



Read, Write Inc
at
Pinner Wood



Pinner Wood School



What we believe



Reading opens a door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.

Therefore...

We must ensure that every child who goes through Pinner Wood, finds learning to read and write a rewarding and successful experience.



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Principles of RWI



- A systematic and lively programme
- All staff have been trained directly by Read, Write Inc.
- Eventually, the children will be grouped according to ability, so the programme is matched to needs - 10 levels.
- The children will take part in a phonics session Monday to Thursday.
- A holistic approach - linking phonics, reading and writing to a reading book.





Our Data



Phonics Screening Check

Current results:

National Average = 79.9%

Pinner Wood = 84%

Phonics groups:

80% on track in Year 1

71% on track in Year 2



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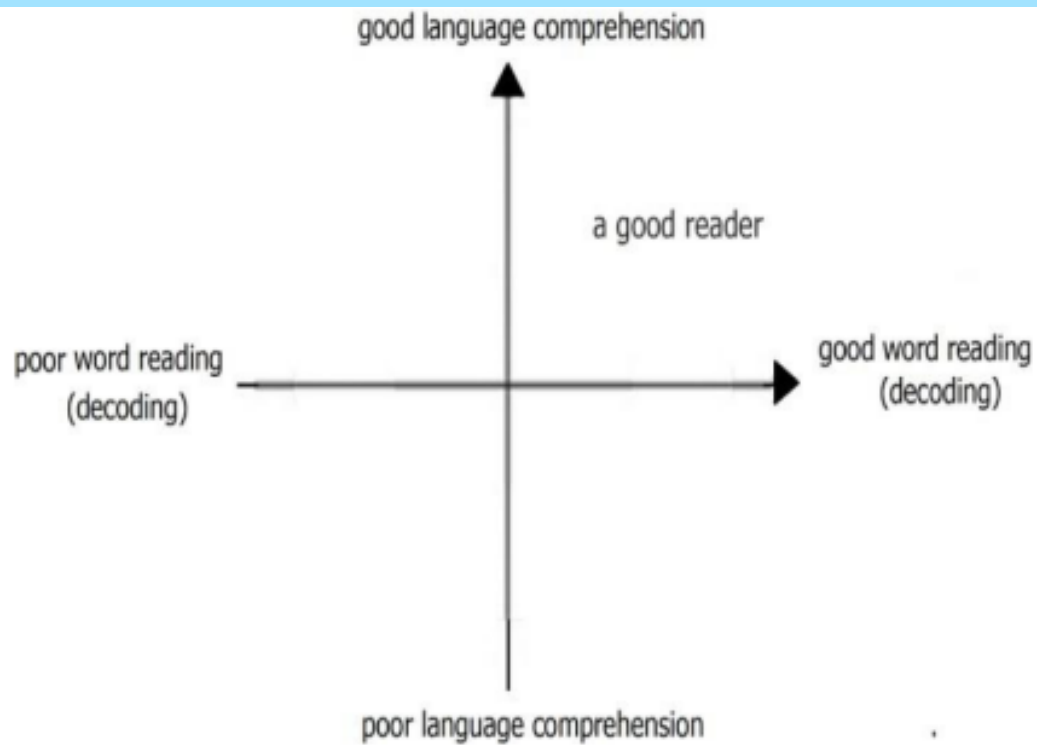


Figure 1: The knowledge of a good reader





How RWI Works



Decoding:

- Learn 44 sounds and matching letters
- Learn to blend sounds to read words
- Read lots of specially written books

Comprehension:

- *Talk* about what they have read to show they understand
- *Listen to and discuss* other ideas to deepen understanding
- Predict what might happen next in the story



The sounds



[Parent video: How to say the sounds - YouTube](#)

Complex Speed 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				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

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





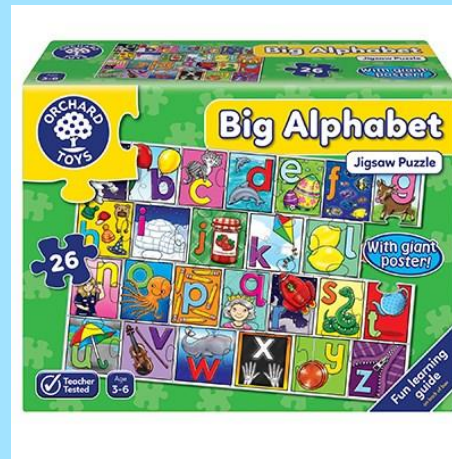
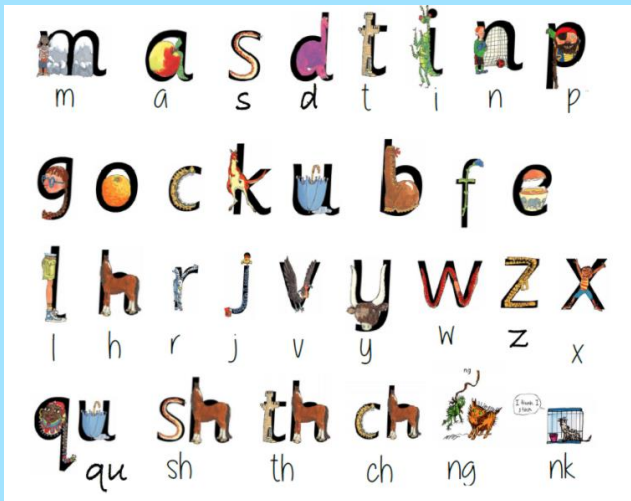
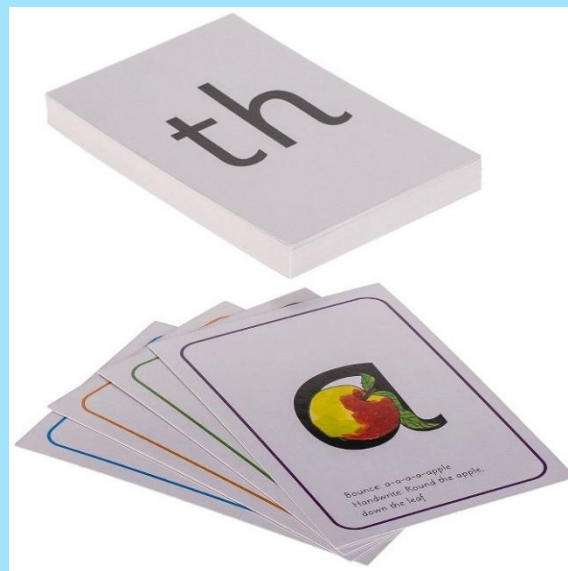
Speed Sounds



Blending sounds accurately

at • •	mad • • •
sad • • •	dad • • •
sat • • •	mat • • •





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A Typical Reception Lesson (Phonics)



Timing	Focus	Activity
5 minutes	Say	A new sound is introduced to the children every day. Children to say the sound.
5 minutes	Read	Teacher to demonstrate how to write the letter. Children to read the letter from the board.
2 minutes	Fred Talk (oral)	Teacher Fred Talks words containing the new sound. Children repeat then say whole word.
5 minutes	Write	Teacher demonstrates how to air-write the letter. Children practise air writing then transfer to paper.





A Typical Reception Lesson (Word Time)



Timing	Focus	Activity
2 minutes	Review	Practise reading the previously learnt Speed Sound cards.
2 minutes	Blending without Speed Sound cards (Fred talk)	My Turn, Your Turn: Say the sounds e.g. m-a-t. Children to blend the sounds together to say 'mat'.
5 minutes	Blending with Speed Sound cards	Teacher says the word e.g. 'mat'. I need m, a, t. Read the sounds first then blend to read the words.
2 minutes	Blending with magnetic letters	Teacher to make the word on a magnetic board, e.g. 'mat'. Check the sounds are in the right order. Read the word.
5 minutes	Independent blending with magnetic letters and green word cards	Children to make words with their own magnetic letters.



End of Reception and into KS1



Timing	Activity
10 minutes	Phonics Focused on one sound. Recap
10 Minutes	Speed sounds/ Vocabulary related to the book - green/ red words
15 minutes	Reading and Understanding the story
25 Minutes	Writing Activity Including vocabulary and grammar focus.





Supporting Your Child

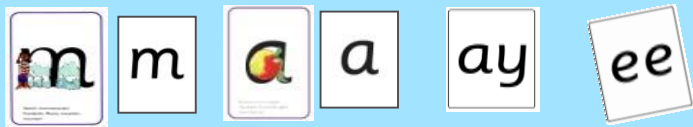


- Familiarise yourself with the sounds
- Use the Speed Sound chart with your child (given out at parents evening)

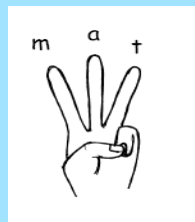


Simple Speed Sounds

Consonant sounds - strictly												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
Consonant sounds - freely												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
Vowel sounds - freely						Vowel sounds - strictly						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - strictly												
oo	oo	ar	or	air	ir	ou	oy					



- Blending using Fred Talk for reading e.g. m _ a _ t
- Using Fred Fingers for spelling





Supporting Your Child



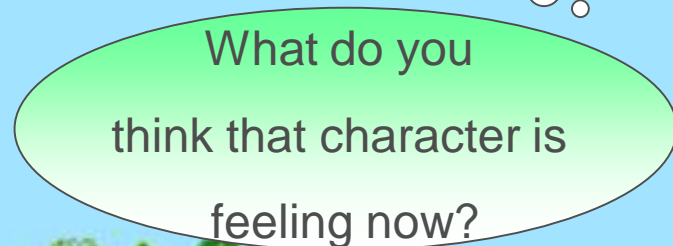
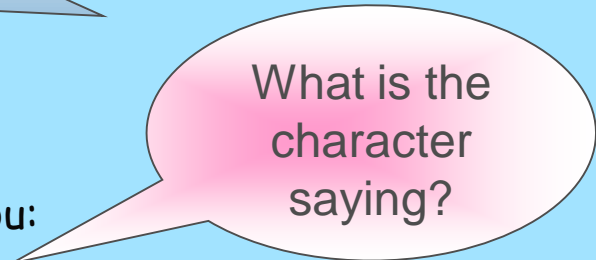
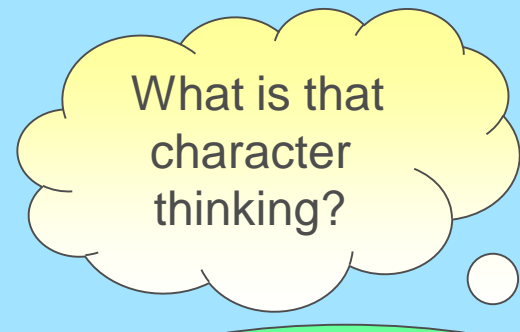
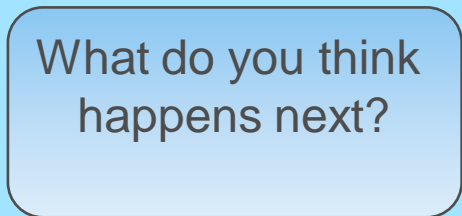
- Have fun with Fred Talk at home!

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"

- Read your child lots of lovely stories and ask lots of questions to encourage a love of reading!
- Talk to your child as much as possible and 'feed' them new and different words:



Use these prompts to help you:































Handwriting/Formation



Rhymes for letter formation - taken from Read Write Inc.

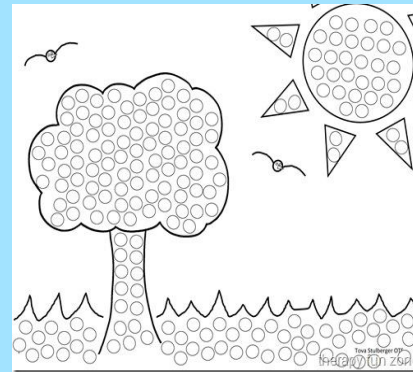
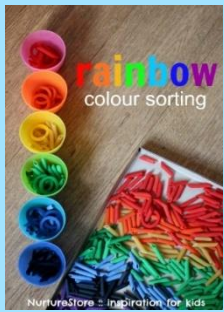
a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down 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 Scheme – through Read Write Inc



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Preparing to write



Next steps – Set 2 and Set 3 sounds



ea (as in *tea*)

oi (as in *spoil*)

a-e (as in *cake*)

i-e (as in *smile*)

o-e (as in *home*)

u-e (as in *huge*)

aw (as in *yawn*)

are (as in *care*)

ea (as in *tea*)

oi (as in *spoil*)

a-e (as
in *cake*)

i-e (as
in *smile*)

o-e (as
in *home*)

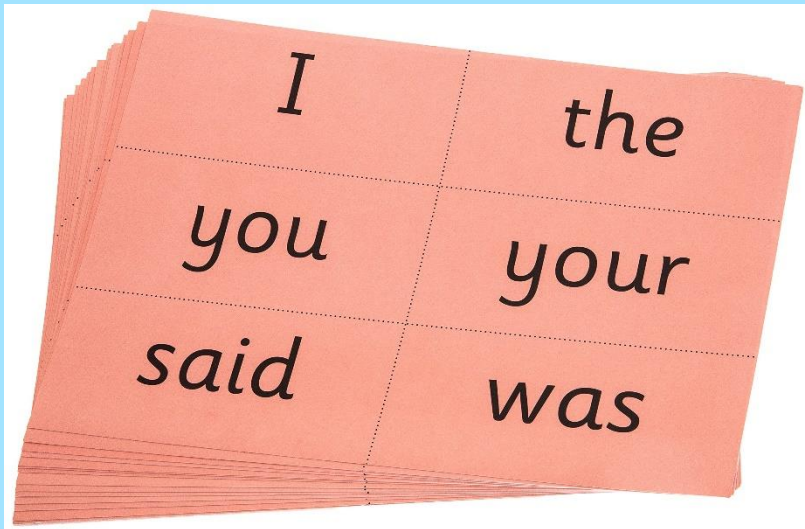
u-e (as
in *huge*)











aw (as in *yawn*)

are (as in *care*)



Next steps – Red words and alien words



 ect	 shog
 jat	 stip
 yod	 bulm
 keb	 quock
 toin	 voisk





Reading Books



Reading books will be sent home for children to share and read.

Reading books and reading records are sent out every Monday and will need to be returned to school every Friday.

Please support your child with their reading by helping them to sound out and ask questions.

Spellings from the summer term/certain colour group





RWI resources



Please find videos, resources and other information about RWI on our RWI Padlet below – link will be added to Tapestry

Please let us know if there are any additional resources or information you would like added





RWI Workshop



6 week programme
Friday 9 – 10 am and 10 – 11 am
Reception and Year 1



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