



Read Write Inc & reading Information for Parents

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

Jeanette Winterson



Our pledge

- To ignite a love of reading for all children
- To ensure effective and robust phonics teaching
- To support children to learn to read effectively
- Reading success for all children
- To become confident at decoding
- To build proficient comprehension skills
- Competent and fluent readers right from the start
- To developing a wide vocabulary
- To be familiar with the structure of the lessons
- To develop a wealth of reading strategies
- To develop writing words and sentences



Why reading is crucial in Early Childhood

- Improves language and vocabulary skills.
- Encourages imagination and creativity.
- Builds concentration and discipline.
- Helps children understand the world around them.

Cognitive development through reading

- Enhances critical thinking and problem-solving skills.
- Develops comprehension and memory skills.
- Supports academic success across all subjects.
- Stimulates brain development, especially in young children.

Emotional and Social Growth

- Helps children empathise with others by seeing things from different perspectives.
- Builds emotional resilience through exposure to different emotions and situations.
- Strengthens parent-child bonds through shared reading experiences.

Academic performance

- Early readers are more likely to excel academically.
- Strong reading skills lead to better performance in other subjects like maths and science.
- Encourages lifelong learning and curiosity.



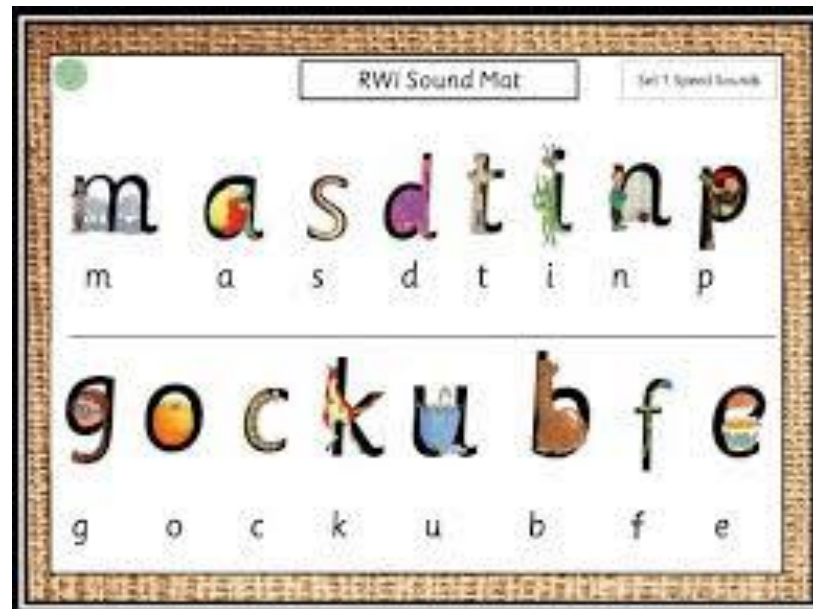


Where we start



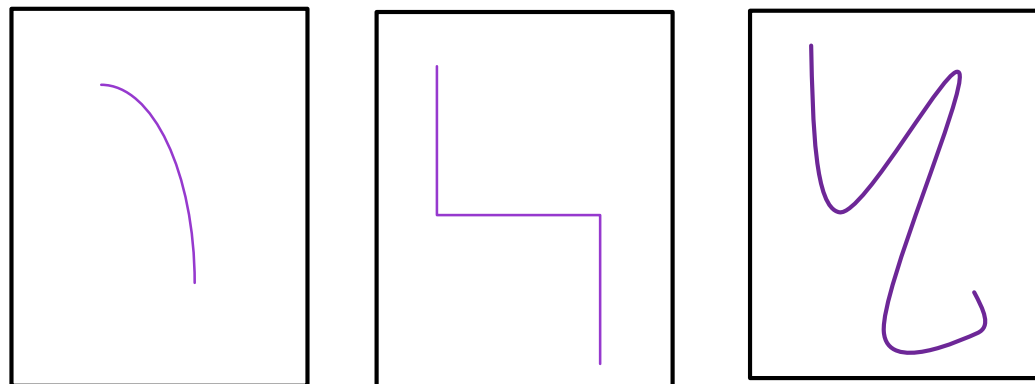
What is Phonics?

- Learning to hear and read sounds.
- Breaking words into sections to blend.

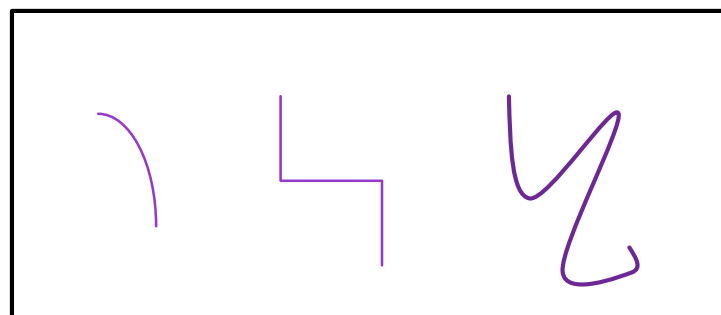


Learning to read is tricky

Sounds



Words



44 sounds



abcdefghijklmnopqrstuvwxyz

26 letters represent the sounds



150 different ways to spell the 44 sounds

Why



phonics?

- A complete phonics programme - systematic and structured.
- Meets the demands of the EYFS framework and National Curriculum.
- One-to-one tutoring for children needing support
- Storybooks align with the sounds taught in lessons.

Read Write Inc. Phonics is for

- EYFS (Nursery and Reception)
- KS1
- Older children who need to 'catch-up'
- Children new to English

Let's look at the process

Systematic approach to learning to read



Sounds



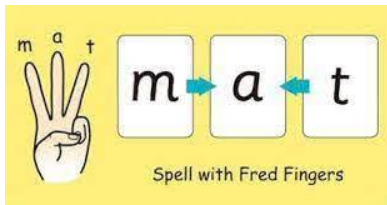
Blending



Reading sentences



Vocabulary

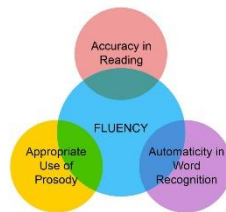


Spelling



Accuracy

Components of Reading Fluency



Fluency



Comprehension



Writing

The simple code - Set 1 and 2 Sounds

Set 1 sounds

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
bb	k	ck	ch									

Vowel sounds – bouncy

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

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Set 2 & 3 sounds

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		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

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

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

Speed Sounds Set 1

m	a	s	d	t	i	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

Blending - reading



+



=

sat

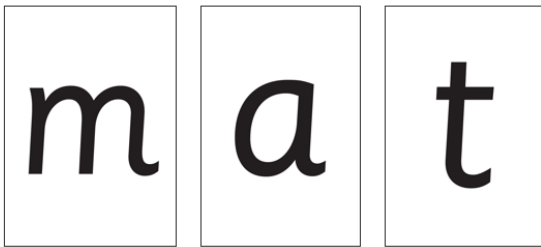
Sounds

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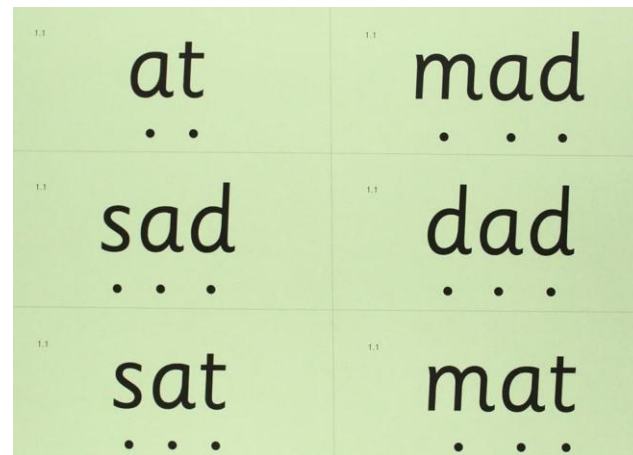
blending

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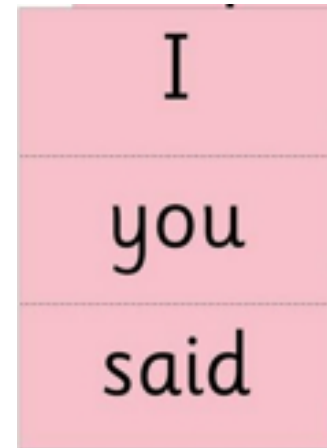
word reading



mat



Green words



Red words

Segmenting - spelling



m a t

mat

Spell with Fred Finger

A yellow rectangular box containing a hand with three fingers extended, labeled 'm', 'a', and 't' above the fingers. To the right, three white boxes contain the letters 'm', 'a', and 't' in sequence, with blue arrows pointing from 'm' to 'a' and from 't' to 'a'. Below the boxes is the text 'Spell with Fred Finger'.























m - a - t



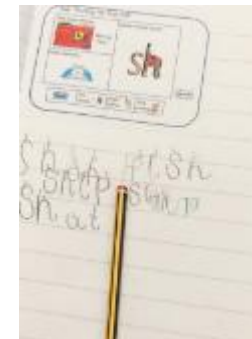
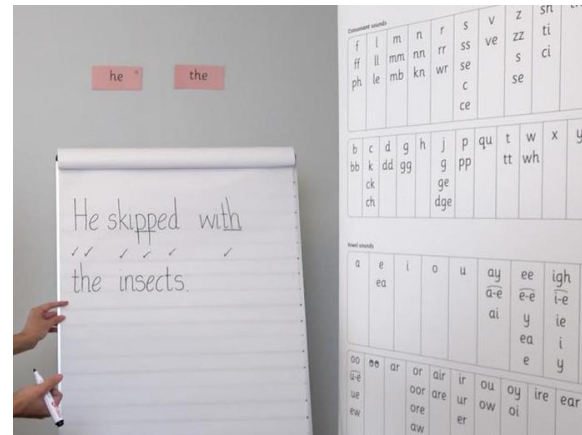
Writing



Rhymes for letter formation - taken from Read Write Inc.

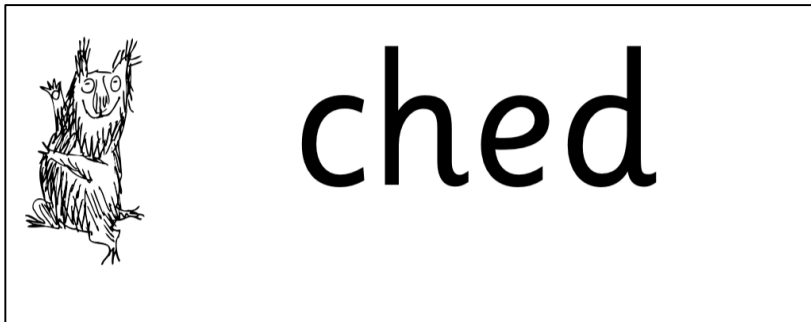
a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

- Handwriting
- Hold a sentence
- Build a sentence
- Proof reading and editing



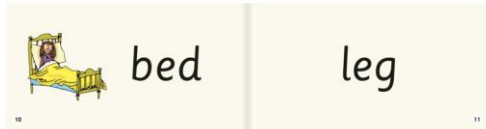
Assessment

- Nonsense words are words that don't make sense but use the sounds that have been taught.
- They are used as an assessment in every lesson



Reading books

Sound blending books



Taught books Red to Grey



Fluency



Sentence
reading



Comprehension



Expression

Ditty sheets



Book Bag books Red to Grey



What do we send home



Sounds

RWI taught book - matched to ability

Blending books - Set C

RWI corresponding Book Bag Book

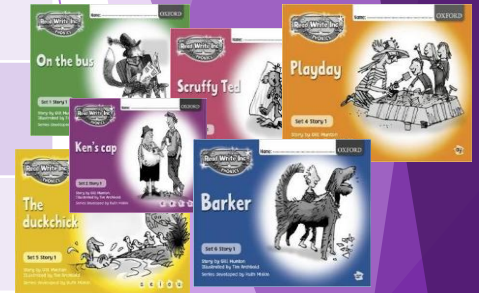
Red words matched to reading group

Ditty sheets - Ditty group

Additional text for reading for pleasure

2 parent workshops a year

My Key Words	
a	above
about	at
all	an
and	are
as	asked
at	back
be	big
but	by
called	came
can	children
came	could
dad	day
do	don't
like	little
look	made
me	me
had	mean
my	not
now	of
up	very
was	we
we	were
what	with
you	see



Ditty 1: Jam

Write the words in the boxes.

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


Draw 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 rest of the story

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 story to your child!
You can read with the story to your child and give your child plenty of praise.

Attendance

- Every moment in school counts.



Interventions

- One-to-one tutoring for any child needing support
- Pinny time
- Focus groups and targeted readers



Life after RWI

Literacy and language group	Continuing the reading journey using the RWI comprehension materials Reading book - our school Bridging Books - - banded books matched to the children's reading ability.
KS2	Guided reading is taught explicitly. Continue to read the school's Bridging Books - banded books matched to the children's ability until they have the fluency and comprehension skills to be independent readers.
KS2 independent readers	Children can access books from their class library or bring books from home. Reading and reading material is monitored in class.

Guiding reading

KS1 Year 1 & 2

VIPERS title	Content domain description
Vocabulary	draw on knowledge of vocabulary to understand texts
Infer	make inferences from the text
Predict	predict what might happen on the basis of what has been read so far
Explain	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
Retrieve	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
Sequence	identify and explain the sequence of events in texts

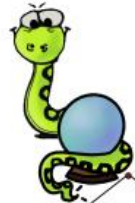
Vocabulary



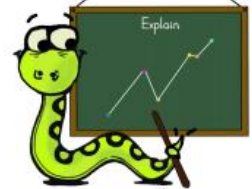
Infer



Predict



Explain



Retrieve



Sequence



Reading for Pleasure

***"A book is a dream that you hold in your hands."
— Neil Gaiman***



How can you help?

- Foster a positive attitude to reading
- Read favourite stories over and over again
- Read some stories at a higher level than they can read themselves.
- Make time for hearing your child read
- Have fun with Fred Talk
- Talk about stories, explain meanings of words and ask questions
- Write in your child's Reading Comment book



*"Children are made readers on the laps of their parents."
– Emilie Buchwald*



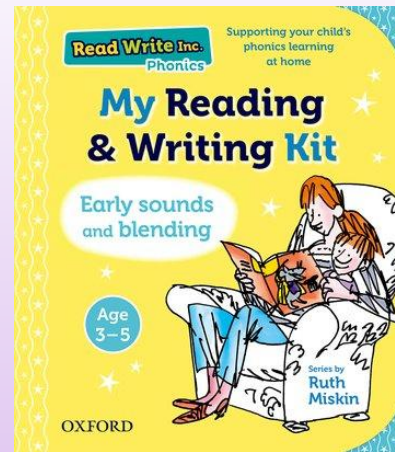
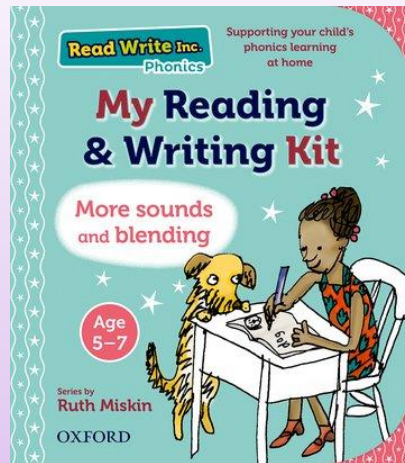
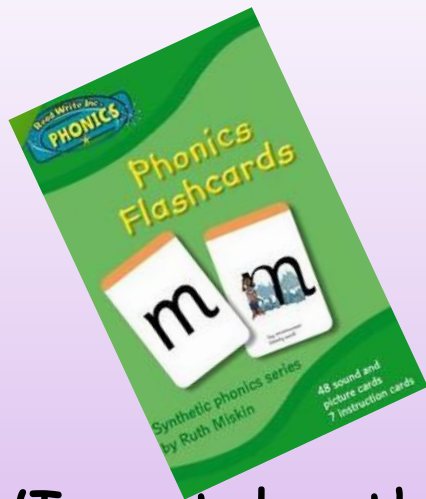
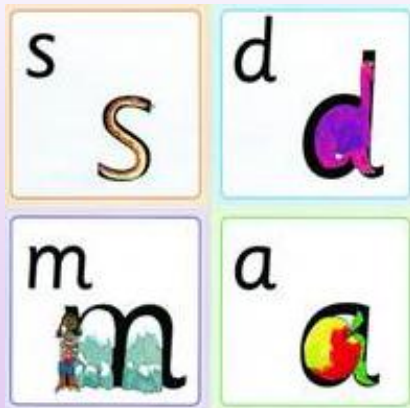
Ways to encourage reading

- ▶ *Use reading apps or interactive books.*
- ▶ *Visit the library or a bookstore together.*
- ▶ *Create a reading nook or special space at home.*
- ▶ *Audio books.*
- ▶ *Encourage your child to write and illustrate their own stories.*
- ▶ *Read to your child.*
- ▶ *Let your child see you read.*

Overcoming reading struggles

- ▶ *Be patient: Every child learns at their own pace.*
- ▶ *Choose books at the right level: Make sure they aren't too easy or difficult.*
- ▶ *Encourage without pressure: Let reading be enjoyable, not a chore.*
- ▶ *Seek help when needed: Consult with teachers if your child is struggling.*

Resources for families



Coming soon: RWI portal pathways



Ruth Miskin Parents' Page:

<http://www.ruthmiskin.com/en/parents/> Ruth Miskin

Facebook:

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

Free e-books for home reading:

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

Key take-aways

Daily phonics lessons build strong foundations in reading and writing.

Blending and segmenting are essential skills taught through engaging routines.

Children progress through **structured reading materials** matched to their phonics level.

We nurture a **love of reading** through guided reading, reading for pleasure, and daily story time.

Attendance and punctuality are vital - every day counts!

We offer **targeted support** to ensure every child can succeed.

You play a key role - reading at home, sharing stories, and modelling a love of books helps your child thrive.

The more that you **read**, the more things you will **know**. The more that you **learn**, the more **places you'll go!**

Dr. Seuss

Q&A