

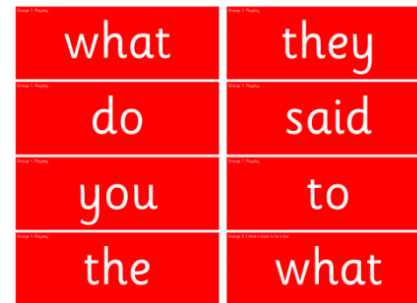
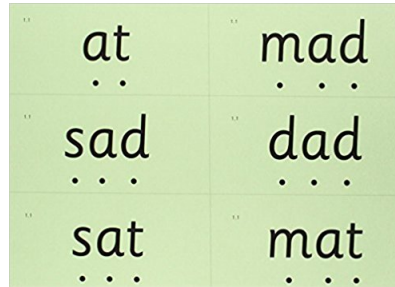
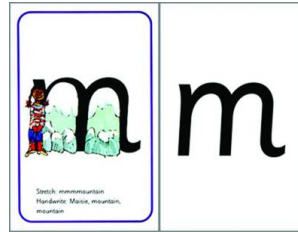


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Resources

- Flashcards
- Green word cards
- Red word cards
- Fred Frog
- Ditty sheets
- RWI fiction reading books
- RWU non-fiction reading books
- Speed sounds posters



Structure

- Sounds are divided into **sets**
 - Set 1 sounds m, a, s, d, t
 - Set 2 sounds ay, ee, igh, ow, oo
 - Set 3 sounds a_e, ea, i_e, o_e, u_e
- Each session teaches the children to
 - Say the sound
 - Read the sound
 - Write the sound
- Each sessions lasts 30 minutes
- Timetables have been aligned to allow streaming

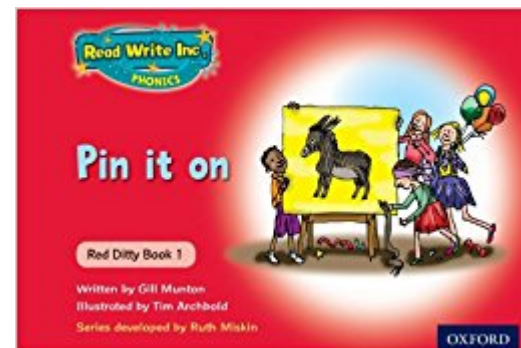
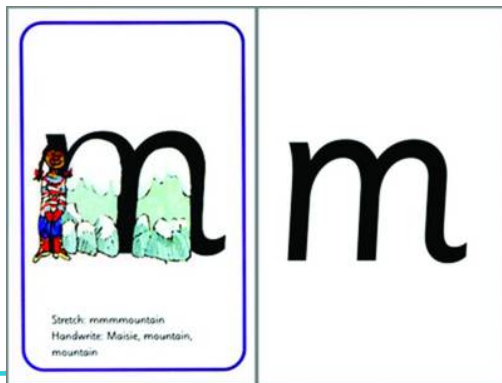
Let's Look at the sounds

- [Set 1, 2 and 3 sounds](#)

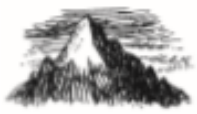
Set 1

Order of teaching

1. Say the sound m (say sound, stretch sound, hold picture cards)
2. Read the sound m (copy m onto board and say phrase)
3. Speed sounds Review all previous sounds taught - flashcard
4. Write Airwrite saying phrase and move to whiteboard or sheet
5. Speed write Copy any three sounds taught to date
6. Fred talk Fred talk a select of words with new sound c a t
7. Word time Ditties and books



m m m



Practise handwriting

Maisie, mountain, mountain

m m m m m

Practise sound-writing

m

Set 2 and 3

Hear and Say (2 mins)

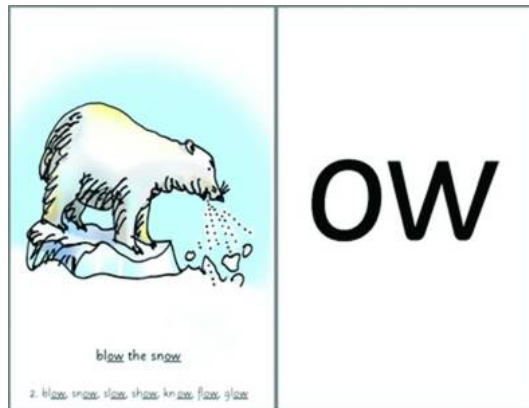
1. A4 card ow – blow the snow
2. The polar bear is having fun. He is saying 'blow the snow'
3. Say words in Fred Talk
4. Ask children to repeat and say word **s n ow snow**



Set 2 and 3

Read ow (3 mins)

1. Show picture – when we see this side we say ‘blow the snow’
2. When we see the letters we say – ow **USE MTYT**
3. When we see two letters together they make one sound, two letters one sound, show fingers
4. Show ow on the poster
5. Play a game to identify the sounds. Change the tone and speed – ***make it fun!***



Simple 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											

Vowel sounds - bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds - stretchy

Vowel sounds - stretchy

oo	oo	ar	or	air	ir	ou	oy
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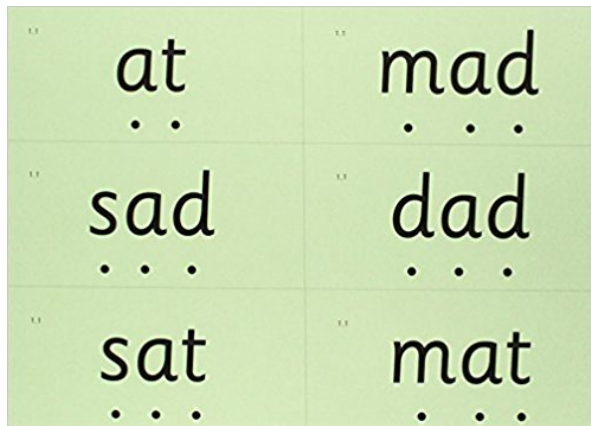
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Set 2 and 3

Word time (5 mins)

1. Show the green card words, use your fingers to point out each sound and blend
2. Now spell with your fingers palms towards you
3. How many sounds can you hear? Ask the children to show you the number of fingers
4. Revise the sounds taught through flashcards
5. Mix up green words from the sounds taught



Set 2 and 3

Write it (10 mins)

1. Give each child a whiteboard
2. Have a number of green words ready – or take from the large flashcard
3. MTYT – say the sounds (segment) and blend the word. **s n ow snow**
4. Press the sounds onto fingers – get children to repeat and confirm number of sounds and show you their fingers
5. Ask children to write the word on their board taking the sounds from their fingers
6. Now repeat the word and write it on the whiteboard, correct misconceptions
7. Complete at least three words
8. As children become more fluent and progress into set 3 sounds you can challenge by adding the words into sentences

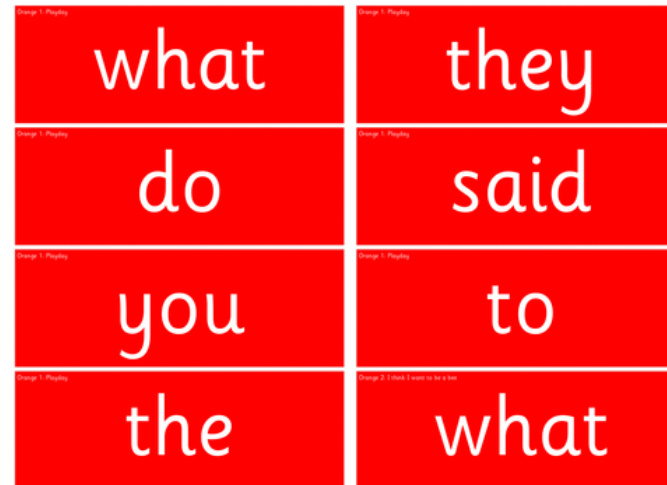


s n ow

Set 2 and 3

Partner Reading (10 mins)

1. Children to work in pairs
2. Give each pair a book matched to the sound taught
3. Each child to read one page each
4. Ask children to support and help through segmenting and sounding out
5. Finish with HFW red word cards, include previous words taught



Spelling test time!

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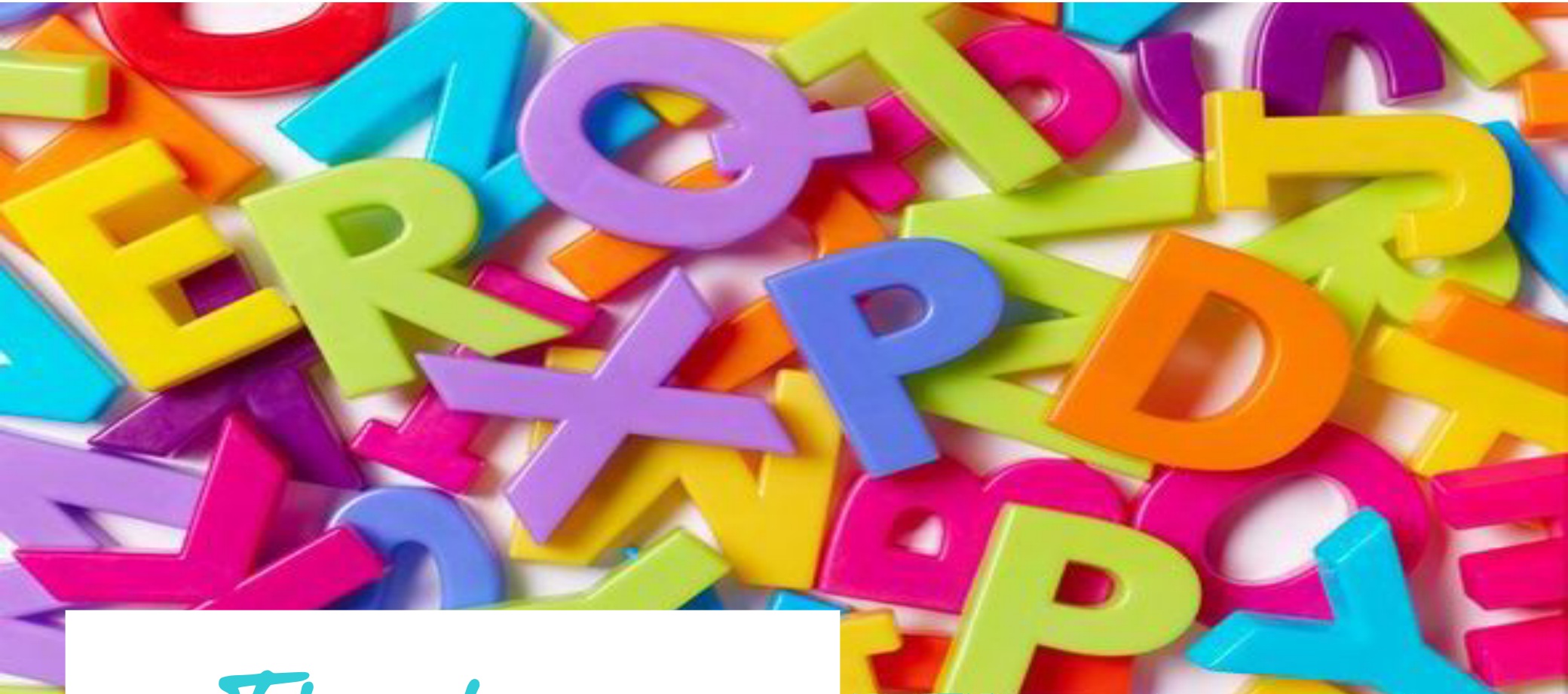
What is Read Write Inc Spelling



What does a session look like?

- They will work through the 11 key activities for each of the main units.
- Each sequence of activities follows a continuous cycle of *learn something new, practice, consolidate in context, review*

Session 1 :	Session 2:	Session 3:	Session 4:	Session 5 :
<p>Speed spell is an opportunity for the teacher to revisit six of the most challenging words from the previous <i>unit</i></p> <p>Spelling zone is used to introduce children to the focus of the unit</p> <p>Dots and dashes which is to help children match phonemes and graphemes</p>	<p>Rapid recap is to check that children have retained the information they have learned recently</p> <p>Word changers helps children to understand how a root word is affected by a suffix or prefix</p>	<p>Words to log in and learn children to identify and record the words they need to practise</p> <p>Dictation helps children to practise the spellings in the context of a sentence</p>	<p>Four in a row helps children to recall the spelling of the words they have learned</p> <p>Choose the right word develop children's awareness of word families and to reinforce spellings ensuring the children select the correct spelling to the sentence makes sense</p>	<p>Team teach for children to work as a group to review and revise words from the current unit and their spelling log books</p> <p>Jumping red and orange words help children to recall the spelling of red/orange words</p>



Thank you

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