

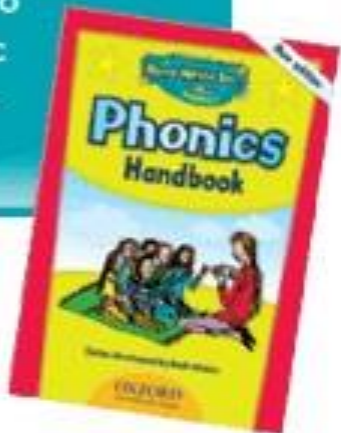
A dynamic literacy programme  
rooted in phonics!

**Read Write Inc.**



1

Children are all assessed and grouped according to their phonic knowledge.



2

The 44 sounds and corresponding letters are taught systematically.



3

Children read and spell out single decodable words.



Partner work and direct teaching are at the heart of *Read Write Inc.* programmes, ensuring every child experiences success.

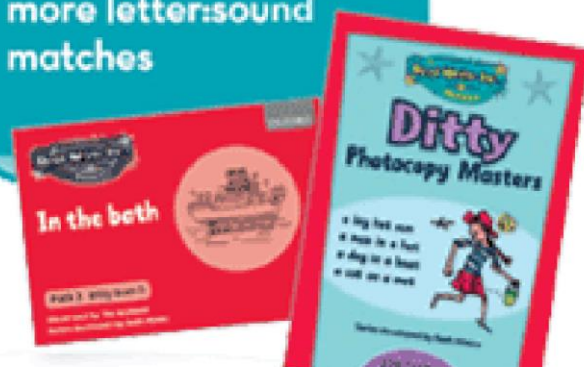
5

Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.



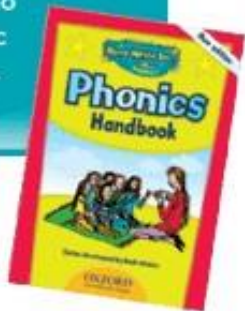
4

Children use short 'ditties' to practise early reading and writing and are taught more letter:sound matches



**1**

Children are all assessed and grouped according to their phonic knowledge.



Assessments are completed on a termly basis; children are then grouped according to their level.

Name:	Class:	Date:
A/1	m a s d t i n p g o c k u b f e l h r j v y w x z	
B/2	sad fan tap map cup bid run hen <u>gep rop baf lid ved</u>	
C/3	<u>sh th ch qu ng nk</u> shop chip rush thin ring sink <u>quan losh chup ling thip</u>	
D/4	splosh thick hand dress click <u>scomp poll stoff pand plick</u>	
E/5	ay <u>ee igh ow oo oo</u> play sleep flight blow spoon shook	
F/6	<u>ar or air ir ou oy</u> part horse fair whirl shout toy	
G/7	<u>glight mout goy jair kirn vard slorf slair</u> <u>flarf snay stoon trow ploun gleep</u>	
H/8	a-e <u>i-e o-e ea</u> shake pipe smoke clean <u>pake jike doke feap</u>	
I/9	u-e <u>ai oa ew oi ire ear er aw ow ure are ur</u> slain float shrew spoil fire hear her claw brown pure share burn rude <u>scur gloip slaw gler scare plare clowp smire</u> <u>skew scroap bluke graip hure</u>	
J/10	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious	



## Speed sounds set 1:

m, a, s, d, t, i, n, p, g, o, c, k, u,  
b, f, e, l, h, sh, r, j, v, y, w, th, z,  
ch, qu, x, ng, nk



<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

## Speed sounds set 2:

ay, ee, igh, ow, oo, oo (look), ar, or, air, ir, ou,  
oy

It is really important that the sounds are pronounced as 'pure' sounds as this makes blending for reading (Fred Talk) and segmenting for spelling (Fred fingers) much easier.



Speed sounds set 3:  
 ea, oi, a-e, i-e, o-e, u-e,  
 aw, are, ur, er, ow, ai,  
 oa, ew, ire, ear, ure  
 tion, cious

### Complex Speed Sounds

#### 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				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

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

**2**  
The 44 sounds and corresponding letters are taught systematically.




Simple Speed Sounds

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

## Word Time!

- This is where it all begins in Nursery and Reception, which will continue into Year 1 and 2 if needed.
- Sounds are taught in a systematic order, so they can make 2-letter and 3-letter words with their focus set of sounds.
- Letters all have a picture to go with them, to help children remember what the letter looks like and to help with their letter formation.

3

Children read and  
spell out single  
decodable words.

pan  
• • •



- Children learn to read Green words cards, which use the sounds they have been learning.
- We sound out each grapheme and then blend the sounds together to read the word. This is called Fred talk.

## Ditty Books

- Children continue to revise the simple speed sounds (Set 1) including ch, th, sh, ng and nk.
- They now use their sound knowledge to read short pieces of text and writing tasks.
- Children move on from the ditties to books when they can begin to read **without sound**

**blending first** (from sight).

- New speed sounds are taught each lesson.
- Children continue to learn new red and green words; and begin to think more about punctuation in reading (reading with expression)
- Each book teaches the children new green and red words, which they practise reading and writing each day.

**4** Children use short 'ditties' to practise early reading and writing and are taught more letter:sound matches



**5** Children read levelled, decodable texts and do integrated writing activities. They continue to learn sound:letter matches.





- Red words cannot be sounded out.

E.g. said was come me the

me \*

*If it's red we can't use Fred!*

- The tricky parts in these words are called grotty graphemes.
- Green words can be Fred talked (sounded out and then blended together)

the

the



at	mad
sad	dad
sat	mat

play	day
way	may
spray	say

# How can you help at Home?

Simple Speed Sounds

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

- By knowing the 44 pure sounds
- By encouraging children to blend using Fred Talk for reading **m\_a\_t**  

- By encouraging children to use Fred Fingers for spelling  

- When you listen to your child read, encourage them to blend if they are unable to read the word on sight.