

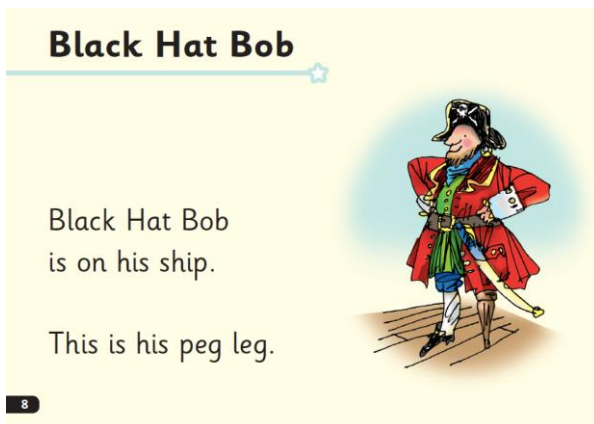
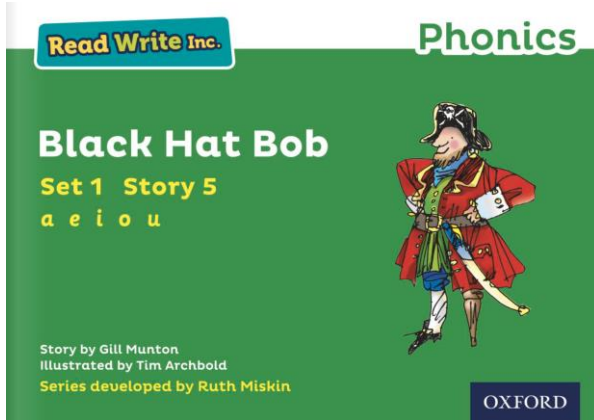


**Ruth Miskin
Training**



**Parent Meeting
Introduction to Read Write Inc.**

Who is Read Write Inc. for?



- 3 Quick as a flash, Big Malc grabs a Jon-Z DVD and runs off. He runs to Snatch Smith's flat. (Snatch Smith is his best pal.)



"Look at this, Snatch," he brags.

- 4 Big Malc and Snatch look in the DVD box.

"But it's empty!" says Big Malc.

"All the DVD boxes in shops are empty!" says Snatch. "The DVDs are kept in the back!"



"Why's that, then?" says Big Malc.

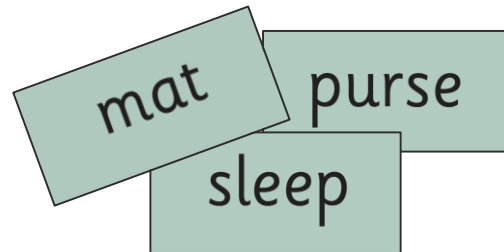
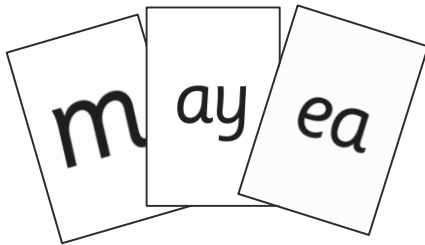
"So that they don't get nicked!" says Snatch.

- 5 And then, last spring, Big Malc did all that stuff with the choccy eggs.

(He got them off the back of a lorry. A hundred choccy eggs in pink boxes with ribbons on. He is planning to sell them.)



Read Write Inc. Phonics daily lessons



Progress groups

- Group children by phonic stages.
- Teach to the group's challenge level.
- Re-assess all children every half term.
- If a child has been assessed at the same level, we will look at the gaps or area of the assessment (for example speedy reading or gaps in sound knowledge) focus on those, and reassess in 2-3 weeks.
- If necessary, additional fast track tutoring will be put in place to bridge any gaps quickly.

Assessment

- These will be completed 6 weekly by your child's class teacher.

Read Write Inc. Phonics Assessment 1

Assessment 1

The second children used at the end of Set 1. Follow the guidance on page 40 of the Reading Leader's book.

Sound Knowledge

Set 1 single-letter Sounds

d a s m t o n p g i
k u b c f e
l h r j x y w z v

Set 1 Special Friends

ch qu sh th ng nk
ff ll ss ck

Set 2

oo ee ay ow oo igh
ou or air ir ar oy

Set 3

ea oi a-e i-e a-e u-e
aw are ur er ow al oa
ew ire ear ure au e-e ue ie
ph wh kn tious tion cious

Read Write Inc. Phonics Assessment 1

Oral blending

Set 1 Sounds Group C
dug chat ten pot tin

Reading words using 'Special Friends, Fred Talk'

Ditty Group (Photocopy Masters 1-10)

in am red bin yes

Red Group

chip mash pink thin
fas gip guk rab

Green Group

flat this sand king
thid quig criff yoss

Read Write Inc. Phonics Assessment 1

Speedy Reading

Purple Group

with off thin will
his them that have

Pink Group

lots black long thing
next went help stop

Orange Group

rest smell throw play
feel food when from

Yellow Group

high hair night sleep
boy quick little think
know smart

Fluency segment for Blue and Grey

Fluency Passages

Blue Group



Then Mum dumps the baby on my knee, so she can wash up the lunch dishes. The next thing is, it's sick on the sheep bib, or it wees on my best combats! I ask Mum, do we have to keep it?

My sister Sheena (she's sixteen) is just a creep. She gives the baby a big sloppy kiss, then mops it up with a flannel, and puts it in its buggy.

We set off along Fleetwood Street. Sheena wheels the buggy.

11

22

35

42

52

65

72

80

82

Grey Group



"Please, please, please, Mum, let me have a pet! A horse or a bee or a duck or a seal, a wolf or a weasel, a flea or an eel – any pet will do!"

At least, that's what I said.

But what I really wanted was an elephant. An elephant with creased grey skin and a trunk as thick as a tree.

Mum freaked out at first, but she got me one.

We kept it in the garden. It was a bit of a squash, what with Dad's beans and Dean's go-kart.

11

28

34

40

50

62

72

86

92

Group	Start the child in the group when they can read:	Teach:
Pink Group	The first six Set 2 Sounds speedily (ay ee igh ow oo oo) most words most words most words	Teach remaining Set 2 Sounds and words Once confident, teach Set 3 Sounds and words Continue to review Set 1 and 2 Sounds and words <i>Pink Storybooks and Get Writing! Pink Book</i>
Orange Group	The second six Set 2 Sounds speedily (ar or air ir ou oy) most words most words most words	Teach Set 3 Sounds and words Review Set 1 and 2 Sounds and words <i>Orange Storybooks and Get Writing! Orange Book</i>
Yellow Group	most words most words most words	Teach Set 3 Sounds and words Review Set 2 and 3 Sounds and words <i>Yellow Storybooks and Get Writing! Yellow Book</i>
Blue Group	The first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e) most words 60–70+ words per minute Attempts to read with intonation to show comprehension	Teach gaps in Set 3 Sounds and words Review Set 2 and 3 Sounds and words <i>Blue Storybooks and Get Writing! Blue Book</i>
Grey Group	All Set 3 Sounds speedily most words 70–80+ words per minute Attempts to read with intonation to show comprehension	Teach longer words Review Set 2 and 3 Sounds and words <i>Read Write Inc. Spelling Grey Storybooks and Get Writing! Grey Book</i>
Read Write Inc. Comprehension Group	all words correctly most words 80–90+ words per minute Reads with intonation that shows some comprehension	<i>Read Write Inc. Comprehension Read Write Inc. Spelling Read Write Inc. Literacy and Language</i>

One-to-one tutoring – ‘keep up, not catch up!’



What is phonics?

Sounds

mat

ship

Graphemes

English alphabetic code

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)

One of the most complex alphabetic codes in the world.

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
----	----	-----	----

Vowel sounds – stretchy

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

Speed Sounds Set 2

Consonant sounds – stretchy

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

Consonant sounds – bouncy

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

Vowel sounds – bouncy

a	e	i	o	u
---	---	---	---	---

Vowel sounds – stretchy

ay	ee	igh	ow
----	----	-----	----

Vowel sounds – stretchy

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

Speed Sounds Set 3

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

Pure Sounds (ruthmiskin.com)

How to say the sounds

Meet Fred



Reading with Fred Talk

m

a

t

mat

Sounds + blending = word reading



+



=

sat

Fred Talk routine

1. Say the word in sounds e.g. c-a-t.
2. Ask the child to repeat.

Can they 'jump-in' with the whole word?

3. Say the word in sounds followed by the whole word e.g. c-a-t, cat.
4. Ask the child to repeat.



Fred talk throughout the day

Shall we have some **l-u-n-ch**?

What would you like to **p-l-ay**?

Let's put on your **c-oa-t**.



‘Special Friends’, ‘Fred Talk’

spray

crawl

Picture Phrases

ay



may I play?

2. day, play, may, way, lay, say, tray, spray

aw



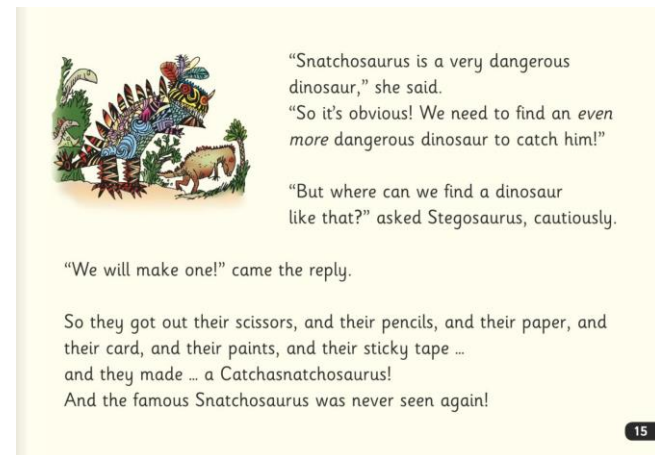
yawn at dawn

3. saw, raw, law, straw, dawn, paw,
crawl, jaw, claw, yawn

Teach spelling using Fred Finger



Three reads



'Special Friends', 'Fred Talk'...What to look for and how to help.

1.6

ship

Black Hat Bob

Black Hat Bob
is on his ship.

This is his peg leg.



Red Words

I

said

This is Red Hat Rob.



“I will grab that cash box,” he said.

Which books will children bring home?



 Read Write Inc. Phonics eBook Library

Home

Welcome to the Read Write Inc. Phonics eBook Library.

Here you'll find eBooks of the core Storybooks for Read Write Inc. Phonics, from the Sound Blending books to Grey level. There are also two non-fiction eBooks for each level, from Green to Grey. Click the resources tab to explore the collection, or download our [overview chart](#) for a full list.

You can assign these eBooks for pupils to read at home after the 'third read' of the book in class.

Ready to get started? Find out how to [set up individual student logins](#) and more on our [support site](#).

Not subscribed yet? Find out how to [subscribe to the Read Write Inc. Phonics eBook Library](#).



In reception:

- In the early days, staff will send home cards with single sounds on for children to practice, alongside links to the virtual classroom to support recognition.
- They will then send home sound blending books when are able to Fred Talk and blend words.
- When a child reaches 'Ditty' group, children will bring home a ditty sheet containing sounds they know, short captions and simple sentences to expand their word reading skills into reading sentences. This has been practiced in their phonics lesson.
- Ditty then leads to red reading books, and children then bring home one of these and a book bag book, as per previous slide.

What can I do?

- 1. Use pure sounds rather than letter names.**
- 2. Use Fred Talk to help your child to read and spell words.**
- 3. Listen to your child read their Storybook every day.**
- 4. Watch the Virtual Classroom films together...watch this space!**
- 5. Read stories to your child every day.**

Free Video Tutorials (ruthmiskin.com)

[Back](#)

Parents

[A A A](#)

Read Write Inc. Phonics - Learning to read at home

Parents films

The films below show parents and carers how we teach children to read and write with *Read Write Inc. Phonics*.

If your child is in a school that teaches *Read Write Inc.* or if you have bought a parent pack, the films will help you and your child practise together at home.

If you have a question for us, please get in touch via our [Facebook](#) or [Twitter](#) pages and subscribe to our [YouTube](#) channel.



Online resources available

Ruth Miskin Parents' Page:

<https://www.ruthmiskin.com/parents/>

Ruth Miskin Facebook:

<https://www.facebook.com/miskin.education>

Listening to your child read: Please do...



Listening to your child read

Three things to do

1. Ask your child to read the sounds and words before they read the story. They will enjoy teaching you to read these words too.
2. When your child reads the story, encourage them to read the word in Fred Talk if they hesitate or read it incorrectly. Praise them when they succeed.
3. Read back each sentence or page to keep the plot moving - your child's energy is going into reading the words not the story.

Spellings in KS1: How do they fit in with RWI?

- Each child receives new weekly spellings on a Friday, and will be tested on these in the following Thursday's phonics session.
- These spellings are directly linked to the sounds they have been taught in their phonics sessions that week.
- So for example, if the new sounds ea and a-e have been taught that week, then their weekly spellings will contain these sounds.

End of year expectations:

	Rec	Year 1	Year 2
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Any questions?



Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo