sentence using their fingers.
4. Draw the same amount of small lines on their paper as there are words in their sentence (see pictures to the left).
5. Repeat the sentence as they write the words - 1 word on each line.

Sentence writing

Write a sentence by using objects found around the home and individual pieces of paper to write each word.



Read Write Inc.

D.i.o.l.c.h!

