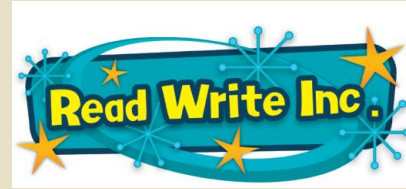




# LITERACY MEETING

Thursday 10<sup>th</sup> 7pm and Friday 11<sup>th</sup> October 9.15am

# Read, Write, Inc.



- 'Read, Write Inc.' is a literacy programme by Ruth Miskin.
- The whole programme covers phonics, reading, writing and spelling and is used across Reception and KS1.
- A complete literacy programme - systematic and structured.

# A bit of technical vocabulary...

**Phoneme** – spoken sounds – there are about 44 in the English language

**Grapheme** – how we write each of the spoken sounds e.g the spoken sounds 'f' is written using the graphemes f, ff, ph.

**Red words** – words that cannot be sounded out e.g. I, said, they

**Green words** – words that can be sounded out using our phonics

**Fred talk** – (Fred is a puppet) he can only talk in sounds e.g. sh-σ-p

# Set 1, 2 and 3 sounds

[Read Write Inc. Phonics](#)  
| [Oxford Owl](#)

**Read Write Inc. Phonics** Desktop Speed Sounds Chart

**Speed Sounds Set 1**

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

© Oxford University Press 2014

## Speed Sounds Set 2

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

## Speed Sounds Set 3

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 a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure

# Some codes are easier than others

## English

- 44 speech sounds
- 26 letters
- 150+ graphemes

## Spanish

- 24 speech sounds
- 26 letters
- 29 graphemes

## Simple Speed Sounds Chart

### Consonant sounds – stretchy

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

### Consonant sounds – bouncy

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

### Vowel sounds – bouncy

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

### Vowel sounds – stretchy

### Vowel sounds – stretchy

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

- [Parent video: How to say the sounds - YouTube](#)

# Phonic families

## Speed Sounds - Years 1 and 2

<b>ay</b>	<b>ee</b>	<b>igh</b>	<b>ow</b>	<b>oo</b>	<b>oo</b>
play	green	high	blow	too	took
spray	sleep	light	snow	zoo	look
day	seen	bright	know	pool	book
say	feet	might	low	spoon	cook
always	keep	fight	show	moon	shook

<b>ar</b>	<b>or</b>	<b>air</b>	<b>ir</b>	<b>ou</b>	<b>oy</b>
car	fork	fair	girl	shout	boy
park	sport	air	third	mouth	joy
part	snort	chair	twirl	cloud	toy
hard	horse	hair	dirt	found	enjoy



# How do phonics help us read

- Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “*c\_a\_t.*” Not **cat.**

We call this *Fred Talk.*

[Read Write Inc. Phonics - Fred Talk - YouTube](#)





# Blending – Speedy green words

at ..	mad ..
sad ..	dad ..
sat ..	mat ..

play ..	may ..
say ..	day ..



[Parent video: Sound blending - YouTube](#)

Children  
need to  
learn to  
read and  
write  
these 'red'  
words

Red book words:

put  
the  
I  
no  
of

Green book  
words:

my  
for  
your  
he  
said  
you  
be  
are  
do  
some  
we  
all

go  
like  
what  
ball  
they  
to  
What  
I'll  
now

Colour highlight  
depending on what RM  
book they appear in

## Red Words with circled graphemes

I the you your said was  
are of want what they to  
he\* me\* we\* she\* be\*  
no\* so\* go\* old\* her\* baby\*  
do does all call tall small  
many any one anyone some come  
watch who where there here were  
brother other mother father love above  
two once buy worse walk talk  
bought caught through thought whole wear  
could would should great saw\* why\*  
now\* how\* down\* over\*  
my\* by\* son water school\* ball  
everyone their people put

(\* = red for a while)

# Initial reading

## Ditty 1: pop

**Speed Sounds** - read the sounds (not the letter name)

a g t p n s d o i

**Green Words** - read these words by blending the sounds together

not got sip pop dad did dog

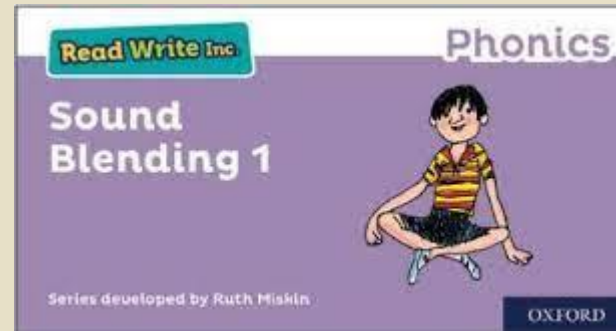
**Red Words** - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



# Read Write Inc reading books and book bag books



# Three reads

This is so the children can:

- read every word accurately
- read more words 'at a glance'
- read the whole story accurately, fluently and with a storyteller's voice.



# The word gap

- At five years old:
- Never read to – 4,622 words
- 1 – 2 times a week – 63,570 words
- 3 – 5 times a week – 169,520 words
- Daily – 296,600 words
- Five books a day – 1,483,300 words



- Science Daily (2019)

# Let the books/authors do the work

## Books/authors:

- increase children's vocabulary a thousand-fold
- give repeated access to extended and elaborated sentences
- develop children's sensitivity to rhyme and alliteration
- take children to magical and wonderful places
- help children to follow a plot with all its twists and turns
- keep children on the edge of their seat – learn the thrill of suspense – what's about to happen?!

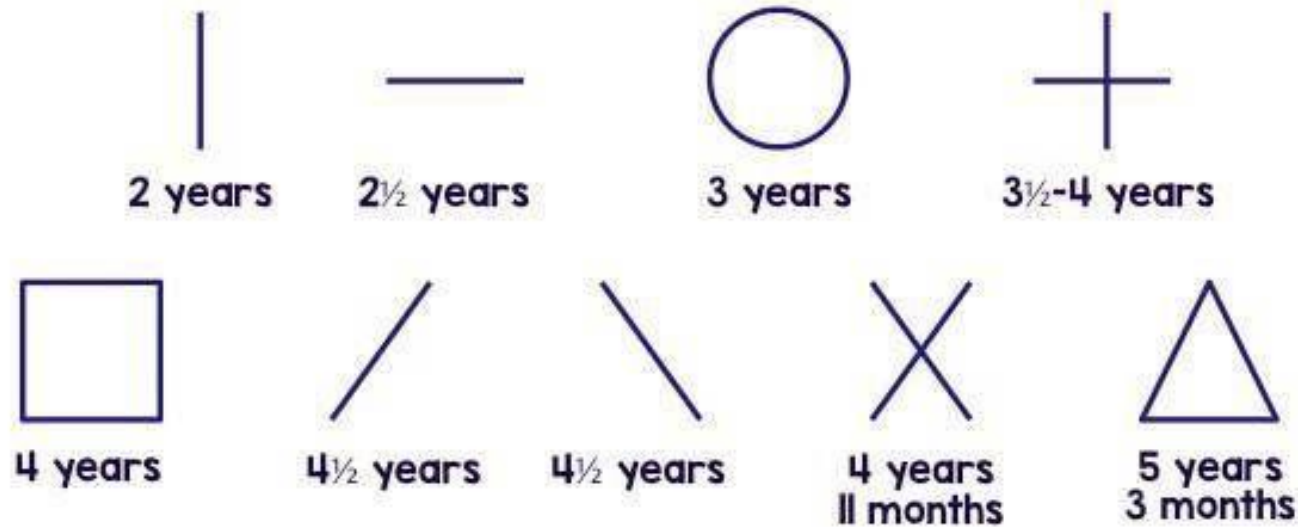




# Pre writing skills

## PRE-WRITING SHAPES

Children should be able to form these 9 pre-writing strokes before asking them to write.






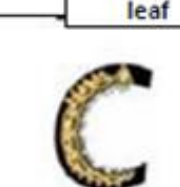
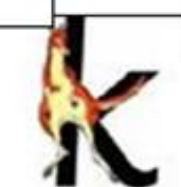
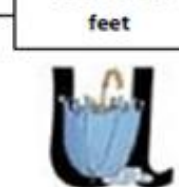











Children who can adequately draw the oblique cross can copy a significantly higher number of letters than little ones who cannot.

Here are just some skills that need to be in place before children are ready to start formal writing:

- \* Well-developed gross motor control
- \* Good posture and core control
- \* The ability to cross the midline
- \* Bilateral coordination
- \* A good pencil grasp
- \* Well-developed fine motor control
- \* The ability to form basic patterns

# My Sound Mat

 m	 a	 s	 d	 t	 i	 n	 p	 g
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
 o	 c	 k	 u	 b	 f	 e	 l	 h
All around the orange	Curly around the caterpillar	Down the kangaroo's body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
 r	 j	 v	 y	 w	 z	 q	 x	
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

# Cursive writing

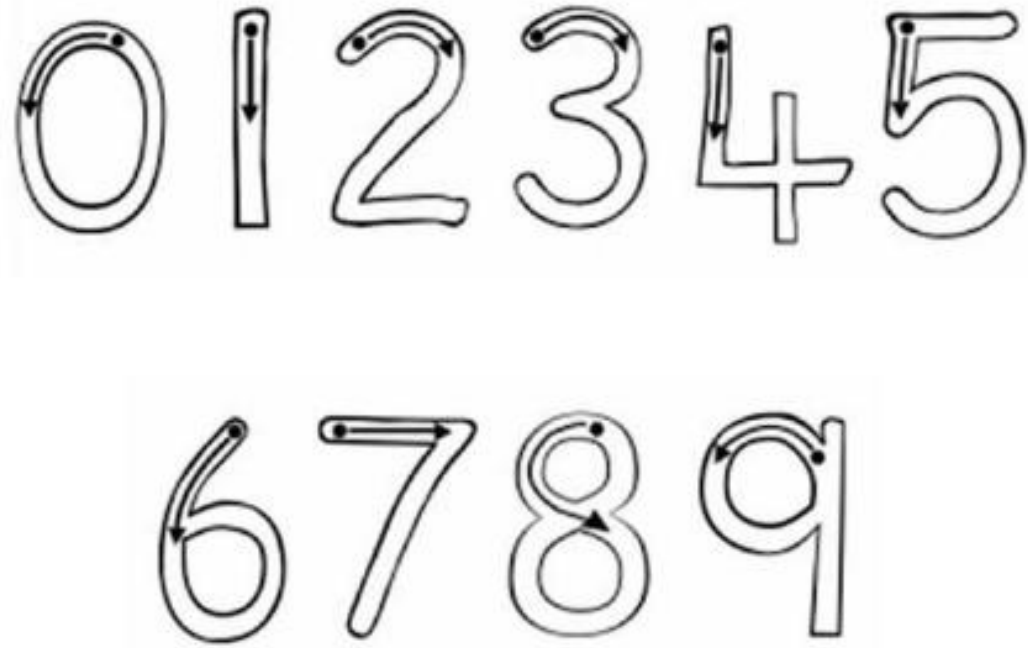
- Handwriting position
- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip



Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq  
Rr Ss Tt Uu Vv  
Ww Xx Yy Zz

Activate  
Go to Settings

# Number formation



An example of an expected piece of writing at the end of Reception

Oh saturday I  
Went to the  
met fodoom  
I swam and played wivsa  
I Wewon the suid:



# Things to do at home:

- Fine & Gross Motor Skills – climbing, swimming, cooking, painting, using pegs etc
- Encourage your child to dress and undress by themselves – including buttons and socks
- Name writing – Please make sure this is in lower case except for the first letter of their name (these were given to you at your home visit)
- Number formation and letter formation – please correct any numbers that are formed incorrectly and practise correct pencil grip
- Look out for and spot numbers when you are out and about
- Talk to your child as much as possible, modelling speaking in full sentences and encourage them to talk to you in full sentences
- Read to your child in your home language as often as you can
- Practise the speed sounds and red words on your sound ring every day just for a few minutes. When your child starts bringing ditties and books home, spend a few minutes each day reading it with them