



Introduction to Read, Write, Inc

Everyone to Excel through Pride & Ambition

The Five Principles

- 1. Purpose:** know the purpose of every activity and share it
- 2. Passion:** be passionate about teaching to engage the children
- 3. Pace:** teach at effective pace and devote every moment to teaching and learning
- 4. Participation:** ensure every child participates partner work is fundamental to learning
- 5. Praise:** effort and progress – not ability use team cheers

Pace

- 1. Silent signals – co-operation nod, smile, thank you**
- 2. Team Stop Signal**
- 3. Turn to your Partner (TTYP)**
- 4. My turn your turn (MTYT)**
- 5. 1,2,3 Signal**
- 6. Silent Handwriting Signal**



(Refer to handout)

Participation



No hands up – we gain children’s attention throughout the RWI lesson by using three techniques

1. Choral Work - My Turn Your Turn (MTYT)
2. Partner Practice – used for reading
3. Partner Talk – Turn to Your Partner (TTYP)



Praise

- **Effort** – ensure children are aware that effort is always required to learn something new so praise effort and be specific e.g.
 - “Well done, I can see that you’ve worked very hard on learning those sounds”
 - You’re putting a lot of effort into remembering your sentence”
- **Partner Work** – praise children for the way partners work together for example:
 - “You can both read the sounds/words quickly now”
 - “You’ve both listened carefully to each other”
 - You have both worked so hard”
- **Team Cheers** – use team cheers to celebrated team work. Use them at the end of an activity or at the end of the lesson to show how much you value their co-operation and teamwork.

Team Cheers

- **Partner cheers**

- Double high fives
- Shake hands – saying
 - “Great job, Partner”
 - “Two heads are better than one”
 - “Teamwork means dream work”

- **Other Cheers**

- The firework
- The Woosh
- Good Job!
- Marshmallow clap
- Microwave



Meet Fred Frog

Introduce children to the soft toy character called Fred. Fred can only speak in sounds, not whole words known as **'Fred talk'**

- says words (in sounds) with one syllable.
- pure sounds so that children can sound blend so c-a-t = cat (say c-a-t NOT 'cuh' 'a' 'tuh')
- E.g Fred says c-a-t and children say cat



I a-m
F-r-e-d



Speed Sound Lesson

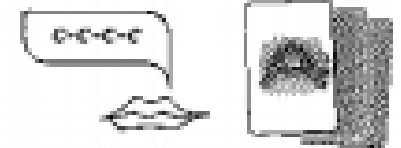
Set 1

Speed Sound - Set 1

SPEED SOUND: M

- **Say the Sound**
 - Stretch mmmmm. Ask chn to rpt
 - Hold up picture sounds cards
 - mmmouse, mmmmmountain, mmmmirror

Say the sound



Speed Sound - Set 1

- **Read the Sound**

1. Copy picture onto the board 'Maisie and the mountains'
2. Run finger over letter say mmmmmm mountain
3. Next to picture write the letter m
4. Run finger over letter say mmmmmm /m/
5. Chn to rpt MTYT
6. Show and explain speed sound card (picture side – mountain) is the same.
7. Letter m is hidden behind picture
8. Show letter side m
9. Flip card and practise saying m or mountain rpt

Read the sound



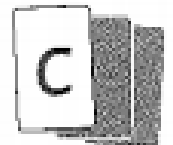
Speed Sound - Set 1

- **Review the Sound**

1. Hide new sound in pack of previously learnt sounds
2. Chn to read the sounds and spot (point) at new sound /m/

NOTE: no bouncing or stretching just saying sounds and speed

Review the sounds



Speed Sound - Set 1

- **Write the letter** - Air write m, saying Maisie, mountain, mountain
 1. Ask chn to copy air writing
 2. Tch to model on board

1,2,3 to the tables

First Line: Chn to write on paper repeating mnemonic phrase

Second Line: Chn write on paper stretch mmmmmm

Write the letter



Speed Sound - Set 1

- **Speed Write**

1. Turn over sheet
2. Chn to speed write 3 previously learnt sounds to review at speed
3. Tch to say each sound as chn write them on paper

Speed write



Speed Sound - Set 1

- **Fred Talk (oral)**

1. Introduce Fred – he can only talk in sounds and cannot say the whole word
2. Say each word in Fred Talk **m-a-t**
3. MTYT Chn to rpt **m-a-t**
4. Pause to allow chn to jump in with whole word **mat**
5. MTYT **m-a-t** **mat** chn rpt



m-a-n
m-u-m
m-a-d
m-u-d

Fred Talk (oral)





Word Time

Set 1

Set 1 Word Time

- **Learning to Blend**
- **Blending Independently**
- **Fred Finger - Spelling**



Learning to Blend

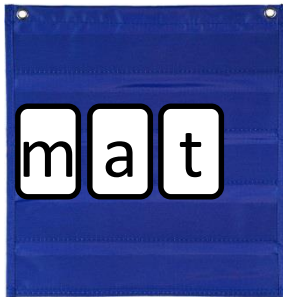
1. Blending orally without Speed Sound Cards



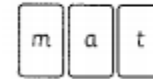
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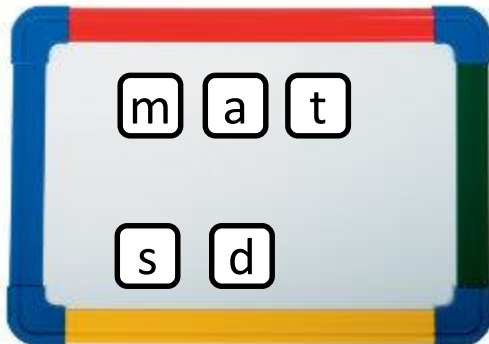
2. Blending with Speed Sound Cards



2. Blending with Speed Sounds Cards



3. Blending with magnetic sound cards



3. Blending with magnetic sound cards



Blending Independently

PILE 1: Read the Phonics Greed Word Cards (focus sound)

mad mat




PILE 2: Review the words - Fred in your head

sat sad

PILE 3: Speedy Green Words - Review on sight (no Fred Talk)

at dad

PILE 4: Reading Assessment – alien/nonsense words (only from 1.6)

 ib  ip  mip

Fred Fingers - Spelling

- **Spelling**

1. Hold up the correct number of fingers
2. Say the word 'mat' MTYT
3. Children pinch the sounds on their fingers as they say the sounds again
4. Children to write the word on their boards as they say the sounds again
5. Teacher asks children to say the sounds as teacher writes the word on the board underlining any special friends
E.g. "For the word mat we need..."



1. Tick and correct



Using Fred Fingers

