

Early Reading

At Bedford Hall we aim for all our children to become fluent, confident readers and aim to instil a love of reading and stories. Early reading is taught through the systematic synthetic phonics scheme, Read Write Inc Phonics (RWInc).

What is Read Write Inc?


Read Write Inc (RWInc) is a phonics programme which supports all children to learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. At Bedford Hall we start the programme in Pre-school. The programme traditionally runs until the end of Autumn term in Year 2. All children are assessed regularly by our trained RWInc teachers in order for learning to be pinpointed at the child's current level. From these assessments children are grouped accordingly. Our ongoing assessment of the children's knowledge allows us to identify children who are falling behind the expected rate of progress and are targeted with additional support immediately in an aim to close the gap with their peers.

Progression in RWInc

In **Pre-school** children are taught to discriminate between different sounds, by being taught key listening and attention skills and understanding what they have heard. As the academic year progresses the children are exposed to the set 1 sounds and letter formation rhymes from the RWInc programme.

In **Reception**, children participate in a 30 minute daily phonics session which focuses on set 1 sounds. Children are taught to hear, say, read and write the sound.

Throughout **Year 1** and **Year 2** children participate in a 30 minute daily phonics session which focuses on set 2 and set 3 sounds.



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

Speed Sounds Set 2

ay	ee	igh	ow	oo
oo	ar	or	air	ir
			ou	oy

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

Structure of a RWInc Lesson

Reading

1. Children hear the sound
2. Children learn the sound phrase
3. Children blend sounds into words (Fred talk)
4. Children recognise the letters which make that sound
5. Children read the words with the sound of the day in (special friends, Fred talk, say the word)
6. Children read alien words that include sounds that they have been previously taught (special friends, Fred talk, say the word)
7. Children then practise reading taught sounds through sharing a phonics book with a partner which is aligned to the sound set that they are working within.

All children, from Reception to Year 2, take home a RWInc book bag book which is aligned to the sounds they are working on. The table below indicates how this would typically look.

<u>RWI Book Colour</u>	<u>Expected Progression</u>
Ditty	Reception
Red	Reception
Green	Reception
Purple	Reception/ Year 1
Pink	Year 1
Orange	Year 1
Yellow	Year 1
Blue	Year 2
Grey	Year 2

Writing

Writing opportunities are a key aspect within the RWInc phonic scheme design.

Starting in Nursery, children develop their fine motor skills using peg boards/threading activities/dough disco etc. to strengthen their muscles to prepare them for writing. Each of the sounds eg. 'm' has a handwriting phrase to support the children in forming the letter 'Maisy mountain mountain'. The children will learn to air write the letter and then put pencil to paper.

As they progress into Reception and Key Stage 1 each daily phonics session enables children to practice writing words and / or dictated sentences (depending on sound set) linking to the taught sounds and continue to practise and apply correct letter formations.

Children have the opportunity, within the teaching of wider curriculum areas, to transfer and apply this taught knowledge within a range of contexts. Teacher modelling supports children with the transferral of skills.