

Read Write Inc. at Edleston

Read Write Inc. is a widely used and highly successful phonics programme. It provides a lively and systematic approach to teaching synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) and at the same time developing handwriting and spelling skills (encoding).

	Reading	Writing
A	Children learn the sounds in word times in groups. e.g Word Time 1 - m,a,s,d,t. The letters are taught in groups that enable lots of small 3 letter words to be made. Children are taught to 'Fred Talk' words and blend the sounds together. eg. m-a-t into 'mat' Children are not taught the letter names until later.	Children are taught how to form the letters they are learning and encouraged to start at the right place as this is essential when they learn to 'join' letters later. Children learn to use 'Fred Fingers' to write words. (Please ask your child's class teacher to explain this, it's really easy and encourages children to write independently.
B	Children revisit the set one sounds and continue to learn to 'blend' sounds into words. The focus is on learning to recognise th, sh, ch & ck. Children read red ditty books 1-5.	Children learn to use 'Fred Fingers' to write words, containing 'th, sh, ch and ck.
C	Children revisit previous sounds and learn to read words that contain qu,x, ng, nk, th, sh, ch and ck. Reading red ditties 6-20	Children revisit previous sounds and learn to read words that contain qu,x, ng, nk, th, sh, ch and ck. They learn to write a simple sentence with support 'hold a sentence.' This provides a model for children to use to write simple sentences independently.
D	Children revisit previous sounds and learn the first set of set two sounds – 'ay, ee, igh, ow, oo, and oo. Children learn to read words such as 'splash, press & pluck. Children read green and purple books. Children cannot move from this group until they can read words without blending.	Children begin are introduced to full stops and capital letters and finger spaces. They learn to complete speech bubbles, thought bubbles and to use adjectives in their writing.
E	Children revisit previous sounds and learn the next set of set two sounds – 'ar, or, air, ir, ou & oy.' Children learn to read words that contain the first set of set two sounds. eg. 'tray creep & sight.' Children read pink books.	Children learn to write labels, descriptive sentences, write in role and describe feelings and actions. They learn to use words such as 'first, next and 'in the end'. Children learn to write a non – chronological report.
F	Children revisit previous sounds and read words that contain the second set of set two- sounds – 'cart, sport, chair.' Children read orange books.	Children learn to write from their past experiences, write a letter, a menu, a shopping list and recount events.
G	Children revisit previous sounds and words Children are taught the set three sounds – 'a-e, i-e, o-e & ea.' Children read yellow books.	Children learn to write posters, reports, detailed descriptions, instructions, poems and how to take notes.
H	Children revisit previous sounds and words Children are taught the remaining set three sounds- 'oi, u-e, aw, are, ur, ew, ow, ai, oa, ew, ire,	Children learn to write dialogue, advice, retell a story from a character's point of view, a newspaper report. As well as writing a newspaper report, an

	ear & ure. Children read blue books.	advert, plan a party and write a persuasive argument.
I	Children review set two and three sounds and need to read words without blending them. Children read grey books.	Children learn to plan and write an information booklet, make notes, write in the first person, write a non-chronological report and make notes to use to write a diary entry.
J	Children learn to read words that contain two and three syllables – ‘complaint, holiday, yesterday, suspicious, etc.’	Children no longer need the RWI programme and can now access Literacy lessons.

Children should be in group D by the end of Reception, H at the end of year one and have completed Read Writer Inc. by the end of term two in year two. We have a fluid approach to groupings, children move up when they are ready and are assessed by one of the RWI TA's. Some children in KS2 take part in RWI groups until they have achieved the end of the programme.

Children who have reached the end of the RWI programme follow the National Curriculum for reading and writing in their own class.

Alongside the RWI programme for **reading** we use Jelly and Bean initially in reception, and for the rest of the school the books are book banded so that children can choose texts appropriate to their level of reading and understanding. Guided reading is carried out in each class in KS1 and KS2.