

# The 5 Principles of Read Write Inc

## Pace

Lessons are fast-moving, energetic and rigorous, with all children engaged in all aspects of the lesson.

## Praise

Children learn quickly when praised for what they do. Positive praise is given for effort and partner work throughout each session.

## Purpose

Each activity has a clear purpose, building upon previous learning and setting clear expectations for the children.

## Participation

ALL children fully participate in ALL aspects of the lesson.

## Passion

Teachers are encouraged to make their teaching 'larger than life' to ensure that all children engage in the learning. The greater the passion, the faster the progress.

# 44 Speech Sounds

Each language has a different number of speech sounds. Finnish has 21, Spanish 24, Italian 27. English has 44.

With 150 graphemes (letter groups) and 44 speech sounds, English is the most complicated alphabetic code in the world. To make reading and writing easier for children, Read Write Inc. Phonics starts with a simple code. Children learn one way to read and write all of the speech sounds and read texts that are appropriate to their phonics learning. They then go on to read and write the alternative letters, or groups of letters representing the same 44 speech sounds.

Although each language is spoken with different accents, most speech sounds are more or less consistent. In English, all but four or five of the 44 sounds are pronounced consistently across all accents.

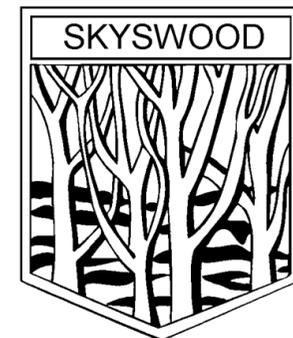
In Read Write Inc the children start with a quick consolidation of the sounds that they have already learnt. This builds up as they progress through the scheme and acquire a mastery of all 44 sounds.

Children learn that certain speech sounds can be spelt in more than one way. For example, the speech sound 'f' can be spelt 'f', 'ff' and 'ph'.

# Parent Information Booklet



## Read Write Inc



Skyswood Primary &  
Nursery School  
KS1 Phonics, Reading &  
Writing Scheme

## The importance of 'talk'

Hart and Risley (1995) found that there was a very tight link between the academic success of a child and the number of words the child's parents spoke to the child at the age of three.

For children in homes where there is constant one-to-one chatter about things, people, characters, feelings and ideas, the parents deliberately build on what their children say every time they speak. 'Dog' grows to 'big dog' and eventually to 'huge shaggy alsation.' Parents build on what they say and soon children are talking in elaborate and extended sentences. Parents also praise their children and encourage them to ask questions. These children have listened to over a thousand 'story times' and know nursery rhymes and fairy stories by heart.



## Organisation of the Scheme

Phonics teaching in Read Write Inc. is at a level that is always slightly ahead of the story text, enabling children to read fluently whenever they move on to the next book in the scheme.

Children are introduced to 'green' words (where they practise word blending based on their prior phonics learning) and 'red' words (which are the tricky spellings that don't always follow the rules!)

Each child is assessed and placed in a suitable group. The groups are reviewed periodically as the children progress through the scheme. This caters for the children who make accelerated progress as well as those who require a little extra support.



The sessions take place at the start of each day (apart from Wednesdays.) The scheme is run alongside the literacy curriculum rather than in place of the literacy curriculum. This ensures that the correct balance of skills is addressed without compromising the opportunities for children to write creatively and to read a much wider range of books.

## So what does a lesson look like?

Each lesson begins with a quick consolidation of the key sounds (speed sounds.) Children are also introduced to picture sound cards and they learn the vital skills of blending and segmenting.

Children use 'sound buttons' to blend words, applying the letter shapes and sounds that they have already learnt.

The teacher introduces the group to a 'new' sound or 'blend.' At the start of the scheme the children also use 'ditties.' These are short passages that make an important bridge between reading single words and tackling stories.

Each group has a story book and a workbook for the week. As each group progresses through the week they re-read the story on a daily basis with a growing emphasis on expressive reading and reading for meaning. They discuss the text with the teacher, and their partners. This leads on to written exercises in their workbooks. The written exercises support the development of reading comprehension whilst also consolidating basic skills of grammar and punctuation.

Children are quick to develop their confidence through Read Write Inc. and build a secure grasp of the 'nuts and bolts' of reading and writing by the time they make the transition into Key Stage 2.