Read Write Inc. Workshop 1



Welcome!

Help yourself to refreshments ☺

Pinner Wood School

Plan of Action

Session 1: What is RWI, why do we use it, how does it work, the resources, the language, speed sound and word time lesson

Session 2: Set 2 and 3 sounds, word time, the books, comprehension and writing

Session 3: Using RWI at home, Phonics Screening Check, questions



What is Rwi?

- Ruth Miskin created the Read Write Inc. phonics programme in 2002.
- It is a systematic approach which builds confidence, fluency and a love of reading

Ruth Miskin Training

Why do we use RWI at PW?

- Progress from Reception to Year 2, with high phonics results in Year 1 Phonics Screening check
- Children's confidence levels
- Assessments address the gaps in children's learning
- Groups are flexible with assessments every 6 weeks
- Pictures, rhymes and Fred the frog hooks the children
- Ofsted – praise Rwi's use of decodable books, supporting the slowest children and building a reading culture

How does it work?

Group	
Set 1 Sounds Group A	
Set 1 Sounds Group B	
Set 1 Sounds Group C	
Ditties PCM	
Red Ditty Books	
Green	
Purple	
Pink	

1A: Learning the sounds
1B: Know some sounds, learning to blend
1C: Blending with all set 1 sounds
Ditties: Reading short sentences in a story – set 1 special friends
Green: Story books – special friends
Purple: Learn Set 2 sounds
Pink: Learn and secure with Set 2 sounds, begin Set 3
Red: Set 3 sounds – learn all the Set 3 sounds

Orange	
Yellow	
Blue	
Grey	

Orange: Secure knowledge of Set 3 sounds
Yellow: Practice Set 3 sounds
Blue: Fluency
Grey: Reading longer words, fluency and reading speed

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How does it work?

Group	
Set 1 Sounds Group A	
Set 1 Sounds Group B	
Set 1 Sounds Group C	
Ditties PCM	
Red Ditty Books	
Green	
Purple	
Pink	
Orange	
Yellow	
Blue	
Grey	

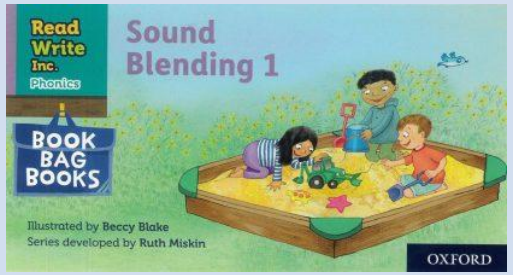
	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

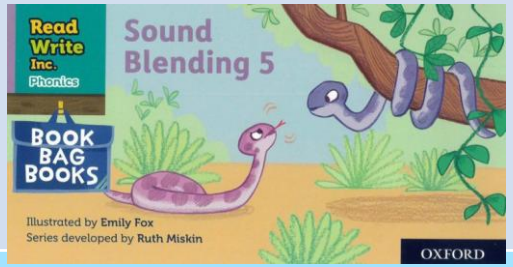
Don't panic!

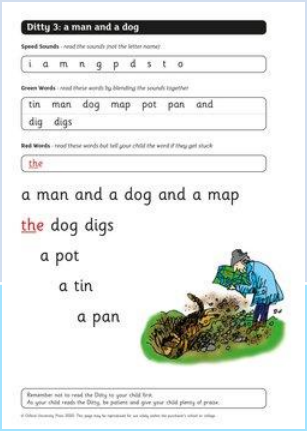
- Large number of sounds
- Reading speed (Fred in your head)
- Reading vs writing
- Teachers target chn who have stayed in a group

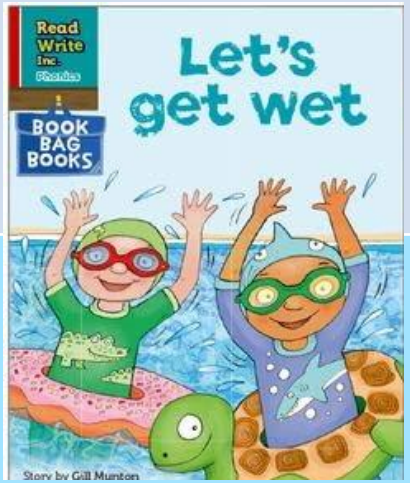
How does it work?

Set 1 A	Set 1 B	Set 1 C	Ditties	Red
Lilac books	Sound blending 1-4	Sound blending 5-10 (special friends)	Ditty sheets	Red story books (comprehension)









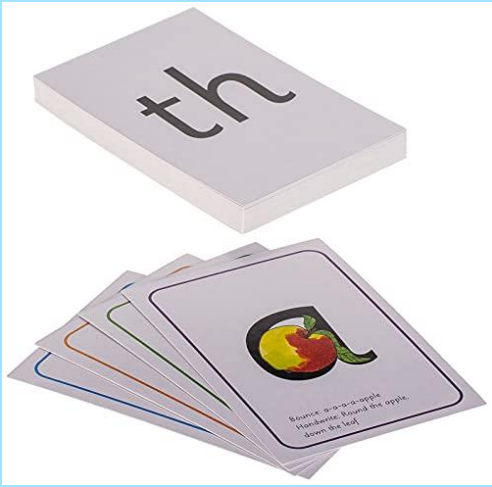


3 reads

1. Reading to sound out
2. Reading for fluency
3. Reading with your storyteller voice

The Resources







I	the
you	your
said	was

at	mad
sad	dad
sat	mat







sair	nair
gair	yair
zair	plair

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Sounds

Consonants: *stretchy*

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

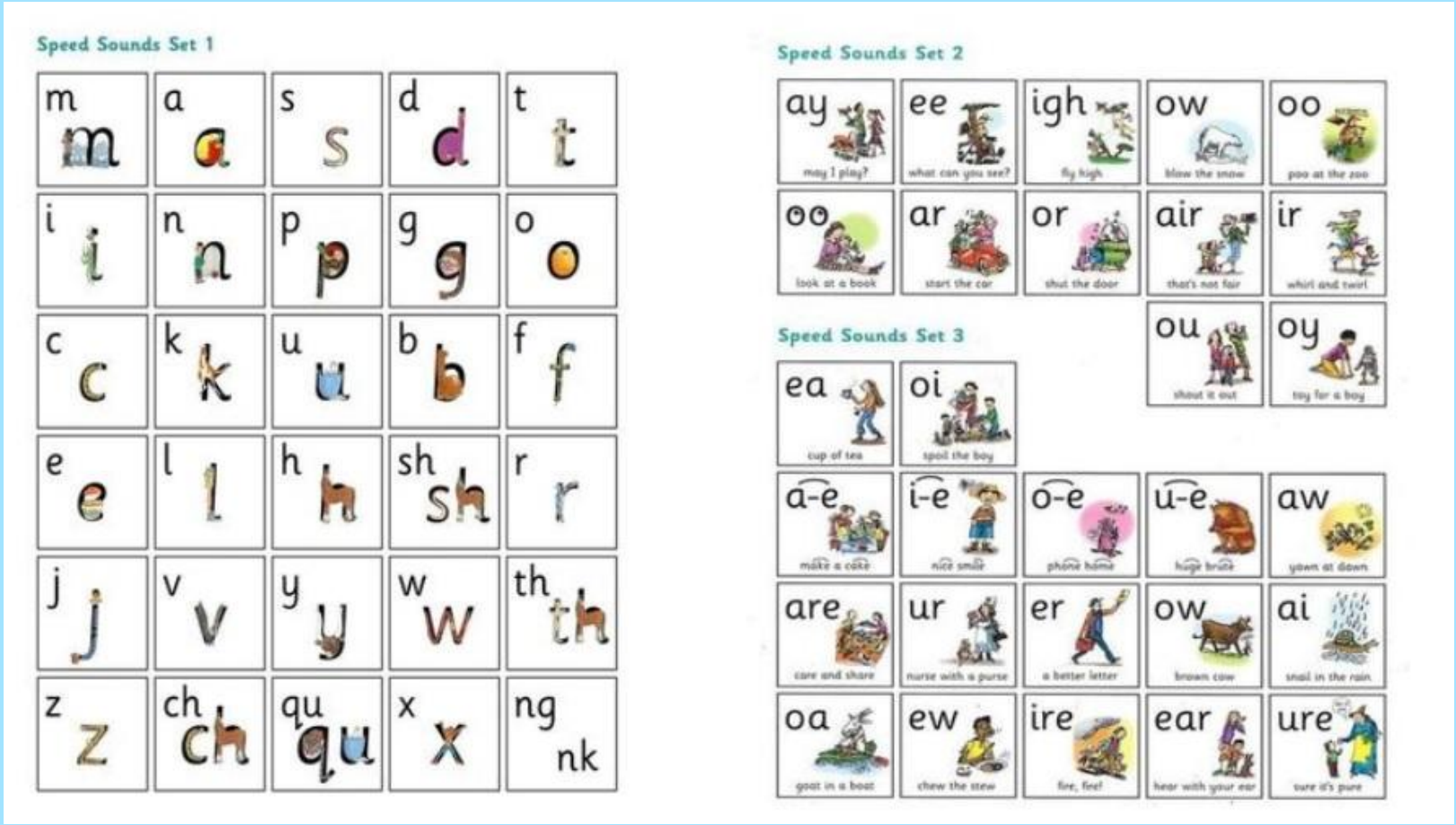
Consonants: *bouncy*

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

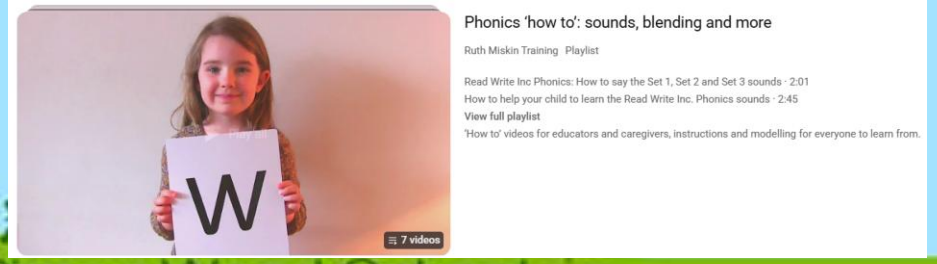
Vowels

a	e ea	i	o	u	ay a–e ai	ee y ea e	igh i–e ie i y	ow o–e oa o

oo u–e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure



[Read Write Inc Phonics: How to say the Set 1, Set 2 and Set 3 sounds]

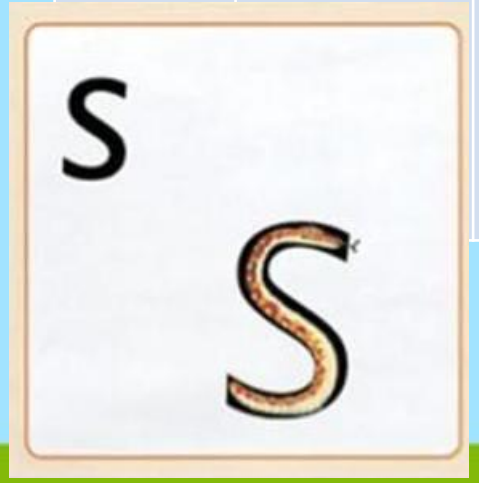




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Speed Sounds lesson:

Say the sound			Read		Review	Write		Fred talk (oral)
1. Say the sound e.g. s	2. Stretchy or bouncy e.g. sssssss	3. Picture cards e.g. sssssun Sssssnake ssssspider	4. Draw picture and sound e.g. snake, s	5. Catch you out by flipping the card e.g. snake, s	6. Spot the sound in learnt pack e.g. m a s d t	7. Draw over the picture with rhyme e.g. "slither down the snake"	8. Draw the sound e.g. s	9. CVC words e.g. s-a-d S-a-t



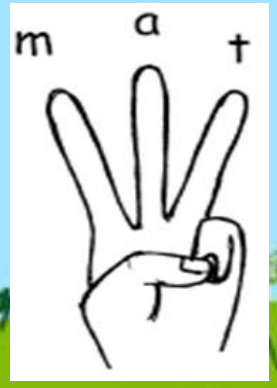


Speed Sounds lesson: Blending

Learning to blend			Blending independently			
1. Fred talk blending e.g. s-a-t	2. Blending with sound cards e.g. s-a-t	3. Blending with magnetic boards	1. Green words e.g. "Special friends, Fred talk, Read the word"	2. Review the words – Fred in your head	3. Review the words – Speedy reading	4. Alien words using same structure e.g. "Special friends, Fred talk, Read the word"



For spelling: Use Fred fingers



The Language

- Magnet eyes on me
- My turn, your turn
- Say the sound
- Special friends, Fred talk, read the word
- Fred talk, read the word
- Special Friends
- Blend the sounds
- Hold a sentence
- Alien words



Hope that was helpful! Any questions?

