



The government are strongly promoting the use of synthetic phonics when teaching early literacy skills to children.

Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Here at Dowson Primary School we are introducing the synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning centred around letter sounds and phonics. Blending them together to read and write words and using these learnt sounds in their reading and writing.



Using Read Write Inc 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 their energy into composing what they write.



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 own class teacher.

# Reading






When using Read Write Inc to *READ* the children will:

	learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
	learn to read words using sound blending (Fred talk)
	read lively stories featuring words they have learnt to sound out
	show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions



# Writing

When using Read Write Inc to *WRITE* the children will:

	learn to write the letters/letter groups which represent the 44 sounds
	learn to write words by saying the sounds and graphemes (Fred fingers)
	learn to write simple then more complex sentences
	compose stories based on picture strips
	compose a range of texts using discussion prompts



# Talking

When using Read Write Inc the children will also work in *PAIRS*:



to answer questions



to practise every activity



to take turns talking to each other



to give positive praise to each other

**We are perfect partners!**



# Blending



Help your child learn to read words by sound-blending  
(Fred talk) e.g. c-a-t = cat

Children learn to read words by blending the letter-sounds that are in the Speed Sound sets  
(shown further down the page).

Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.



# Set 1 sounds



m a s d t



i n p g o



c k u b f



e l h s h r



j v y w th

z ch qu x ng nk



# Set 2 sounds



ay ee igh ow oo oo



or ar air ir ou oy



# Set 3 sounds



ea oi a-e i-e ai



o-a o-e ue



aw are ur er



ow ew ire ear ure





# The five principal signals

As part of the children's Read Write Inc lessons we have introduced some new classroom management techniques. These are silent signals when demonstrated by the teacher or teaching assistant the children respond to them in the correct way. These silent signals used in lessons ensure quick, effective management within the classroom. All children who are in the Read Write Inc groups will be taught these signals which will ensure consistency across school.

## Silent stop signal



When a teacher silently holds a hand in the air you should raise your hand in response and stop what you are doing and wait silently. You should check that others have seen the signal and gently tap them on the arm if necessary.

## Perfect partner position signal



When the teacher runs their hand down their opposite arm, it is a signal for you to sit side-by-side ready to talk to your partner.

## My turn



My turn: When the teacher touches their chest with the palm of their hands it is the teachers turn to speak.

## Your turn



Your turn: When the teacher turns their hands open palms to you - it is your turn to speak.

## Magnet signal



## Finger instructions 1 2 3

If the teacher holds up one finger  
Stand up quietly.

If the teacher holds up two fingers –  
Prepare to move to where instructed.

If the teacher holds up three fingers –  
Sit down silently ready to work.

When the teacher points to either side of their eyes you should fix your eyes on their eyes like magnets, stop talking and be ready for the teacher to speak.

1, 2, 3... Allows the teacher to give you quick instructions to move from one place to another.

# What else can I do to help my child learn to read?

Read a variety of books (fiction, non-fiction, rhymes...). Discuss the different features of different books. Talk about the books and other reading materials that you have shared.

Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories and reading a range of texts.e.g. cereal packets, shopping lists, road signs, web pages, magazines, newspapers etc



## Fun ideas to do at home

My mum went to market

Invite your child to play the game with you. 'My mother went to market and she bought ...' She has to buy things beginning with the same sound and the list of things she buys grows and grows. e.g - a sandwich, a sock, a sausage.



Read a familiar book with your child. After you have read it, can you remember what happened? Discuss together what happened at the beginning of the story?

In the middle?

At the end?

Could you change a part of the story to make a new version?

The story could be retold by using puppets or soft toys.

