

## Read Write Inc Terminology:

Speed Sounds - The 'Pure Sound' of the letter (without 'uh' on the end).

Green words - Words that can be sounded out using pure sounds (synthetic phonics).

Red Words - Words that cannot be sounded out (Sight words)

Fred Fingers - A way for children to physically sound out each letter in a word and keep track.

## More than just a Reading Scheme:

There is a strong emphasis on partner work within Read Write Inc and this encourages:

- Speaking and listening skills
- Working as a member of a team/partnership
- Independence in learning
- Self-evaluation and correction

Read Write Inc is very fast paced and intensive. Children learn and then re-visit learning constantly in order to truly embed their knowledge in their memories.

By re-visiting knowledge, not only is it being concreted into memory, but those children who may have missed it first time round have a second chance.

Finally, Read Write Inc involves everybody! Teachers, children and parents all have a vital role in the learning.

## Read Write Inc Parents, how you can be involved:

- Practise speed sounds (pure phonic sounds) at home - Your child could teach you when they are confident.
- Use 'Fred Fingers' to sound out words with your child.
- Practise letter formation with your child.
- Read any reading books or 'Ditties' sent home.
- Discuss the content of the story/ditty i.e. characters, theme, green and red words.
- Encourage imaginative play, linked to their current book or ditty if possible.



## Read Write Inc and Early Writing at St. Anne's Catholic Primary School - Information for Parents / Carers



### 1. What is Read Write Inc?

Read Write Inc. is a fully integrated reading and writing programme, firmly based in synthetic phonics. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word. These words are embedded in lovely stories so children can read books independently.

### 2. What are 'synthetic phonics'?

All 'phonics' involves teaching letter-sound correspondences. The adjective 'synthetic' refers to the fact that children are taught to 'synthesize' (i.e. put together or build up) pronunciations for unfamiliar written words by translating letters into sounds and blending the sounds together ('blending = 'synthesizing'). 'Analytic' phonics focuses more on

the analysis of words after they have been identified in some other way – for example by being supplied by the teacher, recognized as 'sight-words' or guessed from pictures or context. Synthetic phonics is particularly appropriate at the very beginning of children's schooling, when virtually all written words are unfamiliar and the children need a simple and clear introduction to the underlying principle of alphabetic writing: written symbols represent individual speech-sounds.

### **3. How long does the programme last?**

Read Write Inc. at St. Anne's starts in Foundation Stage and is taken through to the Summer Term of Year 2. There are some children who may spend longer on the programme if assessment shows this would be beneficial. They are supported in small groups and this may continue into Key Stage 2.

### **4. How are the children grouped?**

All children are formally assessed at the beginning of the programme and then every 6 to 8 weeks; however if a group leader feels a child is no longer challenged by the group they will be immediately assessed and moved to a group with the appropriate level of challenge. They are placed into groups depending upon their reading ability. Children are grouped across years (stage NOT age) to ensure that teaching groups are homogeneous, meaning that children are learning at the level best suited to them. Groups are kept smaller than average class sizes so that every child's progress is observed closely and assessed continually. Movement between groups is common and encouraged as this ensures that children are in the right group for optimal learning to take place.

### **5. When extra support is needed**

There will be a few children who need extra support to maintain progress. These children work for short sessions in the afternoons to ensure that they do not fall behind their peers.

## **Read Write Inc at St. Anne's:**

### **Foundation Stage**

Children start the programme in Lions and Tigers by having a short 10 minute session once a day and work on basic sound knowledge. This then builds up as the children are ready until they are undertaking 30 minute lessons by the end of the year.

### **Year One**

In Year One children work towards completing an hour and 10 minutes of Read Write Inc each day, covering their English learning. Children are not expected to complete the whole hour and 10 minutes from the beginning of the year and this is something that is worked up to in the first half term.

### **Year Two**

Children in Year Two are both confident and competent in the scheme after having followed it for 2 years. This year is spent collating all the knowledge they have learnt so far and building on it. Children are still being exposed to new sounds to learn and are building up stamina and imagination in writing, getting them ready for English in Planet Team (Key Stage 2). We aim that most children will exit Read, Write Inc by January of Year 2.

This is a basic guide to the time scale of Read Write Inc at St. Anne's. However, as Read Write Inc is based on a 'stage not age' approach to learning, children may not follow these timings exactly. Every child is assessed and placed accordingly to the stage of their progress in order to give them the best start in their reading and writing.

### **'Stage not Age' learning:**

The 'Stage not Age' approach to learning means that children are grouped with children of similar abilities, meaning they will find accessing the learning easier and will be learning at the same pace as their peers. This enables the teacher to focus fully on aspects of learning that are unique to that ability group. It also builds the confidence of each individual learner because they can be confident in the knowledge that all their peers are at the same place in their learning.