



Windlesham School
& Nursery



Read Write Inc Phonics





Windlesham School
& Nursery



Learning to read at Windlesham
School and Nursery



Windlesham School
& Nursery

**Read Write Inc Manager:
Mrs Rebecca Older**

**Reception Teacher:
Mrs Sophie Mills**

**Year One Teacher:
Miss Sarah Jarman**

**Year Two Teachers:
Mrs Maliwan Smallwood
and Mrs Patricia Colley**

**Phonics Coordinator and
Learning Support teacher:
Ms Sheena Groves**

**Reception TAs:
Mrs Mackenzie Aizlewood
and Mrs Marina Green**

**Year One TAs:
Mrs Vanja Pollard and
Mrs Marina Green**

**Year Two TAs:
Mrs Tabitha Burnard
Miss Sasha McNally**



Teach a child to read and keep that child
reading [and talking] and we will change
everything.

And I mean everything.

Jeanette Winterson



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Why Read write Inc Phonics?

Tried and tested over many years

Systematic and structured



❑ "A rapid *Learn to read* programme

so children can...

❑ *Read to learn* for the rest of their lives



How does it work?

Children:

Learn 44 sounds and matching letters/letter groups

Learn to blend sounds to read words

Read lots of specially written books

This is **decoding or Fred talk**



Children:

Talk a lot about what they have read to show they understand

Listen to and discuss other ideas to deepen understanding

This is **comprehending**



Learning the code

All words are made up of sounds

In English there are 44

A grapheme is a sound written down

English has more than 150
graphemes

A complex code!

Children learn a simple code first

Simple Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

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

Vowels: stretchy

Vowels: stretchy

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



The complex English alphabetic code

Consonants: stretch

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					
					ce					

Consonants: bounce

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											

Vowels

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

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



Fred helps the children learn to read



Fred *only* talks in sounds...

(Fred can say c_a_t, he can't say **cat**)

We call this *Fred Talk* or *Oral Blending*

Blending is needed for reading

Fred helps children learn to spell as well!

Children convert words into sounds

They press the sounds they hear on to their fingers...

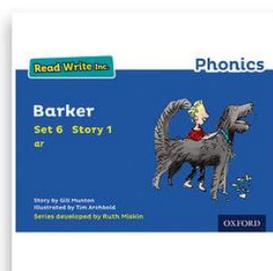
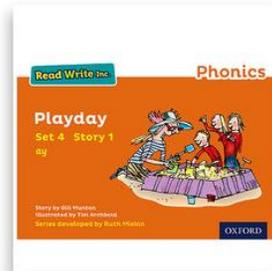
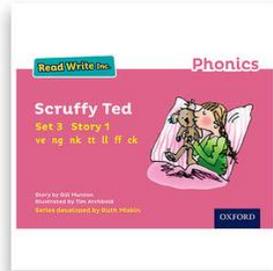
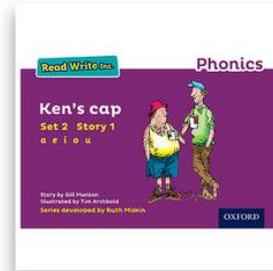
We call this *Fred Fingers*

at · ·	mad · · ·
sad · · ·	dad · · ·
sat · · ·	mat · · ·





Read Write Inc Reading Books



All children bring home their read write inc book and a book band book.

Reception read at school in their Read write inc lesson and also 1:1 with an adult.

They should aim for 5 minutes at home every day

Year One and Two read in their read write inc lesson every day and 1:1 to an adult 3 times a week and 10 minutes at home.



A Weekly Programme

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
s stretchy - see p.34	 Keep your teeth together and hiss	 Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack	 	 Select 3 sounds you have taught children so far.	 s-a-d sad s-a-t sat s-i-t sit

These activities take place over the week

Storybook

Story Green Words

Speedy Green Words

Red Word Cards

Partner Practice – Speed Sounds and Story Green Words

Story Introduction

First Read – Children

Read Aloud – Teacher

Speedy Green Words

Red Word Cards

Partner Practice – Speedy Green Words and Red Words

Second Read – Children

Partner Practice – Speedy Green Words and Red Words

Think About the Story

Third Read – Children

Questions to Talk About

Questions to Read and Answer

Review the sounds



Learning to blend



Assessment



Hold a sentence

Build a sentence

Proof read

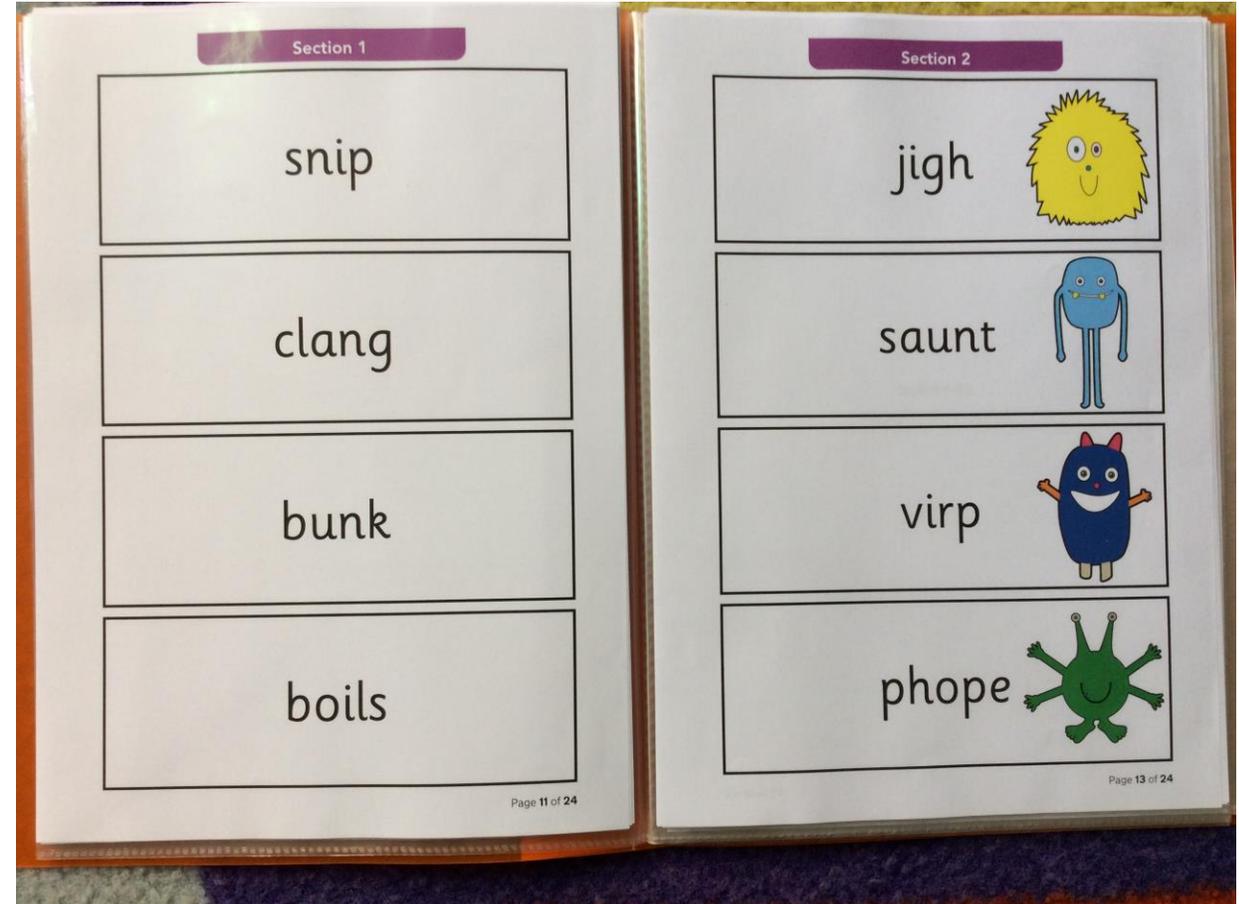
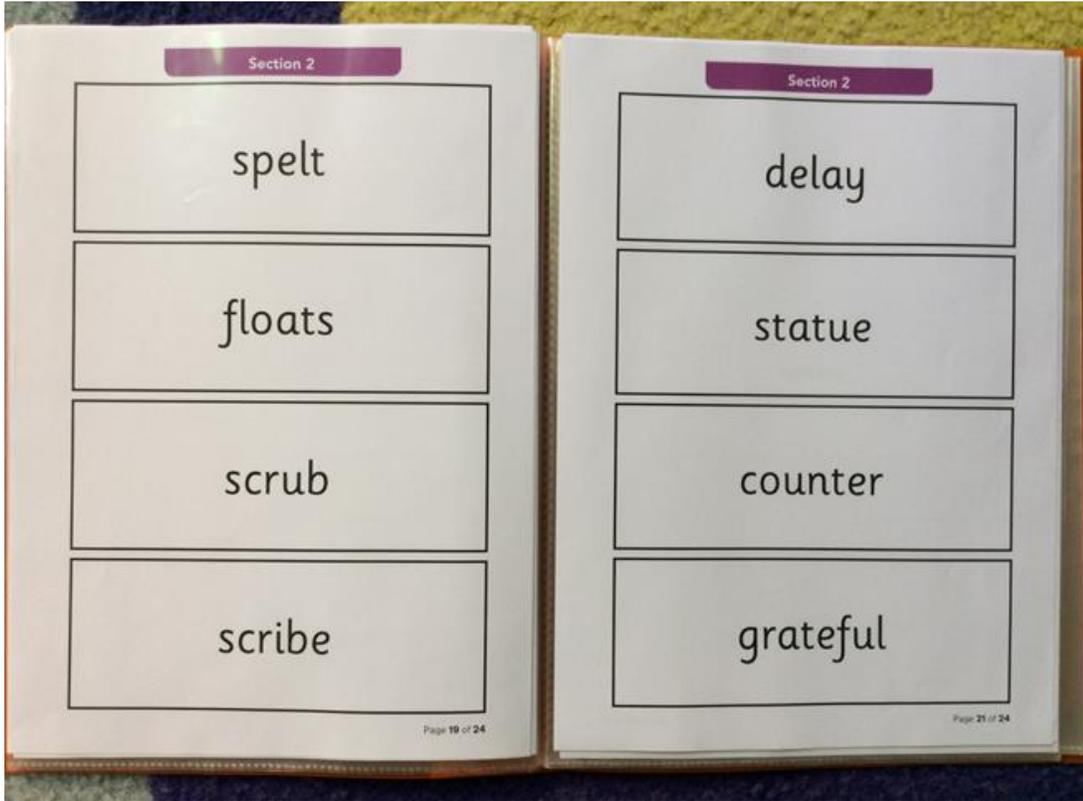
Handwriting

Spelling

Review of sounds and words

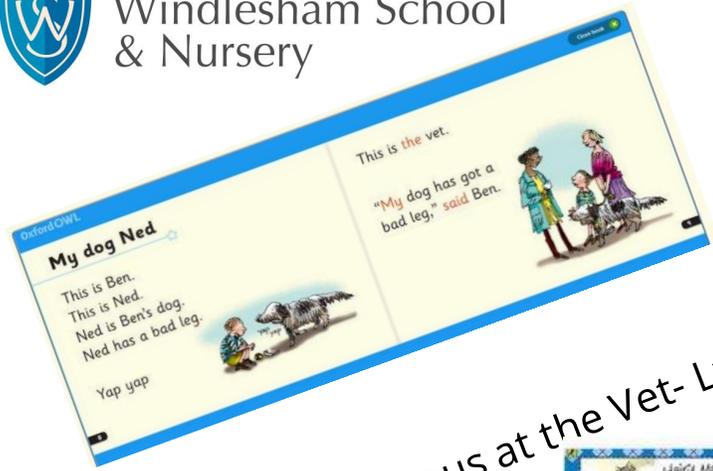


Phonic Screening Check – Year One





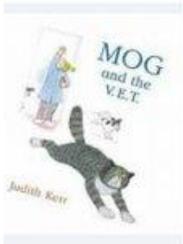
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Hairy Maclary's Rumpus at the Vet- Lynley
Dodd



Mog and the Vet-
Judith Kerr



By the time children are 5 years old:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words

Five books a day: 1,483,300 words

(Reading Framework July 2023 gov.uk)

- Nationally there is a decline in enjoyment of reading
- Over a quarter of children leave primary school not meeting expected reading standards

National Year of Reading in 2026 – watch this space!

Story Introduction

**Green Storybook 2
My dog Ned**

When **Ben** reached his sixth birthday, his mother gave him a scruffy, shaggy dog called **Ned**. Ned loved Ben and Ben loved Ned. Ned followed Ben everywhere. He even crept into Ben's bed at night – just to be close to him.

One day, when they were walking to the shops, Ben noticed that Ned was limping. He couldn't put his front left paw on the ground without whimpering. Ben picked him up and carried him all the way home.

"Mum," he called out. "Ned's hurt his leg!"

Mum looked very closely at Ned's leg. "I think it's just a scratch, but let's take him to the **vet** to check he's okay."

Ned barked, "**Yap, yap,**" very sadly.

The vet saw them straight away and she told Ben not to worry. "Dogs often hurt themselves on sharp objects," she said.

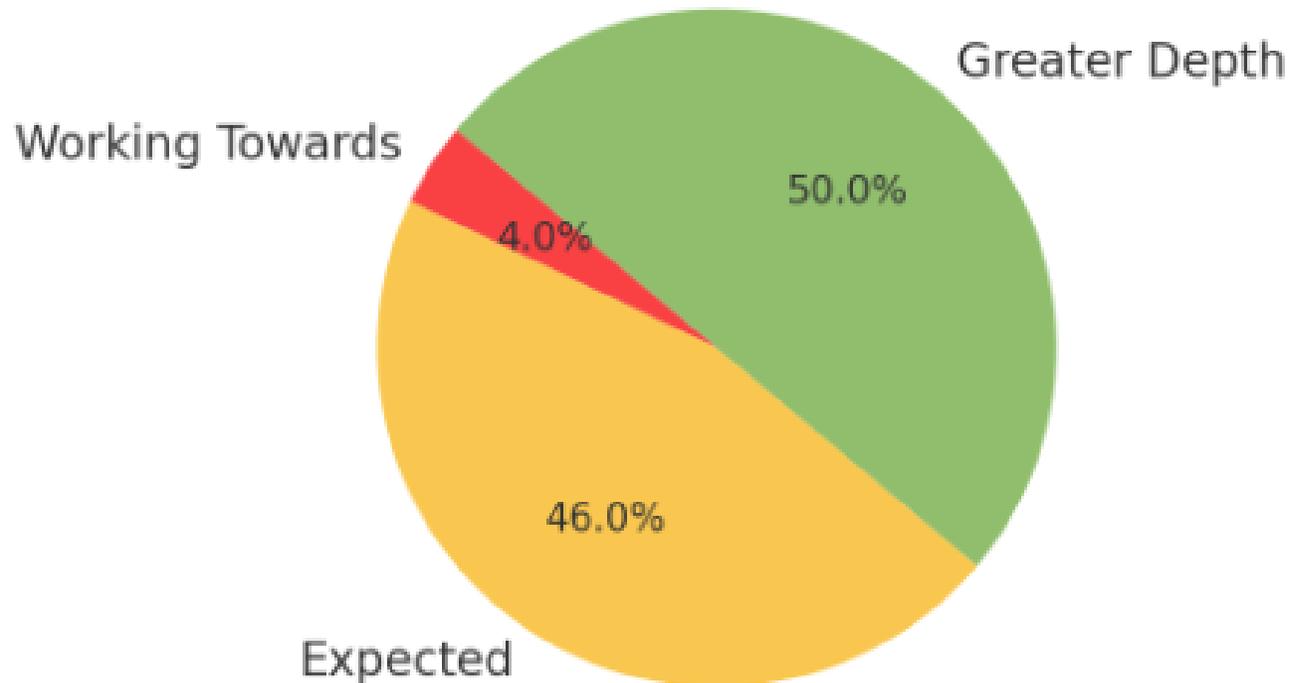
Ned was very well-behaved, and when the vet said "sit", he sat very still holding up his poorly leg. The vet looked closely at Ned's paw and **rubbed** in a **bit** of strong-smelling ointment that made Ned **sniff** and sneeze.

TTYP: What do you think happened next?

Scruffy shaggy
limping whimpering
well-behaved
ointment



Reading - Whole School Attainment



• **Nationally there is a decline in enjoyment of reading**

• **Over a quarter of children leave primary school not meeting expected reading standards**

National Year of Reading in 2026 – watch this space!



So how can you help your child?

By knowing the 44 pure sounds

By using the Speed Sound cards with your child



By knowing how to blend using Fred Talk for reading

By knowing how to do Fred Fingers for spelling

By commenting in the Reading Diary when children have read their Read Write Inc or phonic reading book

Simple Speed Sounds

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



m_a_t



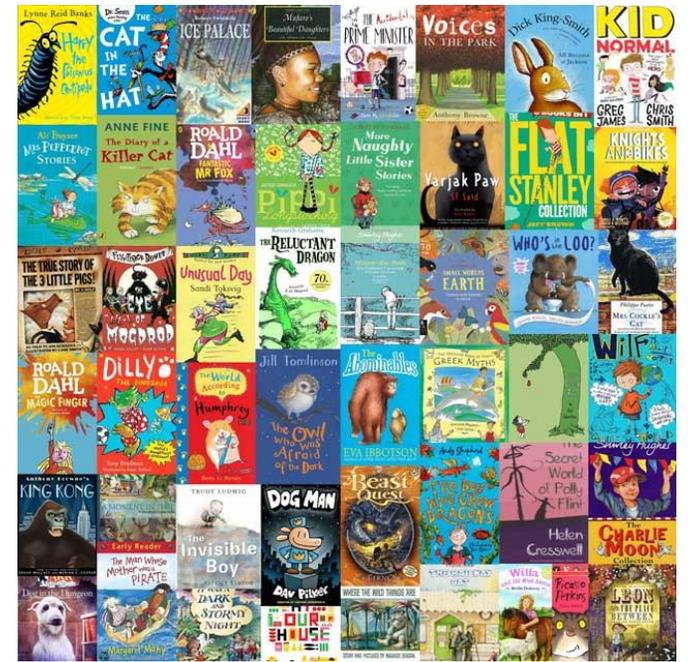
Progression in Phonics

- Repetition of books
- Build confidence in instant word reading - Fred in your head!
- Apply set 2 and 3 sounds looking for special friends, Fred talk, read the word
- Identify which sound is used when writing/ spelling the word --- i-e or igh
- Expression
- Intonation
- Fluency
- Comprehension – 90 words + per minute
- Multisyllabic words



Food for thought ...

- Does your child see you read and write?
- Scribe for them...
- Read a range of books and ask lots of questions.
- Model new words





And...

By having a look at the parents' pages on the web for tips and resources for supporting your child at home:

www.ruthmiskinliteracy.com

and

<https://www.oxfordowl.co.uk/>

(RWI resources are published by Oxford University Press)

