

# Read Write Inc.



THE BRITISH INTERNATIONAL SCHOOL  
ABU DHABI  
A NORD ANGLIA EDUCATION SCHOOL



Read Write Inc is a phonics based approach to learning to read and write. Children will learn to recognise and read sounds, then blend them together to form words.

In Read Write Inc, the 44 sounds and corresponding letters are taught systematically. It is very important that children learn the **letter sounds** and not letter names.

It is also very important for children to learn the 'pure' sounds. This means we do not add 'uh' to the end of the sound, for example 'mmm' and not 'muh', 'ssss' and not 'suh'. By ensuring that only pure sounds are used, the children will find it much easier when blending the sounds to make words.



## Bouncy and stretchy sounds

Stretchy sounds are said in one continuous sound, e.g. mmm for mountain.

Bouncy sounds are said with a short, sharp gap in between, e.g. d-d-d-dinosaur.

*These are the Set 1 Speed Sounds:*

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												

To help with pronunciation, you can watch this short video:

<https://www.youtube.com/watch?v=hCBzNnSSxds>



Each Set 1 sound has a rhyme to help with the correct letter formation. It is very important that children learn to form letters correctly.

<p>a</p> <p>Around the apple and down the leaf.</p>	<p>b</p> <p>Down the laces to the heel and around the toe.</p>	<p>c</p> <p>Curl around the caterpillar.</p>	<p>d</p> <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p> <p>Lift off the top and scoop out the egg.</p>	<p>f</p> <p>Down the stem and draw the leaves.</p>
<p>g</p> <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p> <p>Down the head, to his hooves and over his back.</p>	<p>i</p> <p>Down the body and dot for the head.</p>	<p>j</p> <p>Down his body, curl, dot for his head.</p>	<p>k</p> <p>Down the kangaroo's body tail and leg.</p>	<p>l</p> <p>Down the long leg.</p>
<p>m</p> <p>Down Maisie, mountain, mountain.</p>	<p>n</p> <p>Down Nobby and over his net.</p>	<p>o</p> <p>All around the orange.</p>	<p>p</p> <p>Down the pirates plait and around his face.</p>	<p>qu</p> <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p> <p>Down the robots back and curl over his arm.</p>
<p>s</p> <p>Slither down the snake.</p>	<p>t</p> <p>Down the tower, across the tower.</p>	<p>u</p> <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p> <p>Down a wing, up a wing.</p>	<p>w</p> <p>Down, up, down, up.</p>	<p>x</p> <p>Down the arm and leg, repeat the other side.</p>
<p>y</p> <p>Down a horn, up a horn and under head.</p>	<p>z</p> <p>Zig-zag-zig.</p>				



## Oral Blending

Once children have been taught 5-6 sounds, they are ready to start learning the skill of blending sounds together to read words. First, they start with oral blending.

The teacher will 'Fred Talk' a word by saying each sound. For example, **C** - **A** - **T** - the children should then be able to say 'cat'.

Children will then move on to blending with magnetic letters. The teacher will support children in making a word using magnetic letters. The teacher will then point to each sound as they say them and finally read the word. The children will repeat this 4 or 5 times.





## Set 2

*These are the Set 2 Speed Sounds:*

We call them 'Special Friends' because they are 2 letters making 1 sound.

*Vowels: stretchy*

ay	ee	igh	ow
----	----	-----	----

*Vowels: stretchy*

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

You can practice the sounds using this video:

<https://www.youtube.com/watch?v=nGARwhltK7w&safe=active>

## Set 3

Set 3 teaches alternative spellings.

*These are the Set 3 Speed Sounds:*

ea oi a-e i-e ai

o-a o-e ue











aw are ur er

ow ew ire ear ure



Each sound from Set 2 and 3 has a rhyme to help children remember them.

### 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

### Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
$\bar{a}-\bar{e}$  make a cake	$\bar{i}-\bar{e}$  nice smile	$\bar{o}-\bar{e}$  phone home	$\bar{u}-\bar{e}$  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



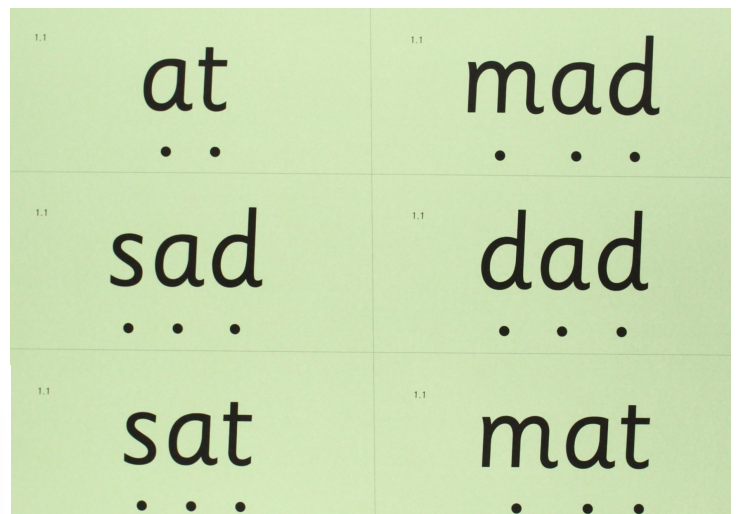
## Reading

Once children have learnt the first 6 sounds and are confident in oral blending they are ready to do this independently. We call this 'Fred Talk'.

Children will read **green word cards** by sounding out each grapheme and then blending them together. Children will only read words containing sounds that they have been taught.

play

play



Once children are reading words containing 'Special Friends', these are shown on the green word cards with a dash.





## Writing

To write words we use 'Fred Fingers'.

When we do this, the children will think about how many sounds are in a word. They will put that number of fingers up, palm facing them, and 'pinch the sounds' by saying each sound as the pinch each finger. It is important that children are using the sounds they have been taught. For example, if a children spells rain, 'r-ay-n', they are still using the correct sound phonetically. If that is the only 'ay' sound they have been taught we would not correct this.

