

Parent Workshop RWI



**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**

-Dr. Seuss

























What is RWI?

- ▶ It is a systematic phonics programme that allows your child to learn how to read and write.
- ▶ The aim is to ensure that all children become confident and successful readers so that they can develop a real love and passion for reading.
- ▶ Video - <https://www.youtube.com/watch?v=sjlPILhk7bQ>

The Sounds

Read Write Inc. Phonics Desktop Speed Sounds Chart

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

Set 2- Special Friends

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
ou  shout it out	oy  toy for a boy			

Set 3

<p>ea</p>  <p>cup of tea</p>	<p>oi</p>  <p>spoil the boy</p>	<p>a-e</p>  <p>make a cake</p>	<p>i-e</p>  <p>nice smile</p>	<p>o-e</p>  <p>phone home</p>	<p>u-e</p>  <p>huge brute</p>	
<p>aw</p>  <p>yawn at dawn</p>	<p>are</p>  <p>care and share</p>	<p>ur</p>  <p>nurse with a purse</p>	<p>er</p>  <p>a better letter</p>	<p>ow</p>  <p>blow the snow</p>	<p>ai</p>  <p>snail in the rain</p>	
<p>oa</p>  <p>goat in a boat</p>	<p>ew</p>  <p>chew the stew</p>	<p>ire</p>  <p>fire, fire!</p>	<p>ear</p>  <p>hear with your ear</p>	<p>ure</p>  <p>sure it's pure?</p>	<p>ue</p>  <p>come to the rescue!</p>	
<p>ie</p>  <p>terrible tie!</p>	<p>au</p>  <p>Paul the astronaut</p>	<p>e-e</p>  <p>go Pete and Steve!</p>	<p>kn</p>  <p>knock knock who's there?</p>	<p>ck</p>  <p>tick tock clock</p>	<p>wh</p>  <p>whisk whisk</p>	<p>ph</p>  <p>take a photo</p>

Pronunciation of the Sounds

- ▶ It is very important that we say the sounds correctly when we are teaching or supporting the children.
- ▶ If we add extra sounds in, we make it more complicated for them to understand the sound.
- ▶ We need to make sure we say the pure sound.
- ▶ Video- <https://www.youtube.com/watch?v=TkXcabDUg7Q>

How is RWI taught in our school?

- ▶ The children have daily phonics lessons in class.
- ▶ They are taught in groups so that we can closely match the teaching to their current phonic knowledge.
- ▶ The children start by hearing the sounds, then reading the sounds and then move on to blending sounds together to make words.
- ▶ We use sound cards to teach them the sounds and use actions and rhymes to help them to recall them.
- ▶ We also use green word cards to help them to apply their sounds to real words.
- ▶ We use alien word cards so they can use their sound knowledge to read any new word.
- ▶ Finally, we use red word cards to help them to learn words that commonly appear in texts that we don't have to sound out.
- ▶ We use Fred the Frog to help us to teach the children their new sounds.

Reading Books

- ▶ Once your child is secure with ditties, they will then receive a story book.
- ▶ The books are matched to the sounds that they have been taught in class.
- ▶ They will use the sounds that they have learnt and will apply them to words in a text.
- ▶ Example: If they have covered set 1 sounds in class, they will then be able to read stories with them.
- ▶ If they have learnt the set 2 sound ay, they can then read books that contain that sound.
- ▶ They will read the same text first in class with their teacher. They will then read it again to help them build fluency. That book will then be sent home so that they can share it with an adult and feel more confident with their reading.

Reading Books

- ▶ We would like the books to be read at least 3x a week at home. This can be chunked to make it manageable.
- ▶ The first time, to recap their sounds and to use their sound knowledge to blend words. They should start with their green and red words at the beginning of their book so that they can then use them in their story.
- ▶ If the children are finding any of the words tricky, prompt them by asking them to spot the sounds (special friends) and to FRED TALK the word and then say the word.
- ▶ The second time, to read with more fluency and to build up their speed. As they progress, we want them to move to FRED IN YOUR HEAD so they don't need to sound out every word.
- ▶ The final time, to develop their story teller voice and to add more expression. They will also then have a better understanding of their text.
- ▶ The children should then be able to answer questions about their book. There are questions in the back to help and also on their bookmark. They can also retell the story using the pictures.

Phonics Resources

- ▶ Use the sound cards to recap their sounds and to help them to become speedier.
- ▶ Use the phonics pack to read red, green and nonsense words.
- ▶ Write down words using their sounds and ask them to read them.
- ▶ Use their bookmark to help them to spot red words at speed.
- ▶ Play games that involve their sounds. Real or nonsense?
- ▶ Phonic play resources.

Reading Books

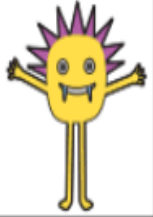
- ▶ The children are assessed each half term so that we can match their group and their books to their phonic knowledge.
- ▶ They must be secure with their sounds in order to move on to the next group.
- ▶ They also need to be able to read words containing the sounds they have been taught and to read some words speedily.
- ▶ All of the children will move at different paces and this is completely fine. They may need to spend longer on a set of sounds in order to fully secure them and to be able to apply them.
- ▶ They will receive extra support to catch up and to revise and revisit the sounds they are unsure of.

Phonics Screener

- The Phonic Screening Check was introduced by the government in 2012 and will take place in June.
- The Department for Education defines the checks as a “short, light-touch assessment” that takes about four to nine minutes to complete.
- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher.
- They want to see that children can apply their phonics to any words that they find and that they are able to read familiar and unfamiliar words.

Section 1

sut



yad



dop



uct



Section 1

shop

yell

peel

check

Section 2

brend



throst



stret



spraw



Section 2

label

vanish

blossom

thankful

VIPERS

- ▶ We also do a whole class reading session each week that is called VIPERS.
 - ▶ The acronym VIPERS means:
 - ▶ V- Vocab
 - ▶ I- Infer
 - ▶ P- Predict
 - ▶ E- Explain
 - ▶ R- Retrieve
 - ▶ S- Sequence
-
- ▶ By teaching the children the different styles of questions, we hope to develop their comprehension and understanding of texts.

V

ocabulary



I

nfer



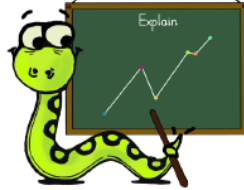
P

redict



E

xplain



R

etrieve



S

equence



V- Find and copy a word that means the same as walking.

I- How do you think the girl is feeling and why?

P- Where do you think they might go next?

E- Why do you think the author has written the letters in capitals?

R- What animal did she find in the woods?

S- Put these in order:

Met the wolf in the woods.

Set off to Grandma's house.

Shouted the woodcutter.

Found the wolf dressed as granny.

KS1 VIPERS



Questions to ask your child when reading



Vocabulary

(Find and explain the meaning of words in context)

- What does mean in this sentence?
- Find and copy a word which means.....
- What does this word or phrase tell you about.....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/ mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



Inference

(Make and justify inferences using evidence from the text)

- Why wasfeeling.....?
- Why did happen?
- Why did say.....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How doesmake you feel?



Predict

(Explain what might happen from the details given and implied)

- From the cover /blurb -what do you think this text is going to be about?
- What do you think is going to happen? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Explain

(Explain your thoughts and preferences about the text)

- Who is your favourite character? Why?
- Why do you think all of the main characters are.....?
- Would you like to live in this setting? Why or why not?
- Is there anything you would change about the story? Why or why not?
- Do you like this text? Why or why not?
- What do you think the character is like?
- How does the author or illustrator make..... ?



Retrieve

(Retrieve and record information and identify key details from fiction and non-fiction)

- What kind of text is this?
- Who did...?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did.....?
- How many.....?
- What happened to.....?



Sequence

(Sequence the key events in the story)

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Reading at Home

- ▶ Reading other books is very important too. Providing the children with a wide range of books will help them to develop their vocabulary and their understanding of the world.
- ▶ Reading to your child is also very important as it allows them to hear a good model. You can read their book to them after they have read so that they can try and use similar expression.
- ▶ You might want to read a small section and they echo read it back to you. This will allow them to develop their story teller voice.
- ▶ Above all, we want the children to enjoy their reading so make it a fun, relaxing experience.
- ▶ The difference that reading at home makes is incredible. The children will make much more progress, if they are sharing, hearing and talking about books with as many people as possible. They need to feel confident and successful in order for them to develop a real love for reading.

Spelling

- ▶ The children will also be spelling words in their phonics sessions.
- ▶ They will use the sound that they have learnt and they will apply it in to a few words.
- ▶ We use FRED FINGERS to count the sounds in words and then to write them.
- ▶ Example: man would have three FRED FINGERS. We would then pinch each finger so we can hear the sounds.
- ▶ They will then be able to write the word more successfully as they have segmented it into the different sounds.
- ▶ This can also be used at home with any writing activities that they do.
- ▶ It is really useful to use the sound mat to help them to spot the sounds they are using.

Formation

- ▶ The children are also taught how to form their letters correctly in their phonic sessions and in handwriting.
- ▶ It is so important that they learn how to hold their pencil correctly and to start and finish in the correct place.
- ▶ If they get in to bad habits, they are very hard to break.
- ▶ They will have a sheet with the rhymes on to help them at home with letter formation.
- ▶ They will also have a handwriting sheet that shows them where to position letters on the line. In KS1, we work on the size of their letters and keeping them consistent.
- ▶ Please correct any formation that is incorrect and try and show them using the rhymes so it is consistent with what they are learning in school.
- ▶ Extra practice of their letters and words will really benefit them and will make them more confident in their groups.

Thank you!

- ▶ We are always available to help, so please ask if you are unsure or need more advice.
- ▶ The website has lots of phonic resources for you to access.
- ▶ RWI website has more videos that explain the teaching and reading books.
- ▶ We are taking orders for phonic cards and have the resources for you to have a look at.

Teach a child to read
and keep that child reading [and talking]
and we will change everything.

And I mean everything.

Jeanette Winterson

Questions?