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## **Read Write Inc Phonics at Stanhope Primary School**

At Stanhope Primary School we use the *Read Write Inc (RWI)* programme to get children off to a flying start with their literacy. *RWI* is a method of learning centred round letter sounds and phonics, and we use it to aid children in their reading and writing.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Using *RWI*, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using *RWI* to read the children will:

- learn that sounds are represented by written letters
- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn how to blend sounds
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

When using *RWI* to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk
- write simple sentences

The children are assessed and grouped according to their ability. They will work with a teacher or teaching assistant on the Read Write Inc programme. At the end of each term the children will be assessed again and put into new groups. In addition to the Read Write Inc programme the children will also be working on writing skills in their classes with their class teacher.

**With Read, Write Inc we are using pure sounds, ('m' not 'muh', 's' not 'suh', etc) so that the children will be able to blend the sounds into words more easily.**

**These first sounds should all be stretched slightly. Try to avoid saying uh after each one: eg /mm/ not muh, /ss/ not suh, /ff/ not fuh.**

m – mmmmmmountain (keep lips pressed together hard)  
s – ssssssnake (keep teeth together and hiss – unvoiced)  
n – nnnnnnet (keep tongue behind teeth)□  
f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)  
l – lllllleg (keep pointed curled tongue behind teeth).□  
r – rrrrrrobot (say rrr as if you are growling)□  
v – vvvvvvulture (keep teeth on bottom lip and force air out gently)□  
z – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)□  
th – thhhhthank you ( stick out tongue and breathe out sharply)□  
sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)  
ng – thinnnnngg on a strinnnngg (curl your tongue at the back of your throat)  
nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

**These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:**

t – (tick tongue behind the teeth – unvoiced)  
p - (make distinctive p with lips – unvoiced)  
k – (make sharp click at back of throat)□ c - as above  
h – (say h as you breathe sharply out – unvoiced)  
ch - (make a short sneezing sound)□  
x – (say a sharp c and add s – unvoiced)

**You will find it harder to avoid saying uh at the end of these sounds.**

d – (tap tongue behind the teeth).  
g – (make soft sound in throat).□  
b –(make a short, strong b with lips).□  
j – (push lips forward).□  
y – (keep edges of tongue against teeth).□  
w – (keep lips tightly pursed).□  
qu – (keep lips pursed as you say cw – unvoiced).

**The short vowels should be kept short and sharp:□**

a: a-a-a (open mouth wide as if to take a bite of an apple).  
e: e-e-e (release mouth slightly from a position).□  
i: i-i-i (make a sharp sound at the back of the throat – smile).  
o: o-o-o (push out lips, make the mouth into o shape).□  
u: u-u-u (make a sound in the throat).

**The long vowel sounds are all stretchy sounds**

ay: ay may I play  
ee: ee what do 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

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order: □

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

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

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