

The early reading journey

At Brook, we aim for all children to become confident, fluent readers who have a love of reading. We follow the Read, Write, Inc programme to teach children how to read.

What is Read, write Inc?

Read, Write, Inc is a high quality structured Phonics programme which uses a systematic approach, designed to help all children to become 'fluent readers, confident speakers and willing writers'. The programme is used by over a quarter UK schools and meets the requirements of the National Curriculum.

Click on the links to find out more:

<https://youtu.be/bXOJUPNVnLc>

<https://youtu.be/sjIPIlhk7bQ>



The reading journey

At Brook, the journey begins in Nursery. Here children are exposed to a wide range of stories, rhymes and language rich opportunities.

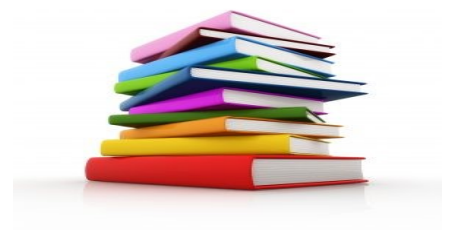
Children first learn to fred talk (blend orally) using pure sounds. We say 'm' not 'muh' and 's' not 'suh'. This helps children to blend sounds together more easily. At this stage, children do not use letter names

Click on the link below to listen to how we pronounce the sounds.

<https://youtu.be/TkXcabDUg7Q>

In school we use a puppet called 'Fred' to teach oral blending. **Click on the link below to view an example:**

https://youtu.be/dEzfpod5w_Q



* Alongside fred talk, we teach the 44 letter sounds using pictures, story and phrases to help them to remember each sound. In Reception, these are taught during daily speed sound lessons.

Nursery children learn the picture names and when appropriate, are exposed to the sounds.

Reception children are taught how to read and write the sounds during daily speed sound lessons.



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horn, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose
chuhchan



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



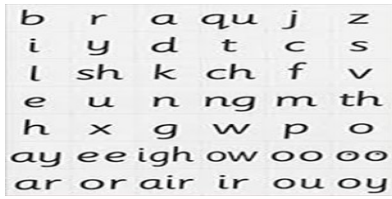
Thing on a string



I think I stink

Learning to blend

- * Children learn to blend using magnetic boards and letters.



Read words

- * Once children are blending independently, they learn how to read words. They do this by spotting the special friends (two/ group of letters that make one sound) and use fred talk to blend the sounds together to read the word.



Set 2 Speed Sounds	Rhyme	Set 3 Speed Sounds and rhymes	
ay	may I play	a-e: make a cake	ai: snail in the rain
ee	what can you see	ea: cup of tea	e: he me we she be
igh	fly high	i-e: nice smile	
ow	blow the snow	o-e: phone home	oa: goat in a boat
oo	poo at the zoo	u-e: huge brute	ew: chew the stew
oo	look at a book		
ar	start the car		
or	shut the door	aw: yawn at dawn	
air	that's not fair	are: share and care	
ir	whirl and twirl	ur: nurse for a purse	er: a better letter
ou	shout it out	ow: brown cow	
oy	toy to enjoy	oi: spoil the boy	
		ire: fire fire!	
		ear: hear with your ear	
		ure: sure it's pure?	
		tion: Pay attention, it's a celebration	
		cious/tious: Scrumptious, delicious	

Practise fluency

Children practice reading words containing sounds they have already learned by :

- Firstly using 'special friends, fred talk, read the word' to ensure accuracy
- Then, they read using 'Fred in your head' (silent fred talk)
- Then they read the word with increased speed

Nonsense words

Children also read 'nonsense words' (alien, made up words) containing the sound they have been taught and previously taught sounds. They use the technique, 'special friends, fred talk, read the word' to read them.



Spelling

Children learn to break down sounds into words using 'fred fingers' for spelling.

This is taught during daily speed sound and story book lessons

Watch the video below for an example of this:

<https://youtu.be/absSgYIPCns>



Story books

Following the daily speed sound lesson, once children are able to blend to read words, children have a story book lesson matched to their ability.

Children only read books that contain words with sounds they have been previously taught in speed sound lessons.

They read the book at school within lessons 3 times before it is sent home. By this time children should be practising reading the story using a 'story teller voice'.

If your child is able to blend to read words, they will bring home a RWI book and a sharing book. Prior to this they will bring home a sharing book and they may also be given flashcards.

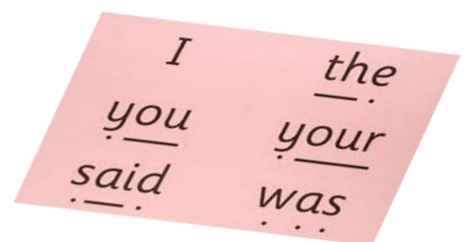


story book lessons:

Children will:

- Practise reading words from the story—story green words
- Practise reading tricky red words (words that cannot be easily decoded) from the story
- The story is introduced and read to the children by the teacher
- Work with a partner to read the story green words, speedy words and red words
- Read the story with a partner
- Practise comprehension skills by answering 'find it' and 'prove it' questions
- Use talk to answer questions.
- Take turns and listen to each other.

racket	din
hullabaloo	ear-splitting
limp	shuffle



Writing

During storybook lessons children learn how to:

- Hold and write a sentence
- They learn how to proof read, checking grammar, punctuation and spelling

At yellow and above story book level:


They will also:

- Practise spelling green and red tricky words
- Complete activities to develop vocabulary and grammar skills

Storybook 5
See 'Get Writing' Handbook for lesson plans.


Black Hat Bob

Activity 5 a
Hold a sentence



Check
capital letter H gaps
full stop . sh

b



Check
capital letter H gaps
full stop . sh x

Children remain on the RWI programme until they have completed it. When children have completed the programme (usually in Year 2), they have a daily comprehension lesson which includes exploring vocabulary, spelling rules, grammar and punctuation. Children will select an appropriate reading book of their choice and also bring home a sharing book.

Any children remaining on the programme in Years 3 and 4 are given appropriate one to one tutoring or are taught a RWI style lesson within their year group to enable them to progress.

If a child still requires support in Years 5 and 6 the Fresh Start programme is implemented and delivered by a teaching assistant.

Pinny time and afternoon speed sound lessons

- Pinny time is used to help children to practise reading sounds they have been taught at intervals during the day.
- Afternoon speed sound lessons are taught to consolidate sounds previously taught to enable gaps in sound knowledge to be addressed. In Year 1, these are taught daily
- Fluency lessons where required, are delivered either one to one, within a small group or as a class. These help children to practise reading words fluently.



Assessment

Children are assessed every half term and are placed in a group to match their ability. This enables any children who are not progressing to be identified.

Any children who are identified are given one to one tutoring appropriate to their challenge point to allow them to make progress.

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Phonics screening check

Children in Year 1 and any children in Year 2 who did not pass in Year 1 are required to take a screening check. This usually takes place in June. Children are required to read 40 words consisting of real and nonsense words containing a mix of set 1, set 2 and set 3 sounds.

Children who do not pass in Year 1 will receive one to one tutoring to help them to progress and to hopefully meet the required standard when they resit in Year 2.

Please see the video below for further information.

<https://youtu.be/LbKGLJPp6ww>

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

Useful information.