

**Learning to read  
at  
Little Thurrock  
Primary**

- \* The Read Write Inc. programme is for primary school children learning to read.
- \* It enables every child to become a confident and fluent reader at the first attempt. Every child who completes Read Write Inc. learns to read fluently and confidently.

## Why Does It Work?

- \* Children are individually assessed so that their specific needs are identified
- \* The systematic and lively programme is organised by an in-school manager
- \* The children read and write for an hour each day, grouped according to their reading needs.
- \* Children do not struggle because the work is too difficult or get bored because the work is too easy.

# Reading

The children:

- \* learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- \* learn to read words using sound blending-frog talking
- \* read lively stories featuring words they have learned to sound out
- \* after meaningful discussion led by an adult children show that they comprehend the stories by answering questions

# Writing

The children:

- \* learn to write the letters/letter groups which represent the 44 sounds
- \* learn to write words by saying the sounds and graphemes
- \* learn to build sentences orally using adventurous vocabulary
- \* start with simple sentences and develop towards more complex ones by the end of the programme
- \* compose a range of texts using discussion prompts

# Talking

Children are assessed so they work with children at the same level. This allows them to take a full part in all lessons.

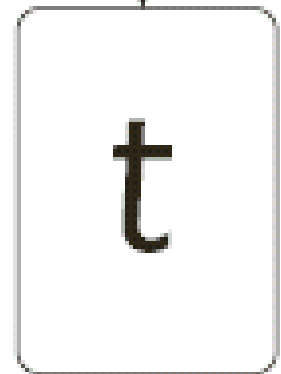
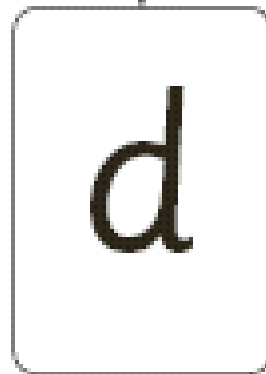
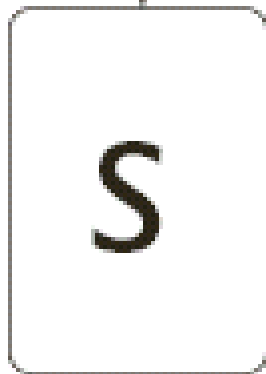
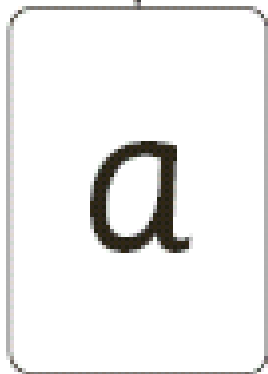
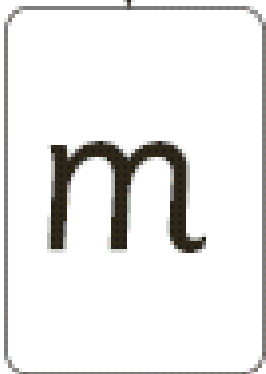
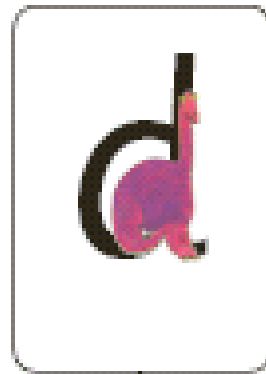
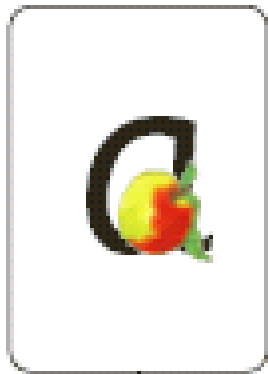
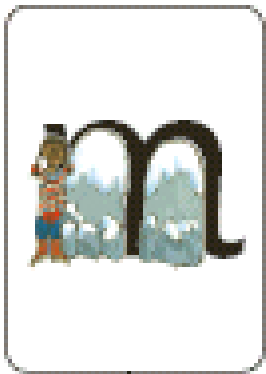
They work in pairs so that they:

- \* answer every question
- \* practise every activity with their partner
- \* take turns in talking to each other

# Speed Sound Lesson

- \* My turn/ your turn
- \* Say the sound
- \* Hear the sound
- \* Read the sound
- \* Write the sound
- \* Frog talk
- \* Frog fingers

- \* ssssnake is morphed into s
- \* d-d-d-dinosaur is morphed into d





# Green Book ~ Black Hat Bob

## Speed sounds

**Consonants** Say the pure sounds (do not add 'uh').

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

b	c k ck	d	g	h	j	p	qu	t	w wh	x	y	ch tch
---	--------------	---	---	---	---	---	----	---	---------	---	---	-----------

**Vowels** Say the sounds in and out of order.

at	hen	in	on	up	day	see	high	blow	zoo
----	-----	----	----	----	-----	-----	------	------	-----

Each box contains one sound but sometimes more than one grapheme. Focus graphemes are circled.

# Green words

## Green words

*Read in Fred Talk (sounds).*

ship peg leg hen pet box grab

off will fix his that is

# Red words

## Red words

he said no my I

# Vocabulary Check

## Vocabulary check

Discuss the meaning (as used in the story) after the children have read each word.

**peg leg**

definition:

*wooden leg*

**cash box**

*money box*

**grab**

*snatch (I will grab that cash box)*

**gulp**

*to take a big swallow*

*Punctuation to note in this story:*

*Black Hat Bob*

*Capital letters for names*

*Red Hat Rob*

*This Get He*

*Capital letters that start a sentence*

*.*

*Full stop at the end of each sentence.*

*!*

*Exclamation mark used to show anger and surprise*

# Reading the story

- \* Read the story
- \* Re-read the story and discuss the ‘questions to talk about’
- \* Re-read the story with fluency and expression (a story teller voice)

# Speed words

## Speed words

*Children practise reading the words across the rows, down the columns and in and out of order clearly and quickly.*

ship	peg	he	said	leg
no	hen	pet	my	box
I	grab	off	ship	will
fix	his	not	that	off

# Progression in Reception

<b>End of Autumn Term</b>	
Emerging	Set 1 single letter sounds, up to Word Time 3
Expected	Set 1 sounds, up to Word Time 5
Exceeding	Set 1 sounds, up to Word Time 7, ditties/green books
<b>End of Spring Term</b>	
Emerging	Set 1 sounds, up to Word Time 5
Expected	Set 1 sounds, up to Word Time 7, ditties
Exceeding	Set 2 sounds, green/purple books and above
<b>End of Summer Term</b>	
Emerging	Set 1 sounds, up to Word Time 7, ditties
Expected	Set 2 sounds, green/purple books
Exceeding	Set 2 sounds + Set 3 a-e, i-e, o-e, pink/orange books and above

# Books that come home

- \* Stories to share, adult reading to the child and encouraging lots of chat about the story. What can you see in the picture? What do you think will happen next? Why do you think he did that?
- \* Rigby Star Bug club books for the child to read and use frog talking
- \* Book Banded story for the child to read and use frog talking.
- \* Green RWI books are new stories to your child. They won't have read these in school. They will have the sound knowledge to read them at home.
- \* Purple RWI books same as Green



# How can I help my child learn to read?

- \* Read as many stories to your child as you can. Traditional tales, stories from other cultures, poetry, their favourite story - talk about the stories with them.
- \* Explain the meaning of new words. "a litter of puppies". Most importantly though, show the fun that can be gained by listening to stories.
- \* What you read to your child today, he will be able to read for himself very soon.

# So how can you help your child?

- \* By knowing the 44 pure sounds

Simple Speed Sounds

Consonant sounds - strictly												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
Consonant sounds - loosely												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
Vowel sounds - strictly						Vowel sounds - strictly						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - strictly												
oo	oo	ar	or	air	ir	ou	oy					

- \* By knowing how to blend using Frog Talk for reading



m\_a\_t

- \* By knowing how to do Frog Fingers for spelling





# And...

\* By having fun with Frog Talk at home!

*“What a tidy r-oo-m!”*

*“Where’s your c-oa-t?”*

*“Time for b-e-d!”*


*back, head, tum, leg, hand, foot, knee  
coat, hat, scarf, zip, sock, glove  
run, walk, skip, hop, fast, slow, stop, shop  
red, blue, green, black,  
knife, fork, spoon, plate, bowl, pan  
bread, cheese, meat, soup, jam, cake*



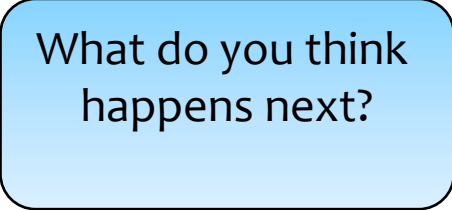
# And...

\* By reading to your child lots of lovely stories and asking lots of questions!

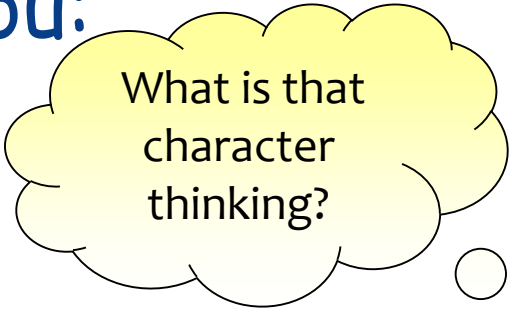
Use these prompts to help you:



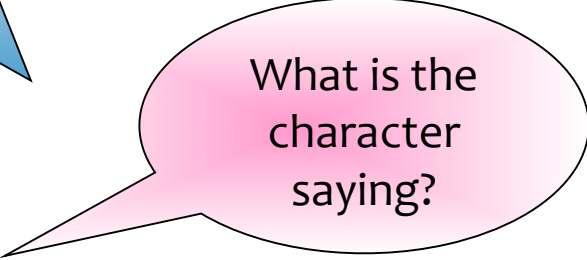
What is happening?



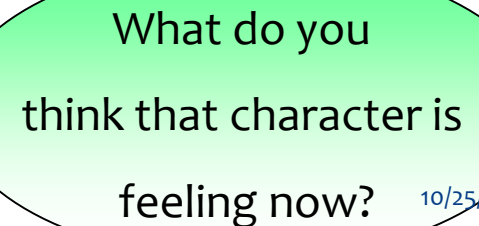
What do you think happens next?



What is that character thinking?



What is the character saying?



What do you think that character is feeling now?



# And...

- \* By talking to your child as much as possible and 'feeding' them new and different words:

"Let's **eat** our lunch now."

"Let's **munch** our lunch now."

"Let's **scoff** our lunch now."

"Let's **devour** our lunch now!"

You're looking ...not just...but...  
I'm not just... I'm....!



# And...

- \* By enriching conversations through description:

*"Look at that rain. It looks like little diamonds sparkling on the window pane!"*

- \* By having fun with words and language.

*"I'm as hot as a spud in a cooking pot!"*

- \* By praising your child for using new words or interesting images

# Reading at Home

- \* Practice making the sounds yourself first using the PowerPoint on the website.
- \* **Always praise your child!**
- \* There are instructions in each story book for you to follow
- \* If your child hesitates ask them to use 'Frog Talk' to read the word.
- \* Encourage reading with a story teller voice

# Website Links

To download the Power Point for correct sound pronunciation visit in free resources watch the Phonemes Pronunciation video.

<https://global.oup.com/education/content/primary/series/rwi/parents/?region=uk#>

For more advice on supporting your child's reading at home visit

<http://www.oxfordowl.co.uk/>



# Working Together

If there is anything you wish to discuss about your child's reading your first port of call should always be your child's class teacher. They will always be able to refer you to our Read Write Inc. manager, Mrs Wade, if necessary.