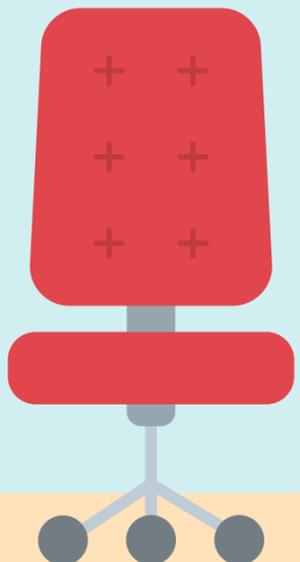
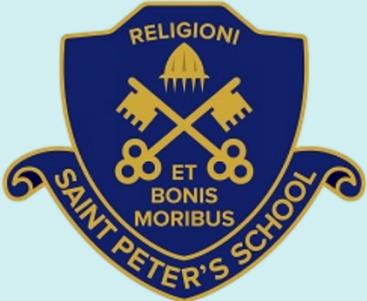


**Read Write Inc.**  
Phonics

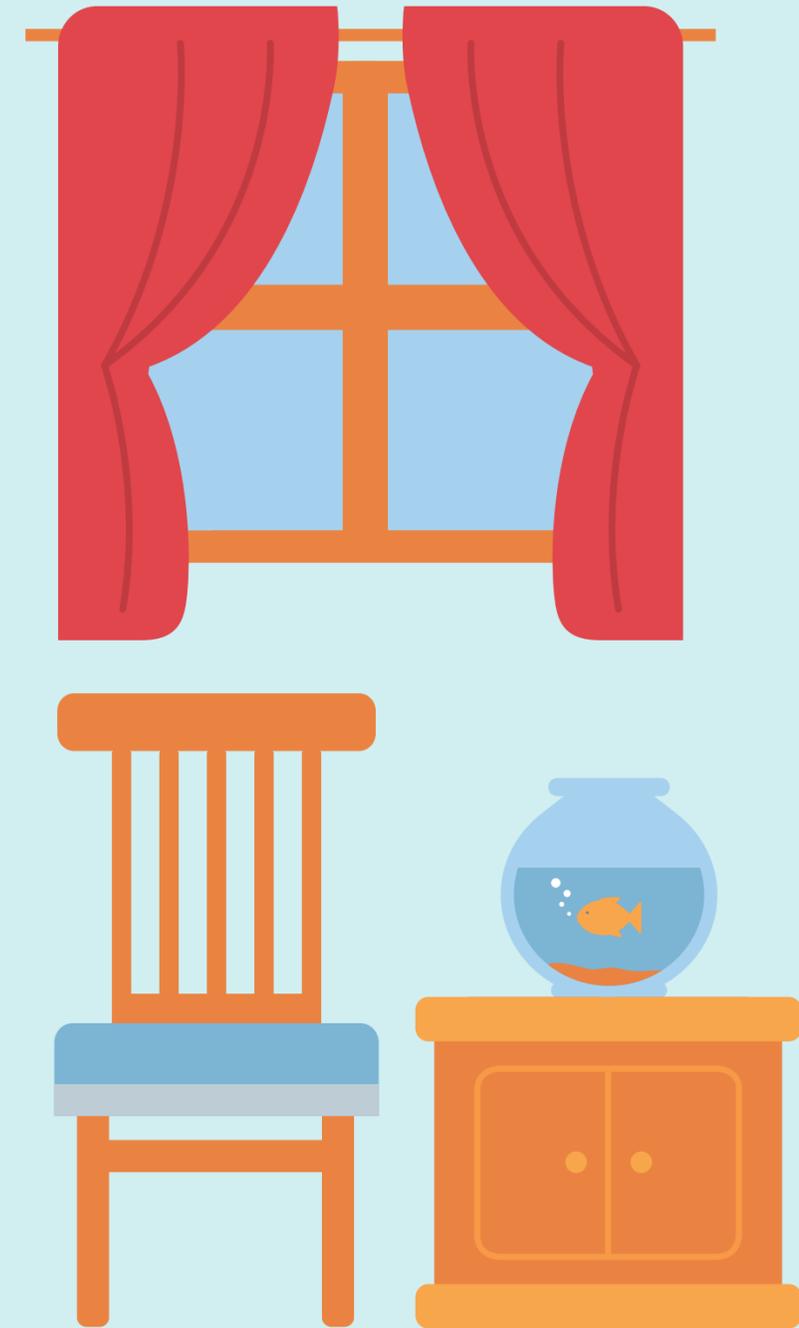
St Peter's Read Write  
Inc. Literacy Session

Set 2

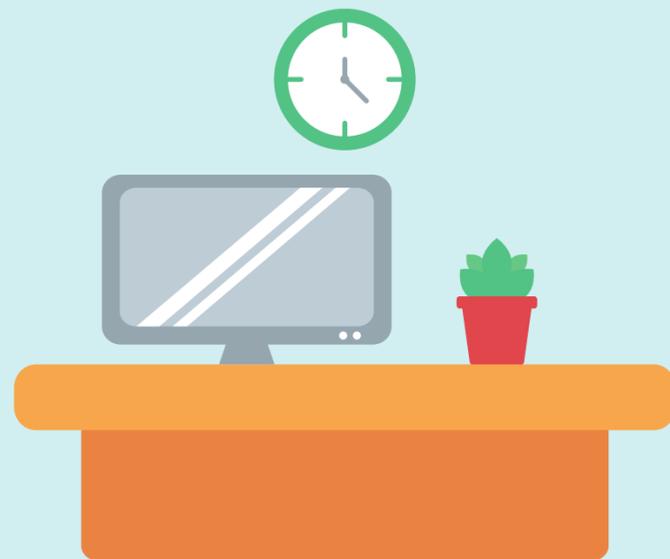


## The main aims of RWI:

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner



# Development through RWI



read sounds



read words with sounds they have learnt

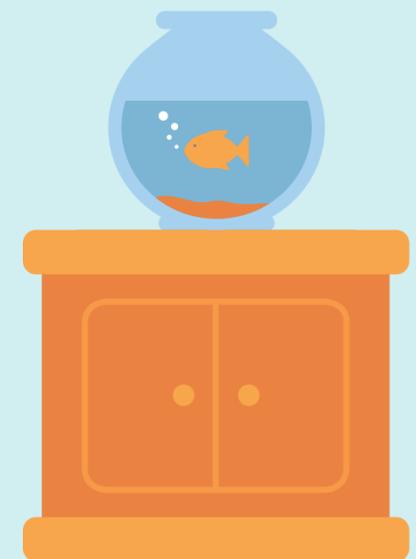
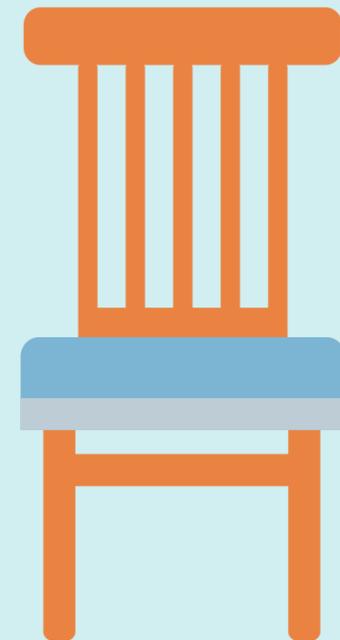
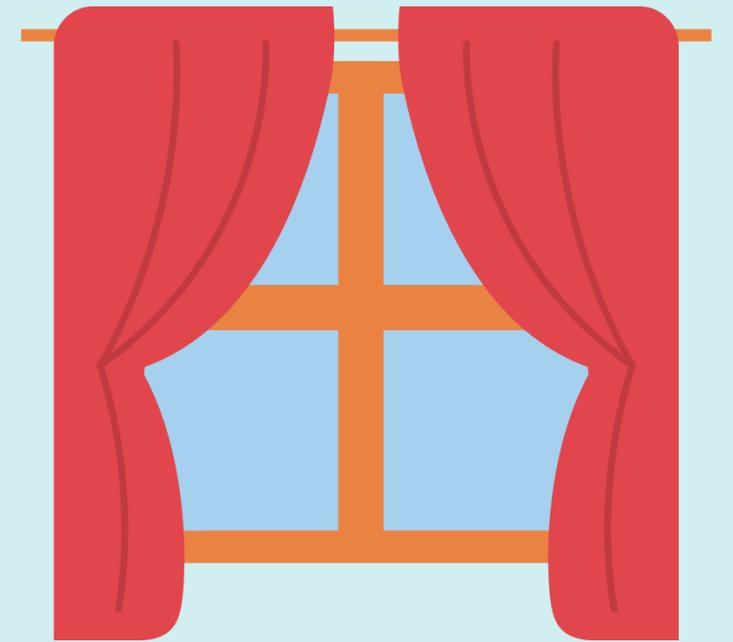


read books that include words with sounds taught and increasing fluency.

apply sound knowledge to writing; sentences, proof-reading, grammar and larger pieces of writing.

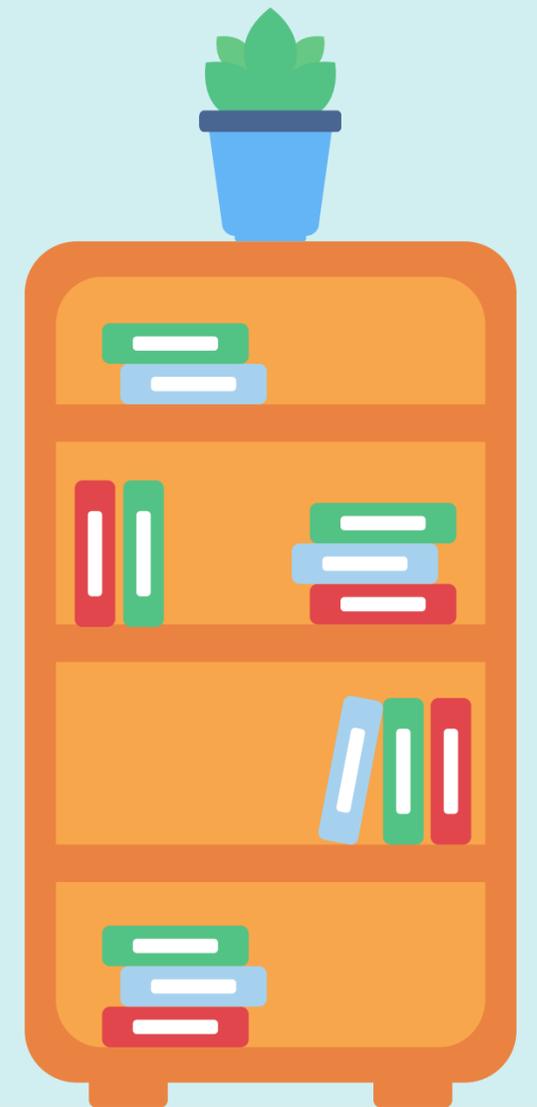
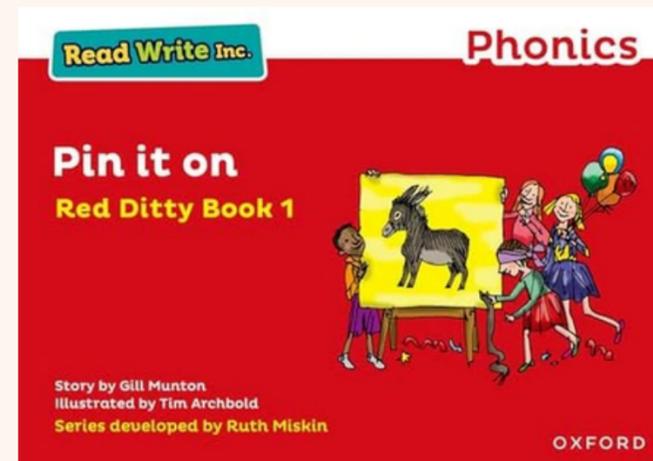


Set 1	Set 2	Set 3
Ditty	Green	Pink
Red	Purple	Orange
		Yellow
		Blue
		Grey



The first levels of Read Write Inc covers Set 1 sounds. This includes individual letter sounds and some digraphs (special friends)

ch, sh, qu, nk, ng, th, ff, ss, ck





When pupils get to **Green** Group, they begin to learn new Set 2 sounds. These are called digraphs and trigraphs (we call these special friends). They will continue to learn these in **Purple** Group.

**ay** *as in play*

**ee** *as in see*

**igh** *as in high*

**ow** *as in snow*

**oo** *as in zoo*

**oo** *as in book*

**ar** *as in car*

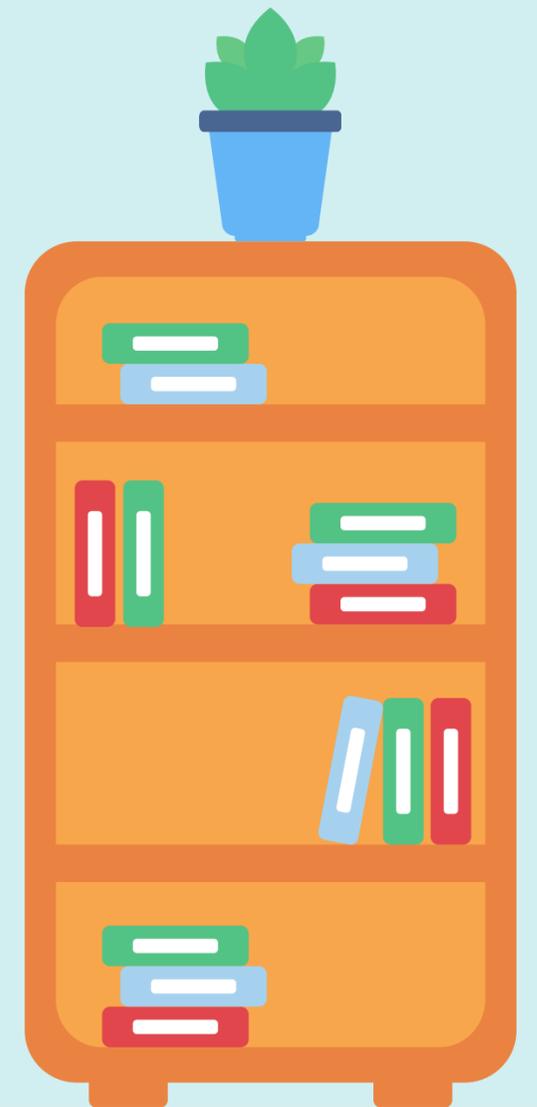
**or** *as in for*

**air** *as in fair*

**ir** *as in twirl*

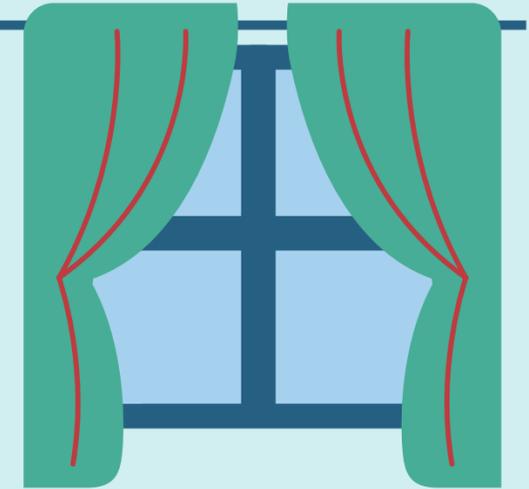
**ou** *as in out*

**oy** *as in toy*





It is important to equip learners with the skills to read words they do not know. Rather than guessing, reminding learners to use 'fred talk' can support them in decoding words for themselves.



blow  
..

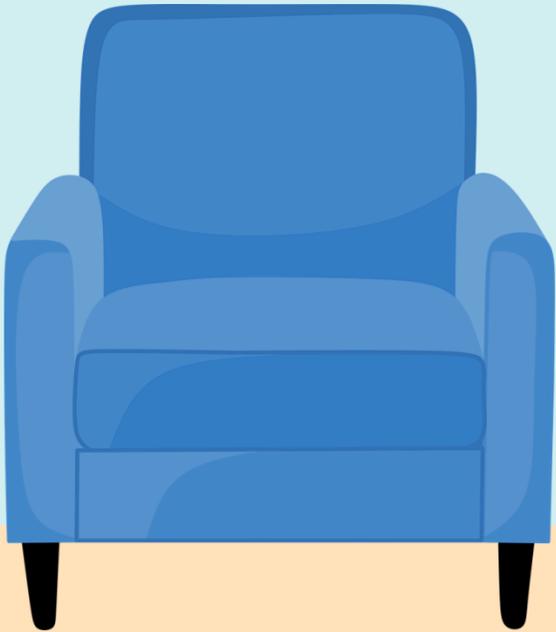
snow  
..

low  
..

show  
..

know  
..

slow  
..



play

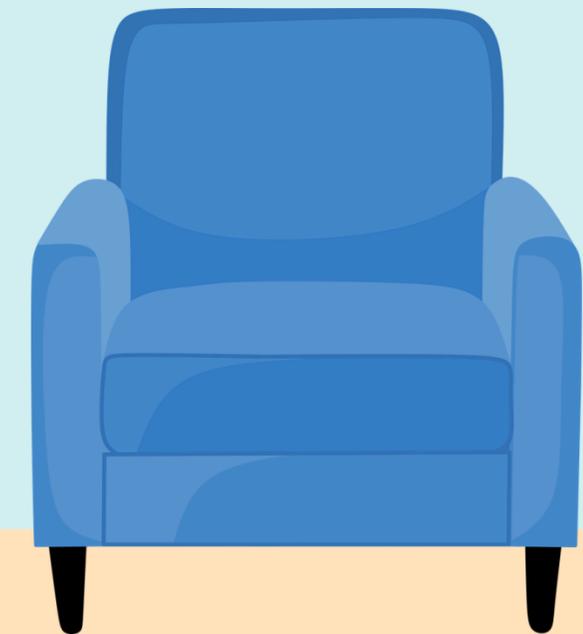
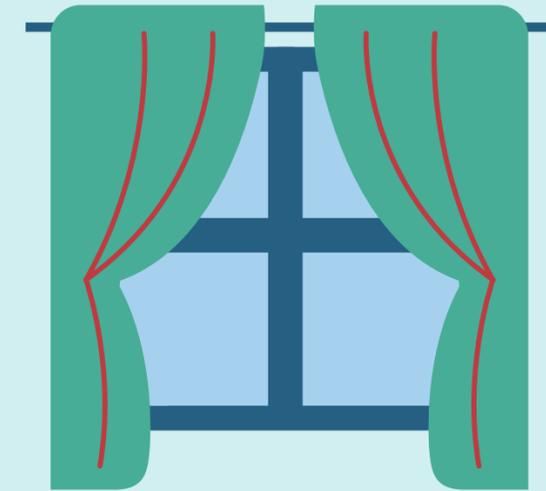


# Alien/Nonsense Words



<small>Set 1 Nonsense Words - Word Time 1.6</small>  <b>mip</b>	<small>Set 1 Nonsense Words - Word Time 1.6</small>  <b>vab</b>
<small>Set 1 Nonsense Words - Word Time 1.6</small>  <b>sem</b>	<small>Set 1 Nonsense Words - Word Time 1.6</small>  <b>pid</b>

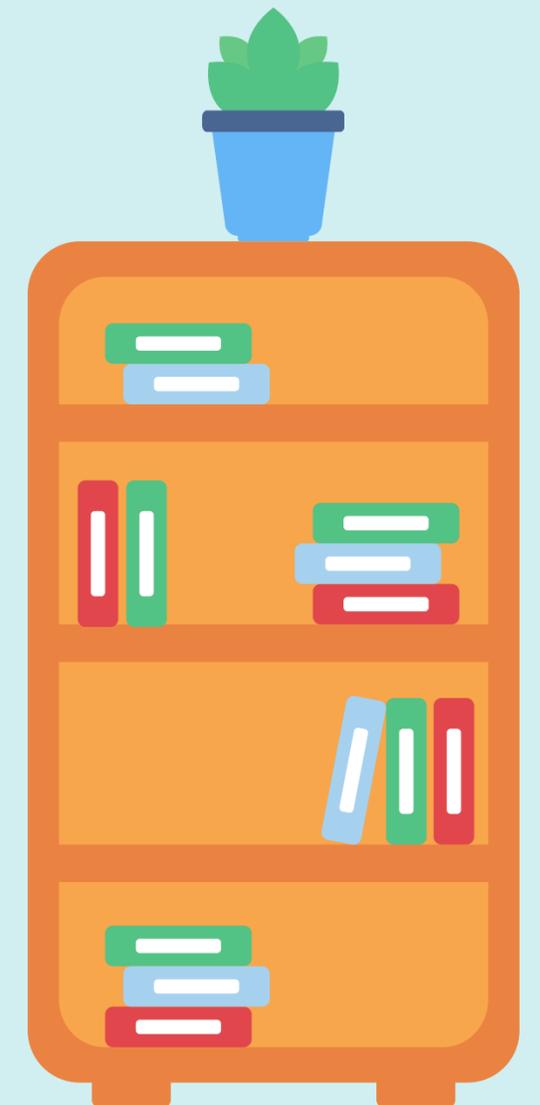
This assesses application of sounds knowledge  
and blending



'Red Words' (or sight words) to support your child with at home depend on their book level. These are words that have to be memorised as they cannot be decoded using 'fred talk' and have 'tricky letters'. In Green and Purple (Set 2) learners will be reading these words. Practising reading and spelling these words at home is one way you can support your child with these.

Green Level					
the	your	said	I	my	you
	no	put	he	be	

Purple Level					
the	of	to	no	I	my
me	go	he	baby	said	are
	you	paint	your		

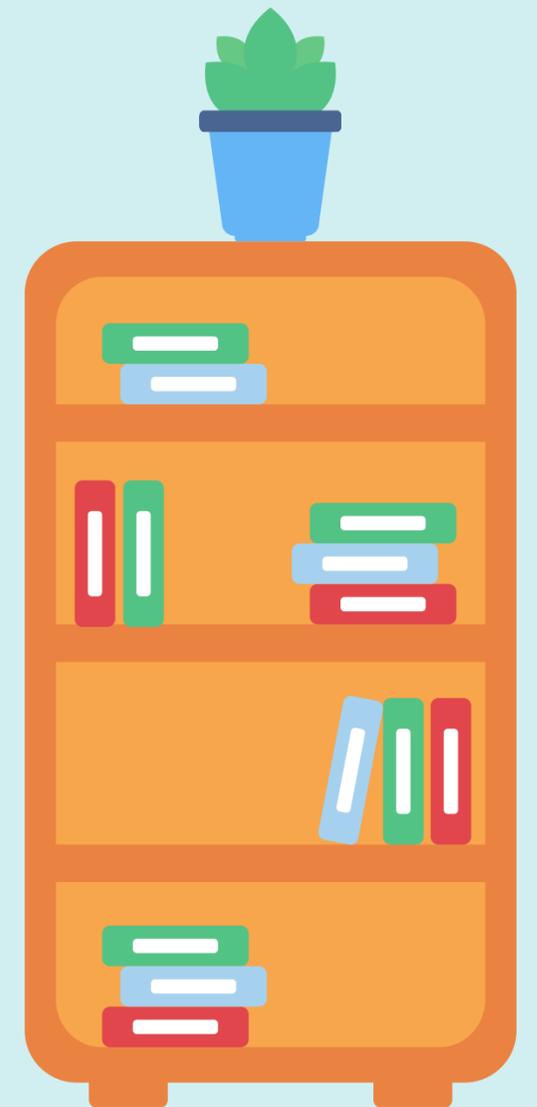


I  
you  
said



At this stage we are not looking for spelling to be perfect, but phonetically correct.

If a child spells 'bloo' instead of 'blue' this is appropriate for the stage of their phonics development.



## Capital Letters -

Learners are encouraged to say the sound rather than the letter name to support blending. There will be some use of capital letters, such as in red word 'I', at the beginning of sentences and for names.

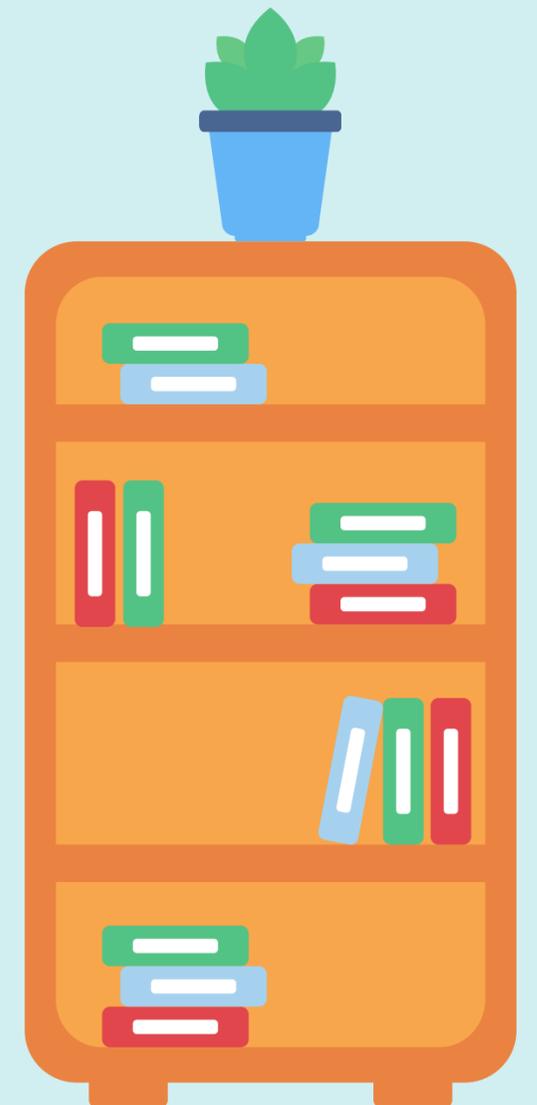
Once they move onto set 3 sounds they will begin to spell using capital letters.



# When spelling:

- Say the whole word first
- Fred talk it
- Ask: "Which sound do you hear?" (not "How do you spell...?")
- Praise effort, not perfection

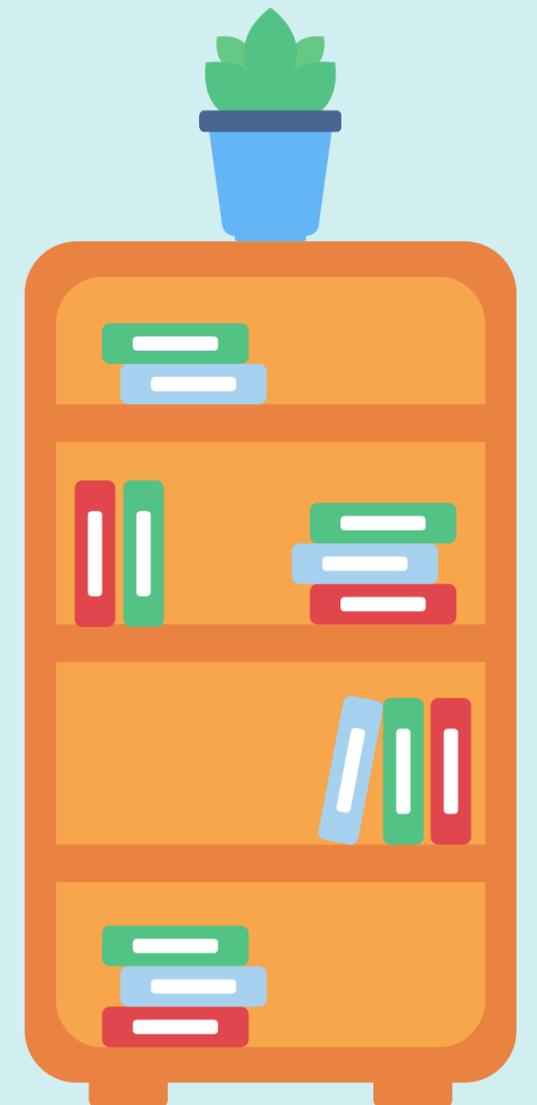
We're not testing - we're practising!



# Get Writing:



- Hold a Sentence
- Proof read
- Big Write





# Supporting at home:

5-minute rule - little and often beats long sessions

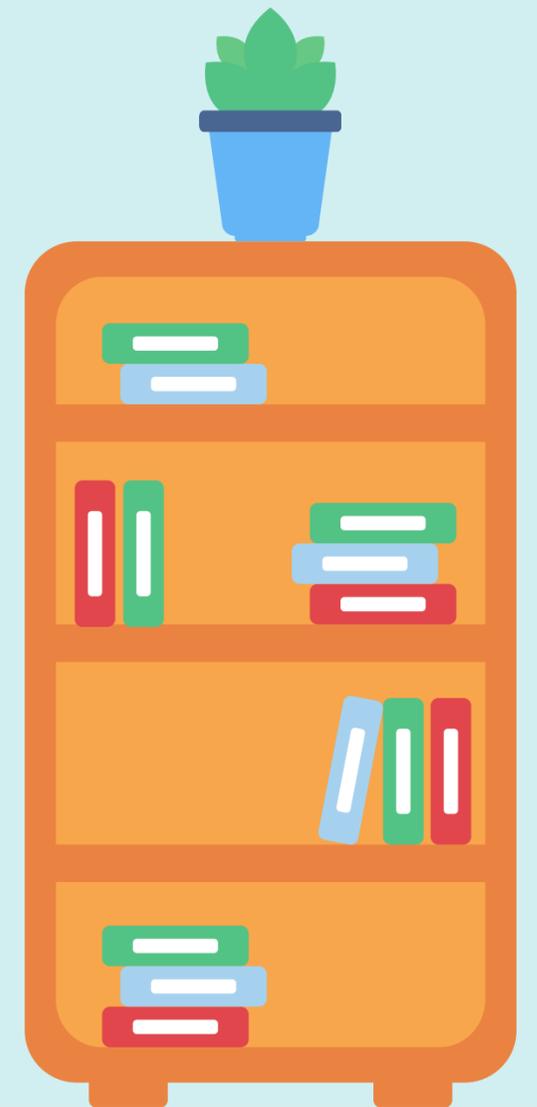
Spot Set 2 sounds in:  
shop signs  
books  
subtitles on TV

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Any questions or  
further  
resources/sessions  
that would help to  
support?

