



Early Years and KS1 Read Write Inc (phonics) and Read with RIC (reading)

Miss Leather

RWI Leader
SENCO

Teacher and Learning
KS2 Leader

Miss Roberts

English Leader
KS1 Leader

Jeanette Winterson

“Teach a child to read...keep that child reading and we will change everything”

Language Development

Spanish



24 speech sounds

26 letters to make up those sounds

29 graphemes

English



44 speech sounds

26 letters to make up those sounds

150+ graphemes

eg. 9 different ways to write 'or' !!!

Read Write Inc

RWI is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. Children are regularly assessed and then grouped according to their stage not age, so classes will be mixed and taught by trained teachers and teaching assistants.

All children in KS1 and have a daily Read Write Inc (RWI) phonics and reading session for 45 minutes.

RWI sessions:

- Read books with words that contain previous or new sounds taught.
- Learn to read words by sounding them out, as well as by sight to develop fluency.
- Read a RWI book at school at least three times before we send a copy home. Are a different colour to banded books.

Please read these books at least once at home. There are also questions at the back of the book which you can discuss the book with your child.

Some children will also have an additional phonics session in the afternoon.



<http://www.ruthmiskin.com/en/resources/parent-tutorial-1-understanding-read-write-inc-phonics/>

The Speed Sounds

Simple Speed Sounds chart

Consonants: stretchy

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

Special friends...2
letters that make 1
sound

Consonants: bouncy

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

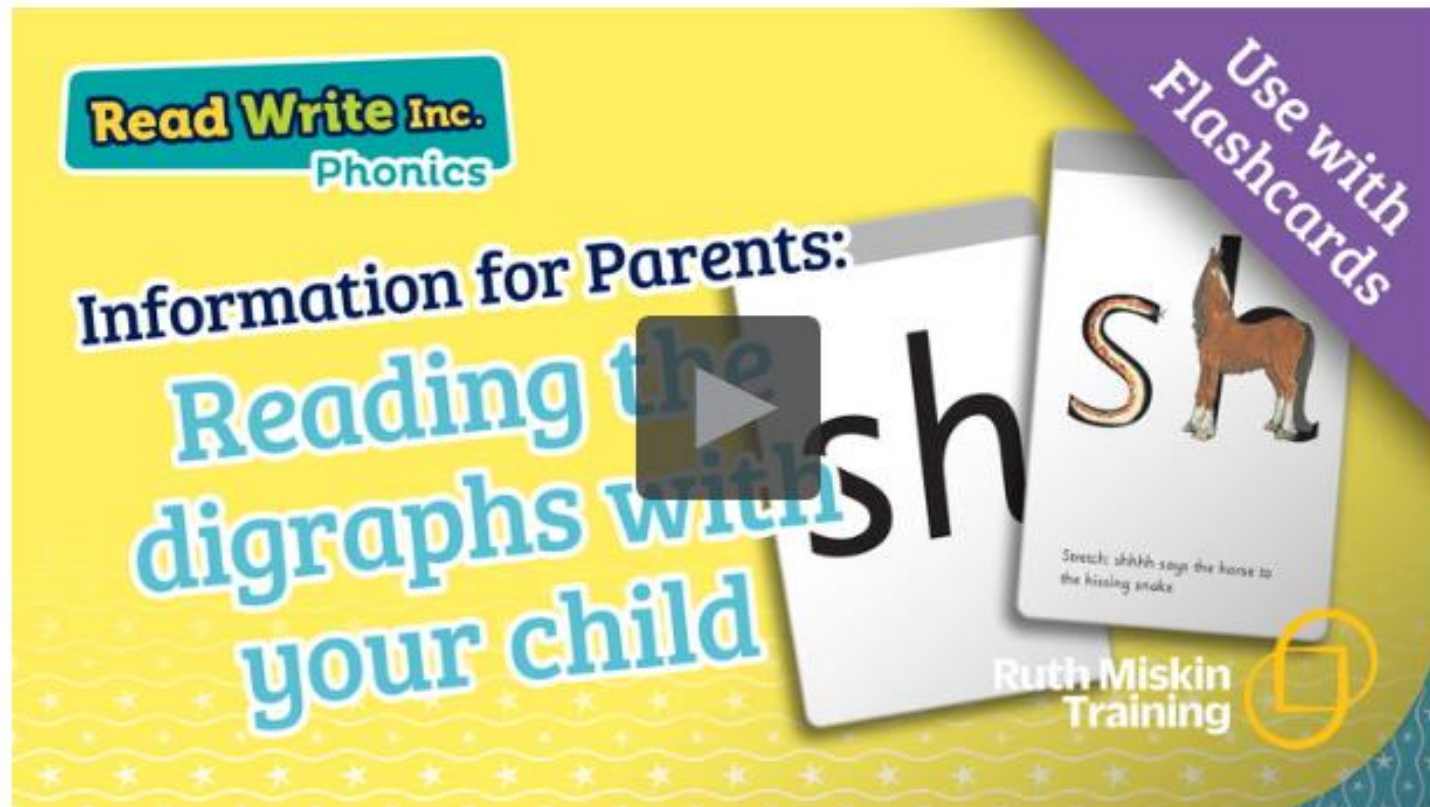
Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

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



<http://www.ruthmiskin.com/en/resources/information-parents-reading-digraphs-your-child/>

How do phonics help us to read?

Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c_a_t.” Not **cat**.

We call this *Fred Talk*.



The importance of talk for writing

“What you can say today...you can
write tomorrow”

Ruth Miskin



Fred Talk

When reading a word we encourage children to follow three steps:

1. Identify the special friends.
2. Fred Talk.
3. Read the word.



Lets have a go!

m u d

Are there any special friends? NO

Fred Talk

Read the word

mud



Lets have a go!

sh i p

Are there any special friends? Yes- sh

Fred Talk

Read the word

ship



Lets have a go!

f r igh t

Are there any special friends? Yes- igh

Fred Talk

Read the word

fright



Learning to blend and segment with the sounds we know...

Assisted blending
as soon as the first 5
sounds are learnt!

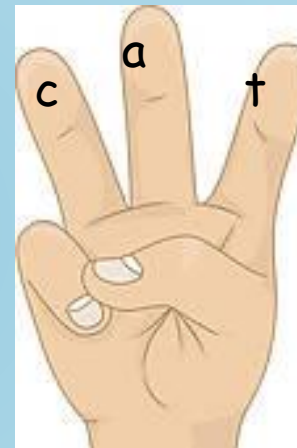
Moving towards
independent
blending



Fred Fingers for spelling

*Say the word and
pinch on the sounds

Eyes for reading,
fingers for spelling!



Learning to blend and segment with the sounds we know...

Green words – contain all the sounds we know

- *Fred talk
- *Fred in your head
- *No Fred talk

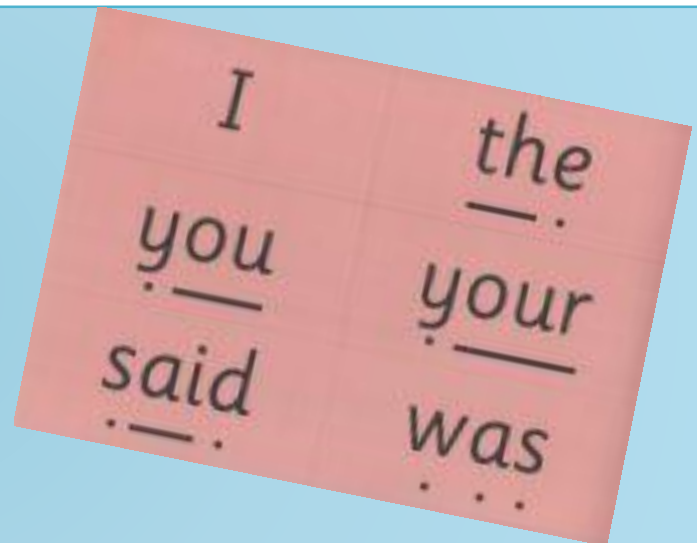
Alien words!



Red words

‘If it’s red it’s hard to Fred’

Grotty grapheme!



The English language is a complex code...

It would be easy if we only had to learn Set 1 and Set 2 sounds!!



ay

- play
- eight
- cake
- straight



igh

- right
- pie
- kite
- fly

Set 3 sounds – now need to know
the letter names!

Complex Speed Sounds chart

Consonants: stretchy

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					
					ce					

Set 3 sounds

Consonants: bouncy

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											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o

Splits...where's my friend,
he's on the end!

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

Assessment and Monitoring

All staff are Read Write Inc trained – differentiated groups across the school

Reading is a daily activity

The importance of 3 reads

1-accuracy

2-building fluency

3-expression, reading like a storyteller

Assessment is carried out by the RWI leader half termly, any individual concerns are raised

How to help your child read at home?



Reading stories at home

Read favourite stories over and over again

Read some stories at a higher level than they can read themselves.

Listen to them reading their take home Phonics storybooks.

Watch the RWI storytime at home video on their website for hints and tips.

Have fun with Fred Talk!

“What a tidy r-oo-m!”

“Where’s your c-oa-t?”

“Time for b-e-d!”



Practise pronouncing the sounds...

Remember no ‘fuh’ and ‘luh’!

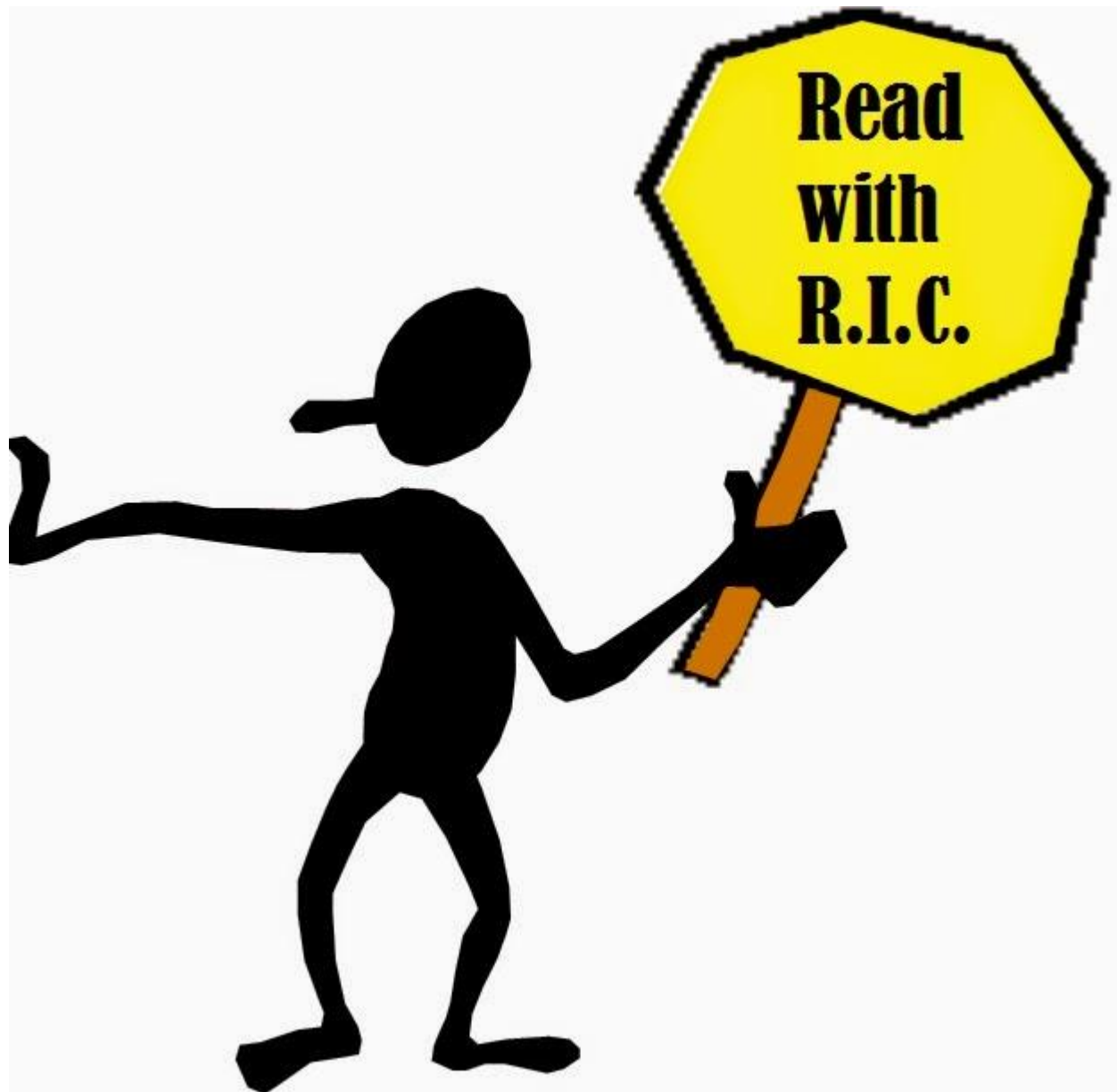


Supporting our reading scheme

It is not a race through levels...there are many skills involved!

Children need to be exposed to words several times before they become fluent and automatic.

We aim for the children to be able to read as storytellers with the appropriate expression and intonation and therefore understanding.



Reading with RIC

We have introduced new reading lessons in school called 'Reading with RIC'. RIC stands for 'Retrieve, Interpret, Choice'. Children will focus on rich texts and then explore a question focussed on developing a specific reading skill. They record this learning in a Reading Journal. The lessons strengthen children's literal, inferential and analytical comprehension skills. In Years 1-6, children have two 45- minute RIC lessons a week. In Year R they have three 15- minute reading lessons where the children will talk about a picture and verbally answer retrieval questions.

Year R

Year R have three 15/20 minutes RIC Starter a week.

DECODE

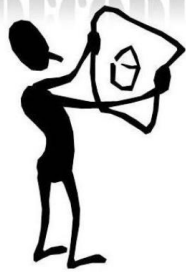


RETRIEVE

- Can you find information in the text?
- What do certain words mean? (Dictionary)

Look through the text carefully and highlight or underline the words which answer the questions.

DECODE



Decode -The children start their lesson with decoding. During decoding the children will read sounds they have learnt and words containing sounds they have learnt. They will identify special friends, Fred talk and read the word. Exactly the same as RWI.



Retrieve- Then the children will have a picture to discuss in pairs. Their teacher will ask them a retrieval question.

Retrieve means the answer is in the picture, text or clip.

Their teacher will model a sentence opener and encourage the children in pairs to answer the question using her sentence opener.

The teacher will share children's answers and support children to answer in full sentences.

She will then model writing the answer in a sentence.

The three sessions the children have completed will be displayed on the English working wall so children can continue to discuss the pictures with their peers.

How does it work for KS1?

The simple answer is that it works the same as any other lesson; There is one learning objective for the whole class based around the same text. The activity is adapted for different abilities so that all children can access the learning objective and be challenged. Sometimes texts are part of a class book they have read or are reading and other times they are a poem or non fiction article.

- 2 x 45 minutes sessions per week- Focus on the same LO/question/reading skill in the 2 lessons. Within the lessons children will create a journey on a double page spread to answer the question given to show their understanding of the text.
- RIC starter 20 minutes= decode. retrieve, interpret
- Activity – Question linked to one reading skill=Retrieve, interpret, predict, perform and review.

KS1 RIC Starter = 20 minutes

DECODE



RETRIEVE

- Can you find information in the text?
- What do certain words mean? (Dictionary)

Look through the text carefully and **highlight or underline** the words which answer the questions.

INTERPRET

- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.



RIC Starter

We start every Read with RIC session with a RIC Starter which consists of decoding, answering a retrieval and interpret questions from a stimulus.

DECODE



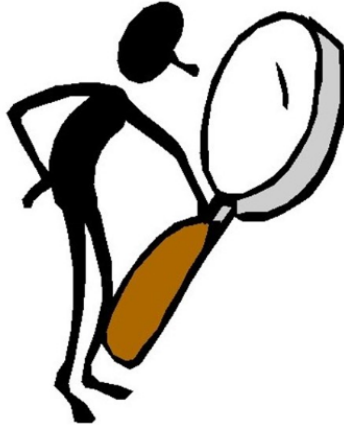
Decode- Children are provided with words to read. These words can be from RWI word list, common exception words, nonsense words, words from focus text, words from the starter they are about to read, multisyllabic words or words containing suffixes or prefixes.

Children will go through the same process as they do in RWI when reading words.

Special friends

Fred talk

Read the Word



RETRIEVE

- Can you find information in the text?
- What do certain words mean? (Dictionary)

Look through the text carefully and highlight or underline the words which answer the questions.

Retrieve - This question must be something that *all* children can access and answer. It should be something very clear because this question helps children to realise that a lot of reading questions are obvious - they just have to retrieve it. It might be a number, a colour, something the children have to count, a fact or something they must spot or listen out for.

Examples: How many birds are in the video? What colour is Juliet's dress? How many ballet shoes are made each year? When does this film get released?



INTERPRET

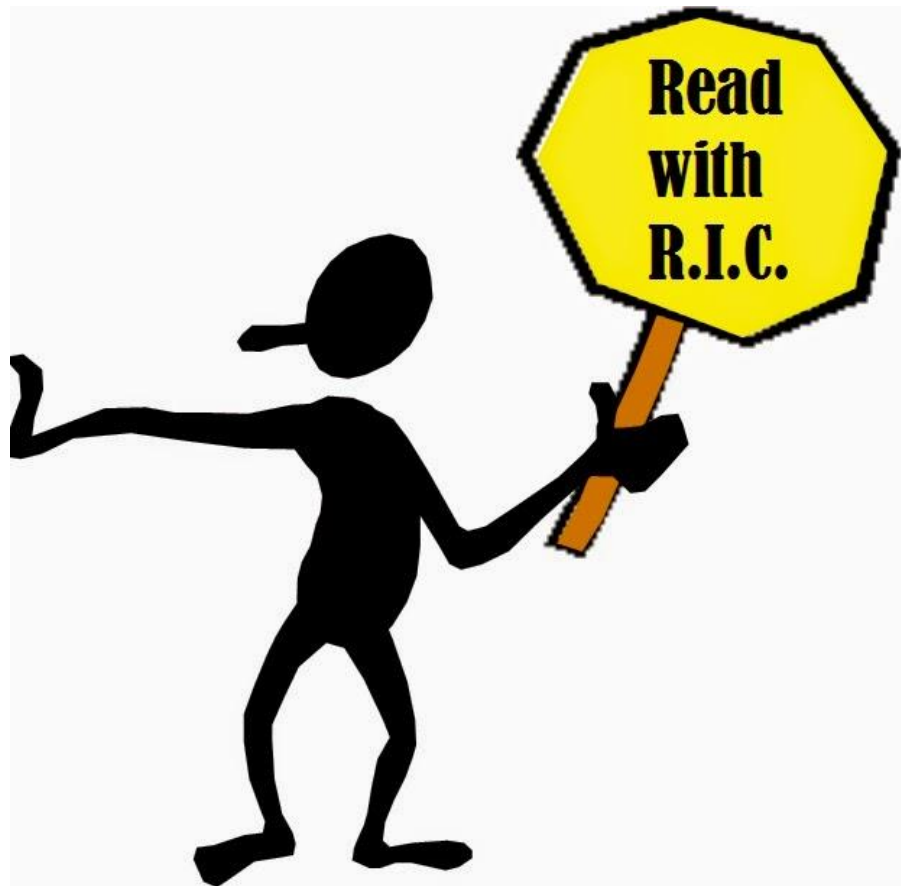
- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.

Interpret - This question should require children to use clues from actions or events. The answer should not be obvious in the media but should require some deduction and/or inference. Questions about feelings or reasons behind actions are quite common. With a sensible guess, children should be able to have a good attempt at this question. The RIC logo for interpret has him holding a key. This is because children have to unlock the answers from the clues given.

Examples: Why did he go down that road? How is the rabbit feeling? How did they get out?

Let's have a go!



ren

DECODE



happy

DECODE





Retrieve- What colour is the girls hat?



RETRIEVE

- Can you find information in the text?
- What do certain words mean? (Dictionary)

Look through the text carefully and highlight or underline the words which answer the questions.



Interpret- How is Gru feeling?
How do you know?
Why is he feeling that way?



INTERPRET

- How are the characters feeling?
- Why did they do or say that?
- What might happen next?

Unlock information from the clues given in the text.

RIC Activity = 25 minutes

Focus on **one** reading skill.

The children will have an extract of text or a short story to read in pairs. The text can be linked to the topic, English focus or a rich piece of text.

The teacher will explain to the class which reading skill they are focussing on and a question the children need to answer using the text they have read in their pairs.

The children record their answer on a double page spread and they can be as creative as they are comfortable with to answer the question.



1. Applying phonic knowledge and skills as the route to decode words.
2. Responding speedily with the correct sound to graphemes for all phonemes.
3. Reading accurately by blending sounds in unfamiliar words.
4. Reading common exception words.
5. Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
6. Reading other words of more than one syllable that contain taught GPCs.
7. Reading words with contractions, and understand that the apostrophe represents the omitted letter(s).
8. Rereading these books to build up their fluency and confidence in word reading.
9. Correcting inaccurate reading.



1. Retelling key stories, fairy stories and traditional tales.
2. Checking the text makes sense to them.



1. Predicting what might happen based on what has been read so far.



1. Recognising and joining in with predictable words and phrases.
2. Reciting some verses and poems by heart.
3. Reading books aloud which are in line with their phonic knowledge.

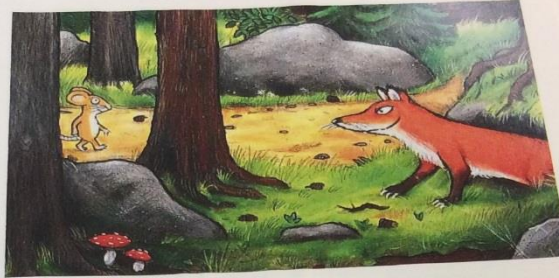


1. Linking what they read and hear to their own experiences.
2. Discussing word meanings.
3. Linking new word meanings to those already known.
4. Drawing on what they know and background information to understand.
5. Making inferences based on what is being said and done.
6. Explaining clearly their understanding of what is read to them.



1. Listening to and discussing a wide range of poems, stories and non-fiction.
2. Discussing the significance of the title and events.
3. Identifying characteristics of key stories, fairy stories and traditional tales.
4. Participating in discussions about what is read to them.

Year 1 RIC Starter



Retrieve- What is the fox doing?

Interpret- What do you think the mouse is thinking about?

R: The fox is hiding
bee hind the tree.


I: I thing The mouse is I thinking
about sing The scuff lo.
seeing

Mostly
Independent
work

✓ at
Capital letters
for start of
sentence or
something's
name.


Year 1 RIC Main Activity

Thursday 5th October 2017
Friday 6th
Interpret - making inferences based on what is been said and done on the story of Gingy




I think Gingy is feeling Sad ✓
because The King won't listen to Gingy. ✓

✓ At work
★ Tristan, you're a star! Great answers! See me for a sticker!



I think Gingy is angry ✓
because The King took off his legs. ✓





1. Applying phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
2. Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
3. Reading accurately words of two or more syllables that contain taught graphemes.
4. Reading words containing common suffixes
5. Reading further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
6. Reading most words quickly and accurately, without sounding and blending.
7. Reading aloud books closely matched to their improving phonic knowledge.
8. Rereading these books to build up their fluency and confidence in word reading.



1. Discussing the sequence of events in a book and how non-fiction items are related.
2. Experiencing non-fiction books structured in different ways.
3. Recognising simple, recurring language in stories and poetry.
4. Answering questions.



1. Listening to, discussing and expressing views about a range of genre, including texts beyond their understanding.
2. Discussing their favourite words and phrases.
3. Discussing books, poems and other texts with other children.



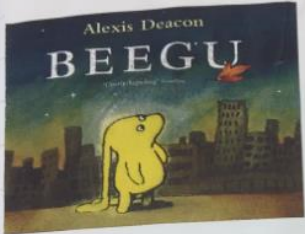
1. Discussing the meaning of words.
2. Drawing on background information to understand a text.
3. Checking the text makes sense to them as they read.
4. Making inferences on the basis of what is being said and done.
5. Predicting what might happen.
6. Asking questions.
7. Explaining their understanding of what they've read.



1. Retelling stories, fairy stories and traditional tales.
2. Learning poems by heart and reciting these with appropriate intonation.

Year 2 RIC Starter

RIC Starter




Retrieve- Do you think this book is a fiction book or a non-fiction book? Explain your answer.

Predict- What do you think this book is about? Explain your answer.

R= I think this book is a fiction book because it is not a real picture. ✓ P= I think the book is about BEEGU who is being lonely and its the title of the book. ✓

Thursday 2nd November 2017

RIC Starter



THE MOON

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays,
And birds asleep in the forks of the trees.

The squealing cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that flies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way,
And flowers and children close their eyes
Till up in the morning the sun shall rise.

Read the poem 'The Moon'.

Retrieve- Who has their eyes close until the morning sun?

Interpret- Why do you think the dog is howling? Explain your answer.

R= The glowers and children have their eyes closed until morning sun. ✓ I= I think the dog is barking because he is cold and he wants to be warm. ✓

Year 2 RIC Main Activity

Friday 10th November 2017

Interpret- How did the character's feelings change through the story?

I can make inferences about how a character is feeling using the text and pictures.
I can make inferences about how a character is feeling from the character's actions.

I think she feels miserable because her ears are drooped down.
//actions

I think she feels happy because she has friends.

I think she feels excited because she's with her family!

before middle after

I know she feels sad because her body is drooped down.

I know she feels happy because her ears are sparking.

I think BEEGU feels sad because she lost her friend.

I know she feels amazed because she's with her family.