

## **What is RWI Phonics?**

Read Write Inc. is a government backed phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables children to achieve high levels of reading success. At Holsworthy C of E Primary School we believe that reading is the key to all learning and we are fully committed to making sure that every child is a reader by the end of KS1.



## **Who Teaches RWI Phonics?**

We have a dedicated team of practitioners who all receive regular professional training and coaching to ensure their teaching is as good as it can be. They are passionate about the children achieving reading success. The scheme is overseen by the RWI leader, who monitors RWI sessions and children's progress to ensure that all teaching is high quality and that children are making good progress.

## **How does RWI ensure success?**

Each child is carefully assessed and placed into a RWI group based their phonics sound knowledge, blending ability, fluency and other reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. It's likely that your child will not be taught phonics by their own class teacher; however, information is passed on from their RWI Tutor to enable further guidance and support in all subsequent lessons. Groups are assessed every half term (roughly 6 weeks) and children are moved accordingly to either accelerate progress or provide further consolidation. Any children who are not making sufficient progress will be given targeted intervention or additional 1:1 support during additional sessions. This compilation of rapid acceleration, streamed groupings and targeted support all helps to ensure our children are confident readers by the time they leave Year 2.

## **How will my child learn to read?**

Children are taught the early sounds in Set 1. This covers the alphabet and a few 'special friends' which are two letters which make one sound such as 'sh'. They will learn to spot and recognise them quickly through fun activities and also to write them using 'phrases' to help them remember the correct formation. Tutors teach children 'pure sounds' which can be heard using [this link](#).

Using these simple sounds, children will learn to 'blend' words together so c-a-t becomes cat. To help the children do this, we have a friendly green frog called Fred! He can only talk in sounds so the children put the sounds together to make the word. We call this 'Fred Talk'. This is also used in early reading,



as when children see a new word they can use 'Fred Talk' to break down the sounds and then say or read the word. Similarly, this supports early writing skills as children use 'Fred Fingers' to break down a spoken word into its sounds to enable them to write the word. We use the phrase 'Say it, pinch it, write it' to help children remember.

When they are confident with blending their Set 1 sounds, the children will learn Set 2 sounds and then Set 3 sounds, which introduce alternative spellings for sounds they know and more special friends. For example 'ai' and 'ay'. They may begin to use 'Fred in their head' to read more quickly and fluently, which helps to build up speed, however this stage is also tricky for children as they need to be able to spot 'special friends' easily within new words.

Words which can be decoded are called 'Green Words'. However, there are many words in the English language that do not follow these rules... we call them 'Red Words' and they need to be learned by word recognition. When faced with an unfamiliar word we use the phrase 'Special friends – Fred talk – Read the word' as this reminds them that it is important to spot the special friends before attempting to read the word. To further consolidate this we also use 'Alien Words' which are made up words that do not make sense. These words test to see if the children can spot any special friends and that they have good sound knowledge, rather than recognising familiar (or sense) words and using memory rather than reading skills. This is a technique adopted in the National Year 1 Phonics Check.

## **Books**

All books used in school and brought home by the children are specifically and carefully matched to their current sound knowledge. This means they are phonically decodable. By moving through the carefully designed stages (or colours) of books which consolidate the sounds learned at the right time, children will gain speed and confidence in their reading ability. As reading becomes more fluent, children begin to understand the stories they read and can enjoy the books. As part of the RWI sessions they will read their group books a total of three times; to support learning new speedy green words and more tricky red words, to investigate vocabulary and to build expression. They will also complete comprehension activities as part of each book to ensure they know word meanings and can find and retrieve information as well as give opinions about the story or link to other books they know or life experiences.

They will bring home two RWI books per week: a bookbag book on a Monday and an extra reading book on a Thursday (which they will have already practised with their grown-ups in school). Additionally, we promote a love of reading in our children by allowing them to choose a reading for pleasure book from our school library. This will be changed weekly, and will likely not be phonically decodable so is more of a book to share with a loved one at home.

## **Get Writing**

The last part of their daily RWI session involves a 'Get Writing' element. This is additional to their literacy lessons in class. The Get Writing! Books contain a wide range of writing activities which are closely linked to the Storybooks and Non-fiction books. 'Get Writing' supports the basics of writing at every step: from writing simple sentences; to extended texts including invitations, letters, descriptive texts and non-fiction texts.

Longer composition activities are based on a new six-step process with lots of oral rehearsal and role play so children are full of ideas before they write. Grammar, spelling and vocabulary activities, which are drawn from the Storybooks texts and matched to the 2014 National Curriculum, are integrated to help children reach the higher standards. Check boxes throughout the books prompt children to proofread and review their writing helping them to make sustained progress.