



A Guide to
Read Write Inc.
Phonics



What is Read Write Inc?

Read Write Inc (RWI) is a phonics programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at St John's we will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they work with children at the same level. This allows complete participation in lessons.

Reading

The children:

learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below

learn to read words using Fred talk and sound blending

read from a range of storybooks matched to their phonic knowledge

work well with partners

develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases

learn to write words by using Fred fingers

learn to build sentences by practising sentences out loud before they write

Talking

The children work in pairs so that they:

answer every question

practise every activity with their partner

take turns in talking and reading to each other

develop ambitious vocabulary

Speed Sounds Set 1

We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

Please do not use letter names at this early stage.

Set 1 Sounds are taught in the following order:

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

This means that children can quickly (after the first 5 sounds) start applying their sound knowledge to word- level work (reading and spelling).

The following Set 1 Sounds are all '**stretchy**' sounds and should be elongated when introduced. Try to avoid saying 'uh' (the schwa) after each one. e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.



m – mmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzzzag (keep teeth together and make a buzzing sound)

th – thhhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk – I think I stink (make a piggy oink noise without the oi! nk nknk)



These next sounds are 'bouncy' sounds. Make the sound as short as possible, avoiding 'uh' at the end of the sound:



- t – (tick tongue behind the teeth – unvoiced)
- p – (make distinctive p with lips – unvoiced)
- k – (make sharp click at back of throat)
- c – (as /k/, make a sharp click at back of throat)
- h – (say h as you breathe sharply out – unvoiced)
- ch – (make a short sneezing sound)
- x – (say a sharp c and add s – unvoiced)



You will find it harder to avoid saying 'uh' at the end of these sounds, so keep the sound as short as possible.



- d – (tap tongue behind the teeth).
- g – (make soft sound in throat).
- b – (make a short, strong b with lips).
- j – (push lips forward).
- y – (keep edges of tongue against teeth).
- w – (keep lips tightly pursed).
- qu – (keep lips pursed as you say cw – unvoiced)



The short vowels should be kept short and sharp:



- a: a-a-a (open mouth wide as if to take a bite of an apple).
- e: e-e-e (release mouth slightly from a position).
- i: i-i-i (make a sharp sound at the back of the throat – smile).
- o: o-o-o (push out lips; make the mouth into o shape).
- u: u-u-u (make a sound in the throat).



To hear the correct pronunciation of sounds please follow the link:

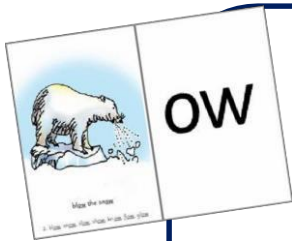
<https://ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

Set 2 and 3 Sounds

Set 2

'Set 2' refers to the long vowel sounds. All of these sounds are '**stretchy**' sounds.

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



ay – may I play
ee – what can you see
igh – fly high
ow – blow the snow
oo – poo at the zoo
oo – look at a book
ar – start the car
or – shut the door
air – that's not fair
ir – whirl and twirl
ou - shout it out
oy - toy for a boy

Children will also use pictures for each sound to help recognise the sound and then form the shape of the letter. Please see our letter formation sheet for more information.



Set 3

'Set 3' mostly refers to the alternative spellings of vowel sounds. There are also some additional sounds within Set 3, such as 'ti' and 'ci', within tion and tious/cious.

ea oi a-e i-e o-e u-e aw
are ur er ow ai oa
ew ire ear ure tion

ea – cup of tea
oi – spoil the boy
a-e – make a cake
i-e – nice smile
o-e – phone home
u-e – huge brute
aw – yawn at dawn
are – care and share
ur – nurse with a purse
er – better letter
ow – brown cow
ai – snail in the rain
oa – goat in a boat
ew – chew the stew
ire – fire fire
ear – what can you hear
ure – sure it's pure
tion – attention it's a celebration
tious/cious – scrumptious delicious

