

*Read Write
Inc. Phonics
Evaluation
Pack*

What's inside

- Overview of *Read Write Inc.* program and resources
- Sample pages
- Training options



An introduction to *Read Write Inc.*

A dynamic whole-school literacy program based around synthetic phonics

Read Write Inc. was developed by Ruth Miskin and provides a whole-school approach to teaching literacy. It has been designed to create fluent readers, confident speakers and willing writers.

Read Write Inc. is:

- a comprehensive, robust, curriculum-aligned literacy program
- a 'phonics first and fast' approach, with all aspects of literacy connecting
- a program where every teacher is trained and confident to teach every child
- implemented as a whole-school, consistent, systematic approach.

Synthetic phonics

Children are explicitly taught sound-letter correspondences and, as soon as a few have been taught, children are then taught to 'synthesise' or 'blend' known sounds to read words. Each phoneme in every position is important. Children are never asked to 'guess' a word. At the same time, children are taught to segment words into their constituent phonemes to spell and understand that blending and segmenting are reversible processes.

Read Write Inc. Training

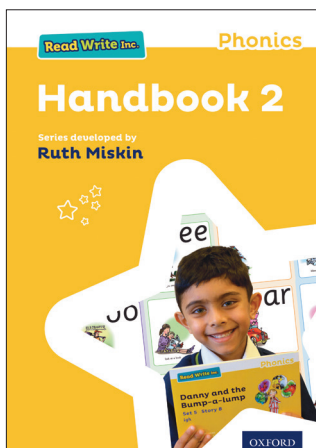
Accredited Ruth Miskin Training for *Read Write Inc.* is available to support your staff with the full implementation of the program. The training is matched to the needs and requirements of your school and is delivered by an outstanding trainer who will show you how to teach effectively and confidently using *Read Write Inc.* Phonics.

For more information about training options, please email rwinc.au@oup.com

What does *Read Write Inc. Phonics* look like in the classroom?

1 ASSESS AND IDENTIFY

Students are assessed and grouped according to their phonic knowledge. Each student is then taught at the level of their phonic knowledge to ensure quick progress.

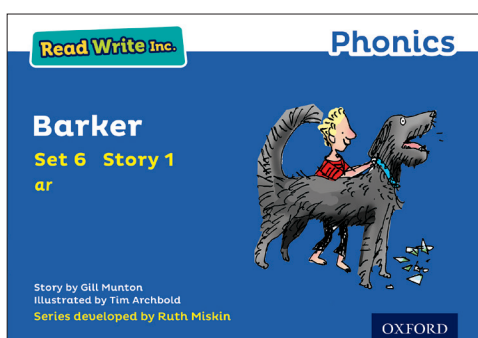


2 FIRST PHONICS



The 44 sounds and corresponding letters are introduced and taught systematically.

4 DEVELOP READING AND WRITING



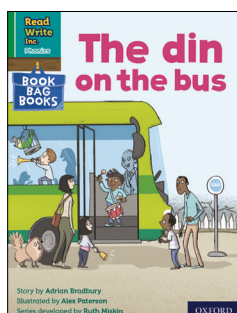
Students read a series of levelled, decodable fiction and non-fiction texts and complete integrated writing activities, including spelling and handwriting practice.

3 FIRST WORDS



Students learn to blend sounds to read words. Then they use short 'ditties' to practise early reading and writing, before being taught more letter-sound correspondences.

5 CONSOLIDATE READING



Students take home readers matched to the texts used in class. This reinforces their learning of phonics at the appropriate level and helps them to make even faster reading progress.

6 LEVELLED PROGRESSION AND INTERVENTION



Ongoing assessment means that any struggling students are identified the moment they fall behind and, if necessary, given intensive one-to-one tutoring to catch up quickly. Groups are adjusted regularly so all students make the best progress.

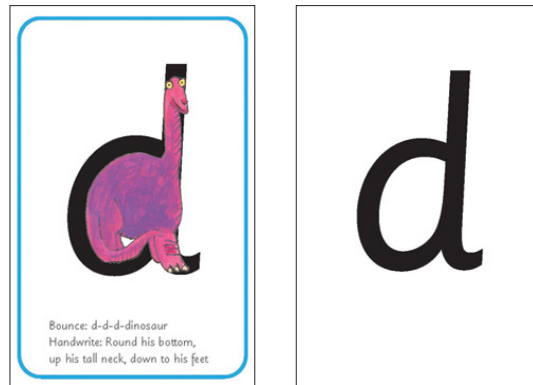
Resources overview

The Read Write Inc. Phonics series contains:

- detailed and easy-to-follow handbooks for implementation, assessment and tracking progress, and lesson plans for phonics, reading, writing, spelling and grammar
- 100 lively, fully decodable storybooks and 35 non-fiction titles
- matched writing books to develop writing from simple sentences to extensive texts
- sounds cards, friezes, posters, magnetic sounds cards and word cards to support teaching
- online resources.

Teaching sounds and words

- Speed Sounds posters support the teaching of sounds and graphemes and provide a quick review of letter-sound correspondences.
- Speed Sounds Cards introduce the 44 sounds and corresponding graphemes to enable students to decode words easily.
- Green and Red Word Cards help students gain fluency when reading the words independently.



Speed Sounds cards



Picture Sounds cards

Simple Speed Sounds															
f	l	m	n	r	s	v	z	sh	th	ng					
b	c	d	g	h	j	p	qu	t	w	x	y	ch			
a	e	i	o	u	ay	ee	igh	ow							
oo	oo	ar	or	air	ir	ou	oy								

Simple Speed Sounds poster

Complex Speed Sounds															
f	l	m	n	r	s	v	z	sh	th	ng					
b	c	d	g	h	j	p	qu	t	w	x	y	ch			
a	e	i	o	u	ay	ee	igh	ow							
oo	oo	ar	or	air	ir	ou	oy								

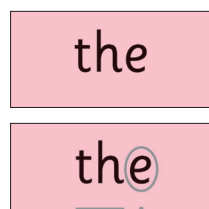
Complex Speed Sounds poster

Desktop Speed Sounds Chart															
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											

Desktop Speed Sounds chart



Phonic Green word cards



Phonic Red word cards

b	r	a	qu	j	z
i	y	d	t	c	s
l	sh	k	ch	f	v
e	u	n	ng	m	th
h	x	g	w	p	o
ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

Magnetic Sounds card sets 1 & 2



Fred the Frog

Teaching handbooks

Handbooks 1 & 2

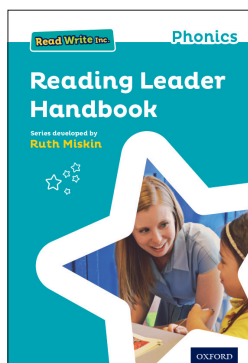
Handbook 1 contains everything you need to teach the Red to Orange lessons. Handbook 2 contains everything for the Yellow to Grey lessons. Each handbook includes day-by-day lesson plans that integrate Speed Sounds lessons and comprehension, vocabulary, grammar, handwriting and composition lessons.



Reading Leader Handbook

The handbook provides:

- advice on how to build a strong team of reading teachers
- constructive guidance for day-to-day coaching and monitoring
- detailed assessment, grouping and tracking systems to ensure students complete the program quickly
- one-to-one tutoring plans to ensure every student succeeds.



GREAT VALUE PACKS

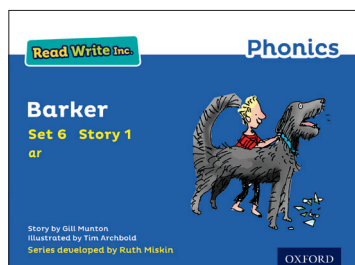
Our Teacher Easy Buy Pack includes all the necessary resources that you'll need to successfully implement *Read Write Inc. Phonics*.

Contact your local Oxford Education Consultant today!

Student resources

Storybooks

- There are eight levels of storybooks from Red Ditty books to Grey Storybooks.
- They closely match the students' increasing knowledge of phonics.
- Non-fiction is included at every level to give variety and depth.
- All the Storybooks allow for practice of known graphemes, and new graphemes are introduced in a controlled sequence.
- Black-and-white versions of the books are available for students to take home.



Get Writing!

Guidance is given on teaching vocabulary and synonyms in dedicated vocabulary activities. A six-step writing process is provided, from rehearsing sentences to writing extended compositions.

Activities are matched to the reading materials at every level of the program. Students practise transcribing and correcting sentences, and are taught how to write fiction and non-fiction texts.



Book Bag Books

Book Bag Books are a series of 75 engaging texts that support children with additional reading practice outside the classroom.

The books are uniquely matched to existing Read Write Inc. Phonics Storybooks to reinforce children's learning of phonics at the appropriate level, helping them to make even faster reading progress.



Chips



Teacher's Preparation

Prepare as for p75. Print out and display the Story Green Words (see online file '1.7 Chips', starting with tab a): *Kim, Sam, Jen, Tim, chips*. Display the Red Words: *I, said, of, no*.

DAY 1

Day 1 timetable

See guidance below for activities in **bold**. See pp.75–77 for other activities.

a. Daily Speed Sounds Lesson

b. Speed Sounds from the Storybook

c. Story Green Words

d. Speedy Green Words (online file 1.7c)

e. Red Word Cards

f. Partner Practice

g. Story Introduction

h. First Read – Children

i. **Read Aloud – Teacher**

j. **Hold a Sentence – 1**

k. Handwriting



Story Introduction

Kim loves going to the fish and chip shop. She always buys a big bag of **chips** and when it's sunny, she sits and eats them on a bench in the park.

Last Friday, Kim was sitting outside with a hot bag of chips. The chips smelt delicious. She was about to take her first bite, when she spotted **Sam**. "Hi Sam!" she waved.

"Can I have a chip?" he asked.

"Yes," said Kim, holding out the bag. But Sam didn't just take one chip, he took lots of chips.

"Bye, Kim!" he said, eating them greedily.

Then she saw **Jen** roller-skating in the park. "Hi, Jen!" she waved.

"Can I have a chip?" asked Jen.

"Yes," said Kim. But Jen didn't take just one chip either, she took lots of chips. Then she zoomed off on her roller-skates.

Kim was fed up – her chips were starting to disappear, and she hadn't even had one chip so far. That was when she spotted **Tim** crossing the road towards her. 'Not again!' she thought...

TTYP: What do you think will happen next?

Read Aloud – Teacher

Follow as for p.77. **TTYP:** Why did Kim end up with no chips?



Hold a Sentence – 1

He got lots of chips.

See *Get Writing! Green*, p.14.

DAY 2

Day 2 timetable

See guidance below for activities in **bold**. See pp.77–78 for other activities.

a. Daily Speed Sounds Lesson

b. Speedy Green Words (online file 1.7c)

c. Red Word Cards

d. Partner Practice

e. Jump-in

f. Second Read – Children

g. **Hold a Sentence – 2**

h. **Build a Sentence – Orally**

i. Handwriting



Hold a Sentence – 2

I can have a chip.

See *Get Writing! Book*, p.14.



Build a Sentence – Orally

Tell children that tomorrow they will write about different types of chips. Explain that today you are going to help them build upon a simple sentence about chips.

1. Display the picture of Kim eating chips on the bench. **MTYT**: *I eat my chips*.
2. **TTYP**: Where do you eat *your* chips? Draw out responses such as *on a bench/on the sofa/on the swing*. **TOL** as you experiment with the words in the sentence, e.g. *I eat my chips on the swing*.
3. **TTYP**: What sort of chips do you eat? Draw out responses such as *hot/crispy/crunchy/fat/thin/crinkly/soggy/cheesy/spicy/delicious*.
4. Choose one idea to build the sentence further, e.g. *I eat my hot chips on the swing*.
5. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.

DAY 3

Day 3 timetable	a. Daily Speed Sounds Lesson	e. Proofread
See guidance below for activities in bold . See pp.78–79 for other activities.	b. Think About the Story (online file 1.7e)	f. Write About Chips
	c. Third Read – Children	g. Linked Text
	d. Questions to Talk About	



Think About the Story

p.8

TOL about what Kim is doing.

pp.9, 10–11

TOL about why each child is being rude/greedy with Kim's chips.

MTYT (with feeling): *But Sam got lots of chips.*

pp.12–13

TOL about why Kim has no chips left and how she feels.

Freeze Frame Kim's expression.

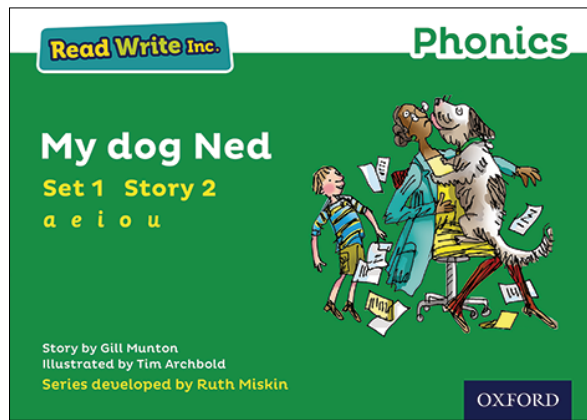
TTYP: What is Kim saying to herself?
I've been too kind/That's the last time I'm sharing my chips again.



Write About Chips

1. **TOL** about going to a chip shop when you were young – the smells, the sounds, the people who served you, what you ate, where you ate the chips, etc. **TTYP**: Have you bought chips from a chip shop? What were they wrapped in? Where did you eat them?
2. Use online file 1.7 (tab g onwards) for this activity. Explain to children that they are going to write about different sorts of chips that the characters are eating. Display the images of different types of chips (tab g). **TTYP**: What sort of chips can you see? Draw out responses such as *crinkly/long/fat/thin/soggy/zigzag/hot*. Use **MTYT** to reinforce vocabulary. Choose a few words to build a sentence, using **MTYT**, e.g. *I can see long thin chips*. Display the image of Kim eating crinkly chips (tab h).
3. **TTYP**: What sort of chips is Kim eating? Draw out responses, encouraging children to look carefully at the type of chips in the picture. Using **MTYT**, model a full sentence, e.g. *Kim has got hot, crinkly chips*.
4. Demonstrate how you write the sentence. Ask children to help you spell words using Fred Fingers for Green Words they can read.
5. Hide your writing. Ask partners to choose their own sentence and practise saying it aloud. Invite a couple of partners to share their sentences with the whole group. Ask children to write their first sentence on p.15 of their *Get Writing!* Book. Children should spell new words using their phonic knowledge. Accept phonically-plausible spellings.
6. Repeat Steps 3, 4 and 5 (ask each question, demonstrate how you write, then ask children to write) with the pictures of Sam, Jen and Tim. Encourage children to use different descriptions for each picture.

Pages from
My dog Ned,
Storybook 2,
Set 1, Green



Crash!

“Sit, Ned,” said the vet.

“Sit!”

Wag wag

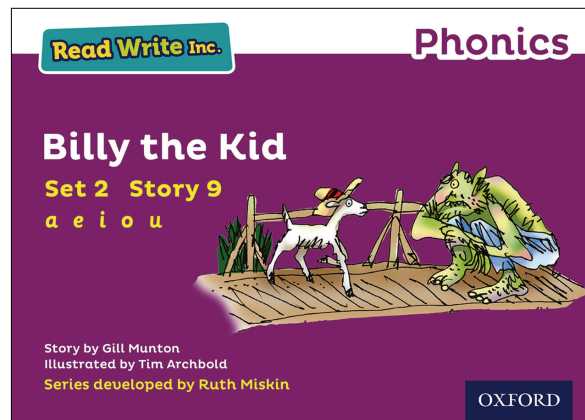
Lick lick



13

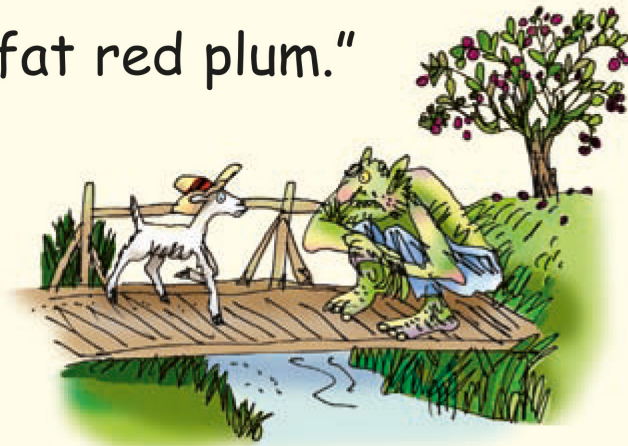
Provide practice for children learning
the Set 1 Sounds

Pages from
Billy the Kid,
Storybook 9,
Set 2, Purple



"Let **me** cross!" **said** Billy **the** Kid.

"Let **me** get a fat red plum."



"**No,**" **said** **the** big bad troll.

9

Tricky, non-decodable words are highlighted.

Chips

Hold a sentence

1. _____

Check ✓

capital letter H
full stop .

gaps
ch



2. _____

Check ✓

capital letter I
full stop .

gaps
ve ch



Proofread

Correct 4 errors.

she had a big bug of cips

Check ✓

capital letter S

2 spell ✕

full stop .



Write about chips



Kim has _____



Sam has _____



Jen has _____



Tim has _____

Check ✓



gaps

full stops .

Pages from
*This is not my
pizza!*
Storybook 9,
Set 1, Green

How to help your child read this book

This book gives your child extra practice in reading a story that includes sounds he or she has learnt at school.

Ask your child to read the Story Green Words and Red Words below, before reading the story. Do not read the story to your child first. Point to the words as he or she reads. If your child hesitates, help him or her to sound-blend the word.

Re-read each sentence or page to keep the plot moving. Children's attention is focused on reading the words and they find it hard to focus on the story at the same time.

Don't make them struggle too much and praise them when they succeed. Do it all with patience and love!

Story Green Words

Story Green Words are made up of sounds your child has already learnt. This book contains the following green words:

yuck switch

Red Words

Red Words are harder to read because the letters represent unusual sounds. Ask your child to read the red words, but if he or she gets stuck on a word, read the word to your child. This book contains the following red words:

I he said my of

Supportive notes for parents and carers

Important note

Read stories to your children that are beyond the level they can read every evening. They'll only want to become readers if they experience a range of stories, non-fiction and poetry. Very soon, they will be able to read books for themselves, as well as listen to them.

Accessible texts, thematically linked to the classroom writing tasks

"Yuck!" said Eric.

"This is not my pizza!
It has egg and nuts on it."



I **was** at his last birthday party.
I wore **my** best yellow skirt.
I looked smart.

Review of sounds and Story Green Words from the corresponding classroom Storybooks



★ Retell the story ★

Take turns retelling the story with your child.



Each book includes comprehension activities such as 'Retell the story' and 'Questions to chat about'.

Read Write Inc. training

Implementation training

Oxford offers professional development training to support effective implementation of *Read Write Inc.* Phonics delivered by a Ruth Miskin accredited trainer. The standard two-day program covers:

- > the process for the reading, writing and spelling activities
- > the examination of videos from real lessons
- > the practice and preparation required before stepping back into your school, including consistent management strategies that speed up progress and ensure participation.

Training options

In-school Training*	OR	Open Training sessions by Oxford
<p>Our <i>Read Write Inc.</i> trainer will come to your school to train your staff. These sessions can have up to 45 people.</p> <p>Schools can elect to invite other schools in the area to share the cost.</p>		<p>These training sessions are organised at a venue in your state and you can choose the number of staff you would like to attend.</p> <p>Attendees also have the option of attending only one day of the training if a refresher session is required.</p>

Who should attend?

<ul style="list-style-type: none">> Principals> Deputy Principals> Literacy leaders> Classroom teachers> Teaching assistants/aides	OR	<ul style="list-style-type: none">> Schools considering <i>Read Write Inc.</i>> Principals> Deputy Principals> Literacy leaders> Classroom teachers> Teaching assistants/aides
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Resources and Ongoing Support

Oxford Owl

A wealth of free resources is available on Oxford Owl, including printable word cards, digital interactive storybooks and more.

Remote Online Webinars**

For schools who would like to book ongoing remote webinar sessions, our *Read Write Inc.* trainer can support your school online with shorter sessions for all your teachers.

Development Days***

Our *Read Write Inc.* trainer will come to your school to support the management team, staff and students to help embed best-practice phonics teaching. These days are encouraged to secure the fidelity of the program and empower your teachers to get best outcomes.

Online School Portal

The Ruth Miskin Training School Portal has been specifically created for schools using *Read Write Inc.* It allows schools access to documents and resources for the different *Read Write Inc.* programs and has a complete set of *Read Write Inc.* Phonics films to match each activity. A 6-month subscription is included as part of the Development Day cost or can be purchased separately from Ruth Miskin Training by emailing admin@ruthmiskin.com.

*When a 2-day in-school training session is booked, the school may incur travel expenses for the trainer.

**Remote webinars are only available to schools who have booked and completed a 2-day in-school training session.

***When a Development Day in-school training session is booked, the school may incur travel expenses for the trainer.

Find out more

Go to oup.com.au/events to see all upcoming open training sessions.

It all

starts

here

Your next steps

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