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Quick  
Look

**Read Write Inc.**  
**Fresh Start**



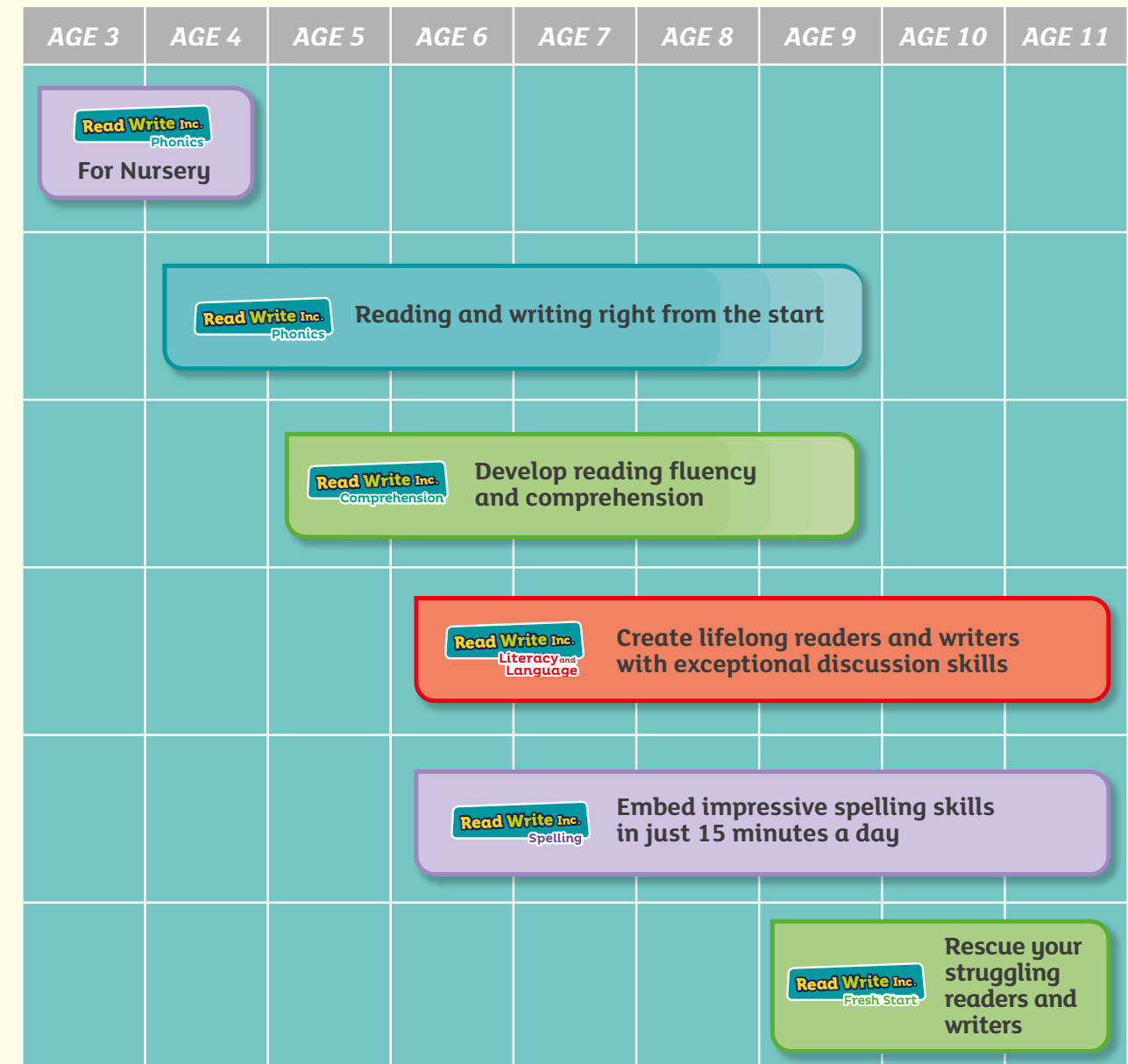
**Give your struggling students a Fresh Start  
in reading and writing**

A guide to *Read Write Inc. Fresh Start* resources,  
designed especially for students aged 9 and above

*Read Write Inc. Fresh Start* is a catch-up and intervention program with proven results, for 9 to 13-year-olds still learning to read. It teaches students to read accurately and fluently with good comprehension, to spell correctly and compose their ideas for writing step-by-step.



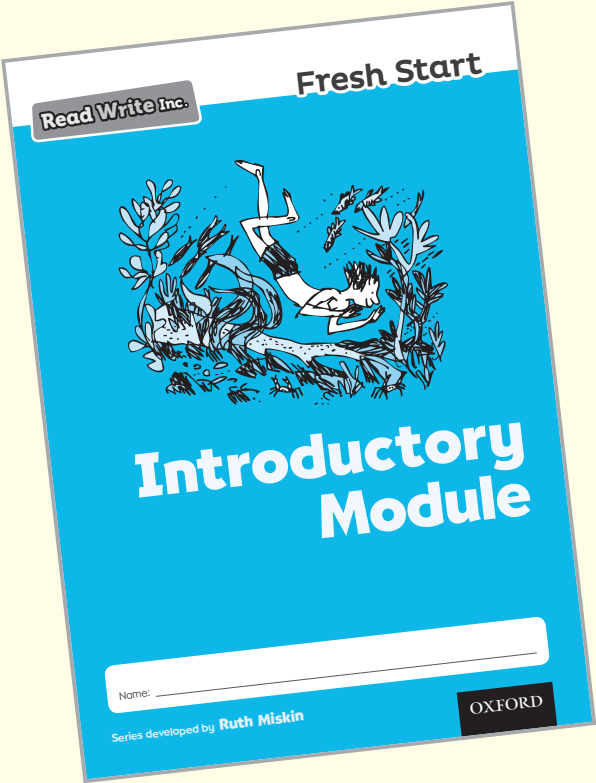
Resources are published  
by Oxford University  
Press and professional  
development provided  
by Ruth Miskin Training.



Developed by Ruth Miskin, *Read Write Inc.* Fresh Start uses a proven phonics-based approach and:

- Engages students with high-interest, age-appropriate reading and writing materials that are matched to their increasing knowledge of phonics and 'tricky' words.
- Accelerates students' progress with finely levelled Modules, supplemented by age-appropriate Anthologies.
- Includes a clear structure to help you fit Fresh Start into your timetable, with step-by-step teacher guidance and day-by-day lesson plans that integrate all reading and writing activities.

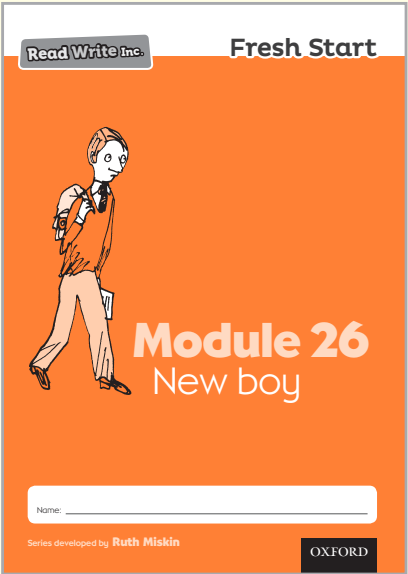
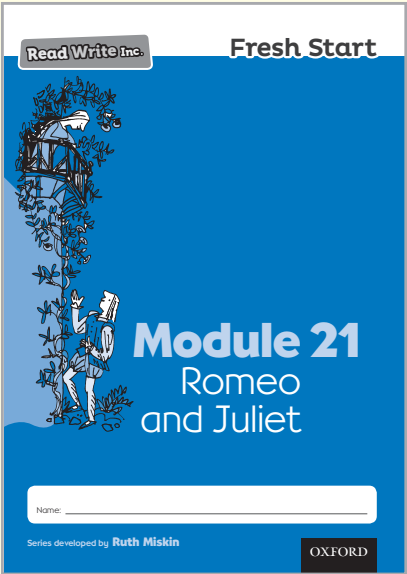
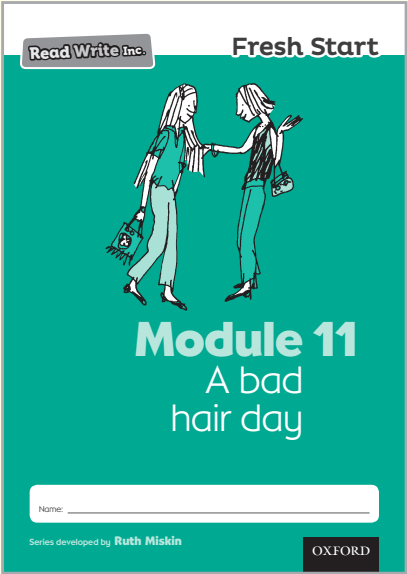
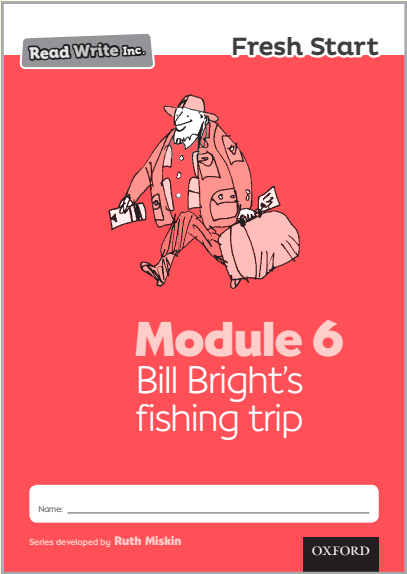
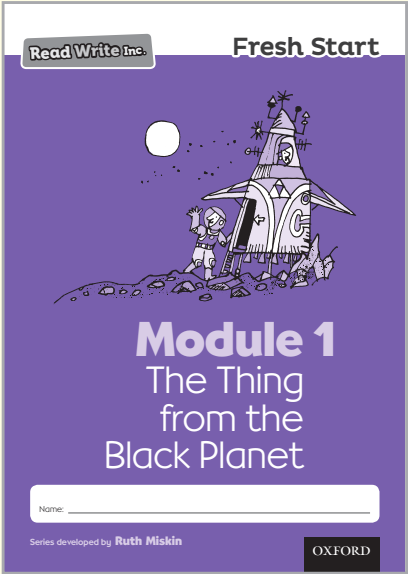




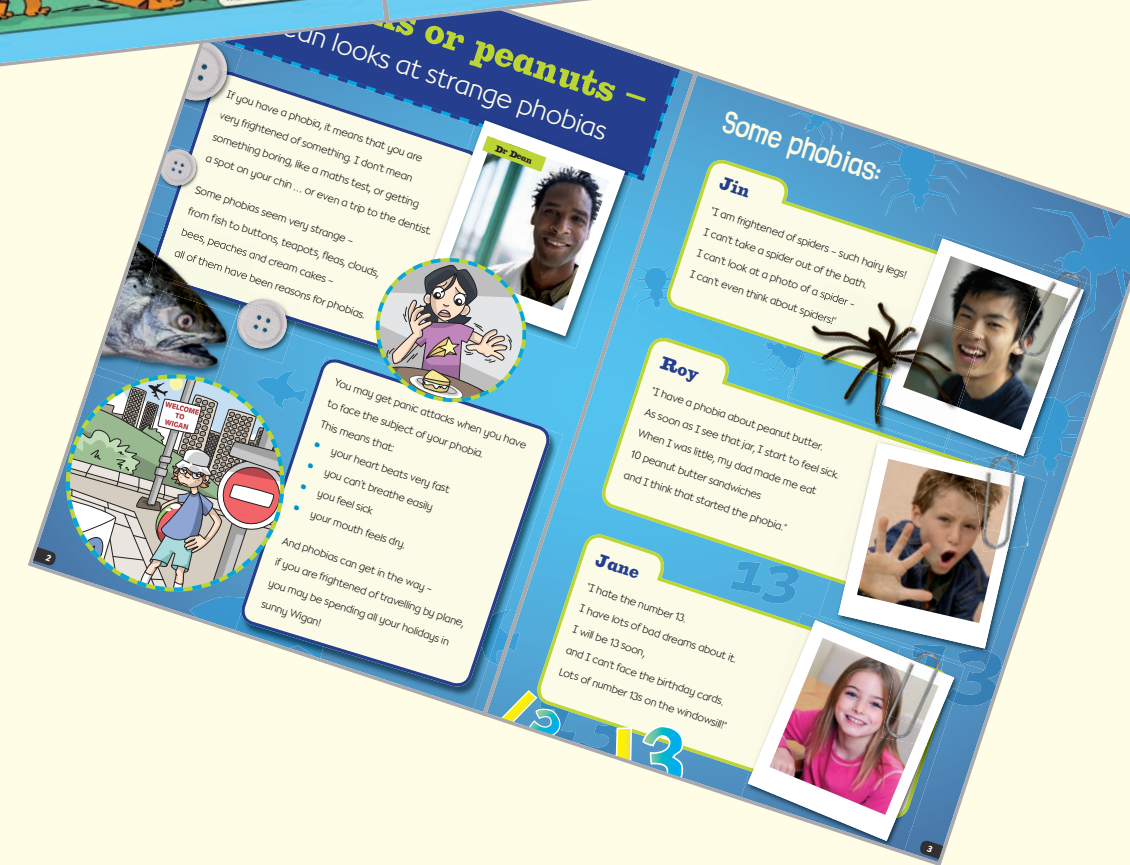
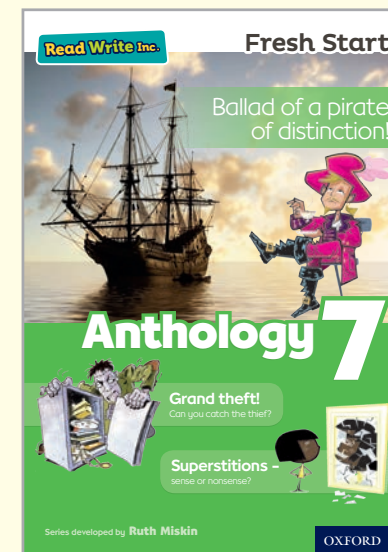
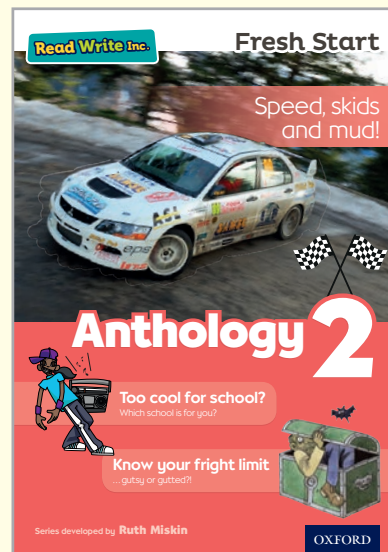
34 Workbooks containing activities and longer texts matched to students' phonic knowledge. Students read and discuss the text several times, developing comprehension and fluency.

Each Module contains a fiction or non-fiction text and a range of comprehension and writing activities which provide practice in the sounds and graphemes taught in the phonics lessons.

<p><b>Beep!</b></p> <p>1 Beep! Da-da-dedada! Beep! "Oh, no, it's him!" said Jack. "What a dope. Doesn't he know phones aren't allowed at school?" Gopal grinned as he spoke. "Get a life, Jack! And it's not a bad phone, that. Nice ringtone too. Just like mine."</p> <p>2 Gopal pulled a brand new smartphone out of his pocket and started to tap in some text.  Jack's voice went high and squeaky. "You poser! You've got just the phone that I want!"</p> <p>Gopal smiled. "I've had it for a while. A popular bloke like me needs the latest phone, Jack! I'm texting Rosie, to see if she wants to go to the park after school."</p> <p>3 Jack picked up his bike and rode home alone. He was the only child left in the class without a phone. He'd been asking his mum to let him have one since he started his new school. There was nothing he wanted more.</p> <p>4 Mum was back from work early. She was dozing in an armchair, pretending to read her horoscope. He prepared to cajole his mum into getting him a phone.</p>	<p>"Mum!" said Jack. "There's something I need to get! Something just – so – cool! It's got all the latest apps and the best camera for me to take photos of you and Dad. All the kids at school have got one ..."</p> <p>5 "Jack! Stop! Just tell me what this amazingly cool thing is!"</p> <p>He came out with it. "The Smartphone X11!"</p> <p>Mum almost choked on her tea. "You must be joking! Do you know what those things cost? Have you forgotten your dad's not got a job at the moment?"</p> <p>6 "But all the kids at ..."</p> <p>"Then their mums and dads have got more cash than sense! No moping, Jack! Grandad Cope is coming round for his tea." Mum closed the magazine and went off to the kitchen.</p> <p>7 By the time Grandad Cope drove away at 10 o'clock, Jack had a deal.</p> <p>Point 1: Jack Cope to wash Mr Bill Cope's van each week for ten weeks – inside and out. Point 2: Mr Bill Cope to pay Jack Cope for the (not so new) Smartphone X9.</p>
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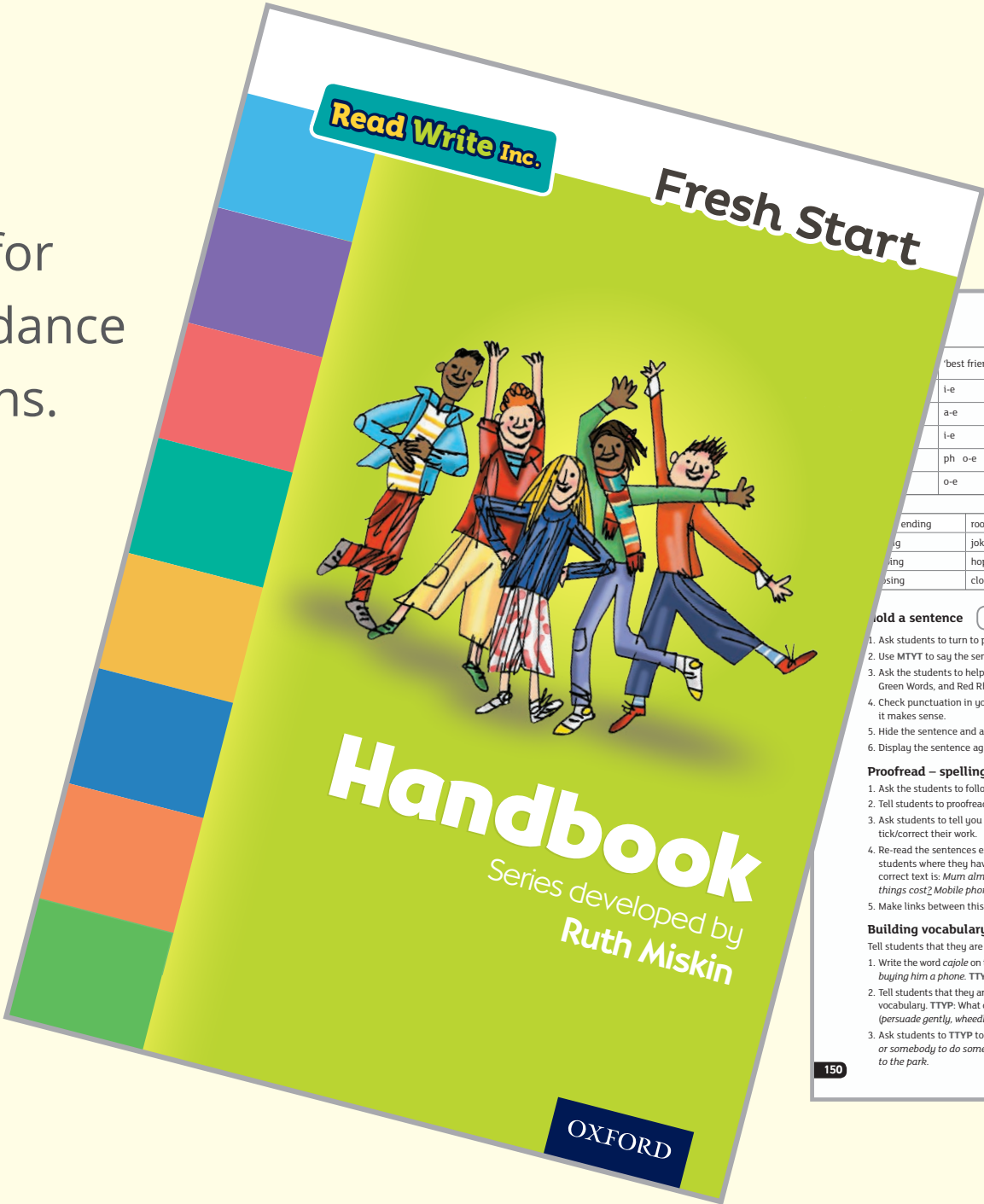


Seven full-colour Anthologies in a lively magazine-style format provide further phonic practice, at home and at school.



Handbook

Includes lesson plans for each Module, plus guidance on Speed Sound lessons.



'best friends'	number of graphemes		'best friends'	number of graphemes
i-e	3	spoke	o-e	4
a-e	3	cajole	o-e	5
i-e	3	ringtone	ng o-e	6
ph o-e	3	forgotten	or tt	7
o-e	3	alone	o-e	4

ending	root	ending
g	joke	ing
ing	hope	ing
ssing	close	ing

**Build a sentence** Jack picked up his bike and rode home alone.

- Ask students to turn to p.8 in their Module.
- Use MTTYT to say the sentence above. Repeat until the students can remember it.
- Ask the students to help you write the sentence on the board. Use Spelling Fingers to help spell Green Words, and Red Rhythms to spell Red Words.
- Check punctuation in your sentence (capital letter and full stop). Re-read the sentence to check it makes sense.
- Hide the sentence and ask students to write it in their Module on p.8.
- Display the sentence again and ask students to tick/correct each word.

**Proofread – spelling and punctuation**

- Ask the students to follow on p.8 of their Module as you read the sentences aloud.
- Tell students to proofread and correct the sentences, and discuss the corrections with their partner.
- Ask students to tell you the spelling errors. Write the correct spelling on the board. Ask them to tick/correct their work.
- Re-read the sentences exaggerating the sentence breaks and the effect of punctuation. Ask students where they have placed the missing punctuation and to tick/correct their work. (The correct text is: Mum almost choked on her tea. "You must be joking! Do you know what those things cost? Mobile phones are always getting stolen!")
- Make links between this proofreading activity and students proofreading their own writing.

**Building vocabulary**

Tell students that they are going to explore the word *cajole*.

- Write the word *cajole* on the board. Use MTTYT to say it. Say: Jack tried to cajole his mum into buying him a phone. TTYP: Why did Jack want a phone so desperately?
- Tell students that they are going to explore how this word can be used, in order to expand their vocabulary. TTYP: What does this word mean? What other words have a similar meaning? (persuade gently, wheedle, get round somebody)
- Ask students to TTYP to say when they might cajole someone. E.g. when you want something, or somebody to do something. Who might they cajole? A child to eat vegetables, a friend to go to the park.

Module 18

- Ask students to help you as you TOL (*Think out loud*) to build a sentence about when you cajoled your dad into doing something. For example:
  - I cajoled Dad into taking me swimming by promising to tidy my bedroom.
  - I cajoled Dad into taking me to the brand new swimming pool by promising to keep my bedroom tidy forever.
- Use MTTYT to reinforce the sentences at each stage of the build.
- Ask students to TTYP to build a sentence together about when they cajoled someone to do something, including the word *cajoled*. Ask them to practise saying it until they can remember it.
- Select a few partners to say their sentences to the group. Suggest rewording if necessary.
- Ask partners to check if they want to amend their sentence and then write it in their Module.

**Anthology text**

At the end of the lesson, ask students to turn to p.18 in their Anthology.

- Introduce them to the text 'The phone zone'. Ask them to TTYP to talk about what they like or dislike about mobile phones, and why.
- Read the introduction, drawing the students into the text so they will be keen to read the rest independently.

<b>Day 3 Activities</b>	a. Daily Speed Sounds lesson	e. Questions to read and answer
Work through all the activities listed in this timetable. See guidance below for activities in <b>bold</b> . See pp.142–143 for other activities.	b. Partner practice – Speed Words	f. Spell check
	<b>c. Questions to talk about</b>	g. Spell test
	d. Third read – Students	<b>h. Grammar practice</b>

**Questions to talk about**

Read the questions below. For each question, direct the students to the correct section to find the answer. Ask them to TTYP to respond using Fastest Finger where they find the answer in the text or Have a Think to justify their answer/opinion. Then take feedback.

<b>Have a Think</b>	What did Jack think about mobile phones and their users at the start of the story? (Section 1)
<b>Fastest Finger</b>	Who did Gopal text and why? (Section 2)
<b>Have a Think</b>	Why did Jack's mum say he couldn't have a phone? (Sections 5 and 6)
<b>Fastest Finger</b>	How did Jack buy his new phone? (Section 7)
<b>Read with Expression</b>	How did Mum feel about the phone once Jack had one? ( <i>she liked it, was enthusiastic, wanted to make use of it</i> ) Read aloud Section 9, saying Mum's words with suitable feeling.
<b>Read with Expression</b>	Was Jack pleased with his new phone? ( <i>He was fed up/annoyed with his Mum calling him, asking him to do things. He was more interested in Gopal's new tablet.</i> ) Read Section 10 aloud, showing Jack's feelings towards the phone and Gopal's new tablet.

**Grammar practice**

- Remind students that we sometimes use an apostrophe to show that some letters are missing.
- Tell partners to look at Section 1 of the main text in their Module on p.4 and play 'Fastest Finger' to find three words that use apostrophes to show that letters are missing. (*it's, doesn't, aren't*)

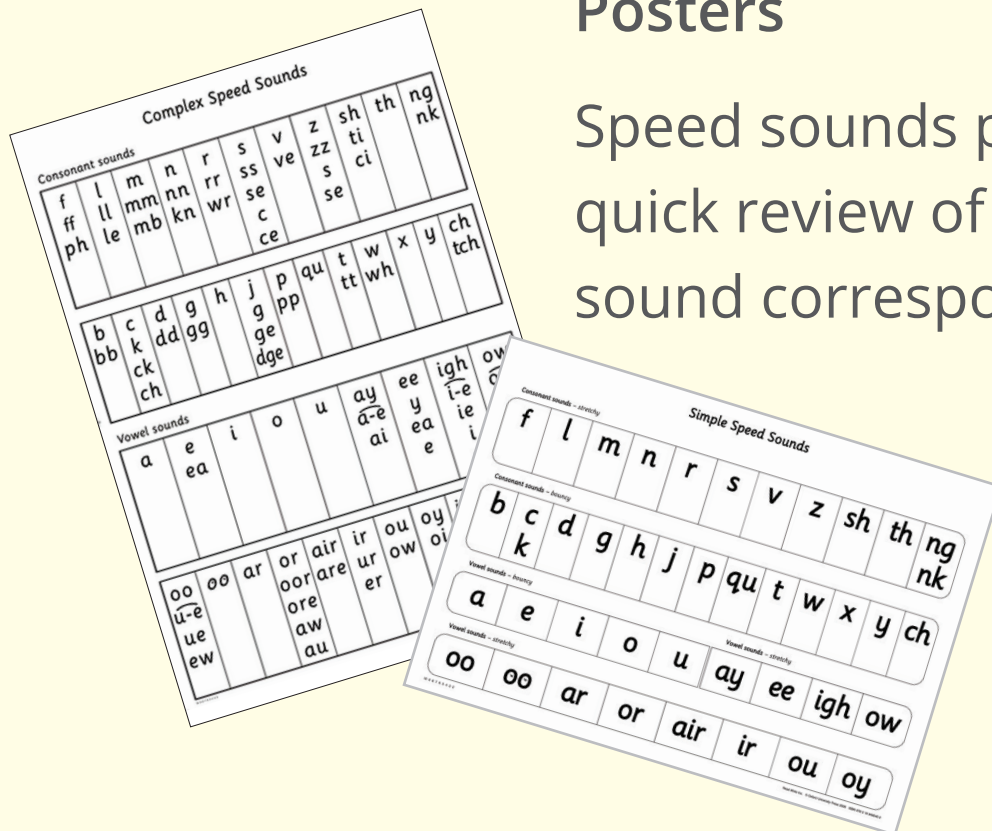
## Module Green Word Cards

Cards to help students practise some of the decodable words they will come across in the Module texts, with definitions.



## Posters

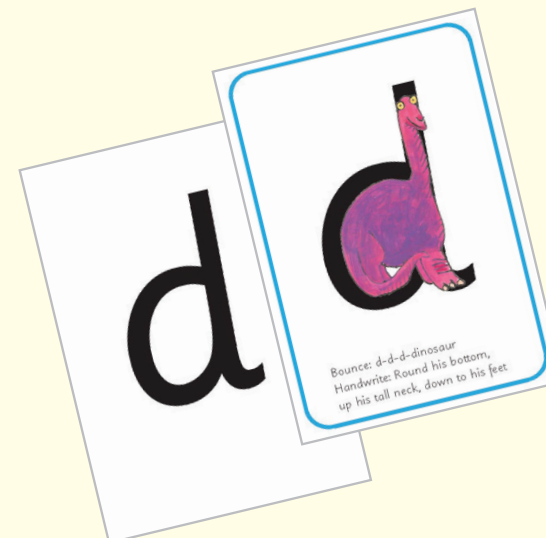
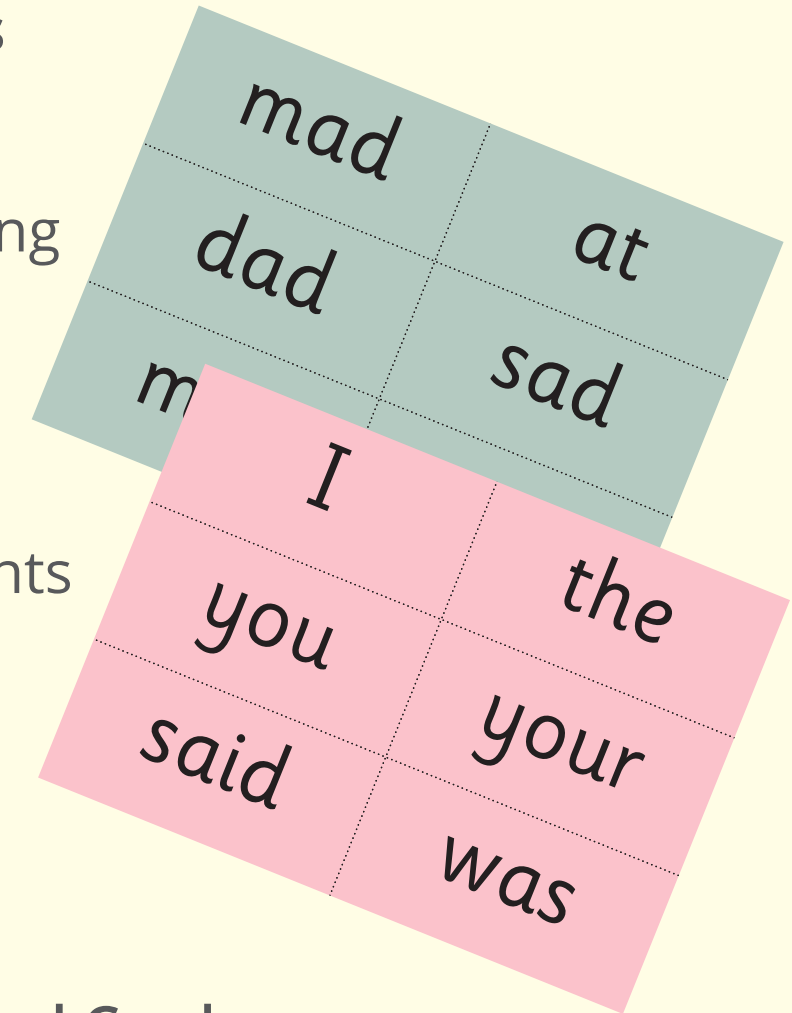
Speed sounds posters for quick review of the letter-sound correspondences.



## Green and Red Word Cards

Green Word Cards with examples of words containing the sounds students have just learnt.

Red Word Cards help students read common words with uncommon spellings.



## Speed Sound Cards

Letter-sound correspondences to help students remember the sounds.



Ruth Miskin Training gives teachers the skills and confidence to reach every student using the *Read Write Inc.* programs. Ruth Miskin's mission is to teach every student to read and write, and to keep them reading – no exceptions.

Find out more about training options at  
<https://www.ruthmiskin.com/australia/> or call  
(+61) 7 3185 4438



Find out more:

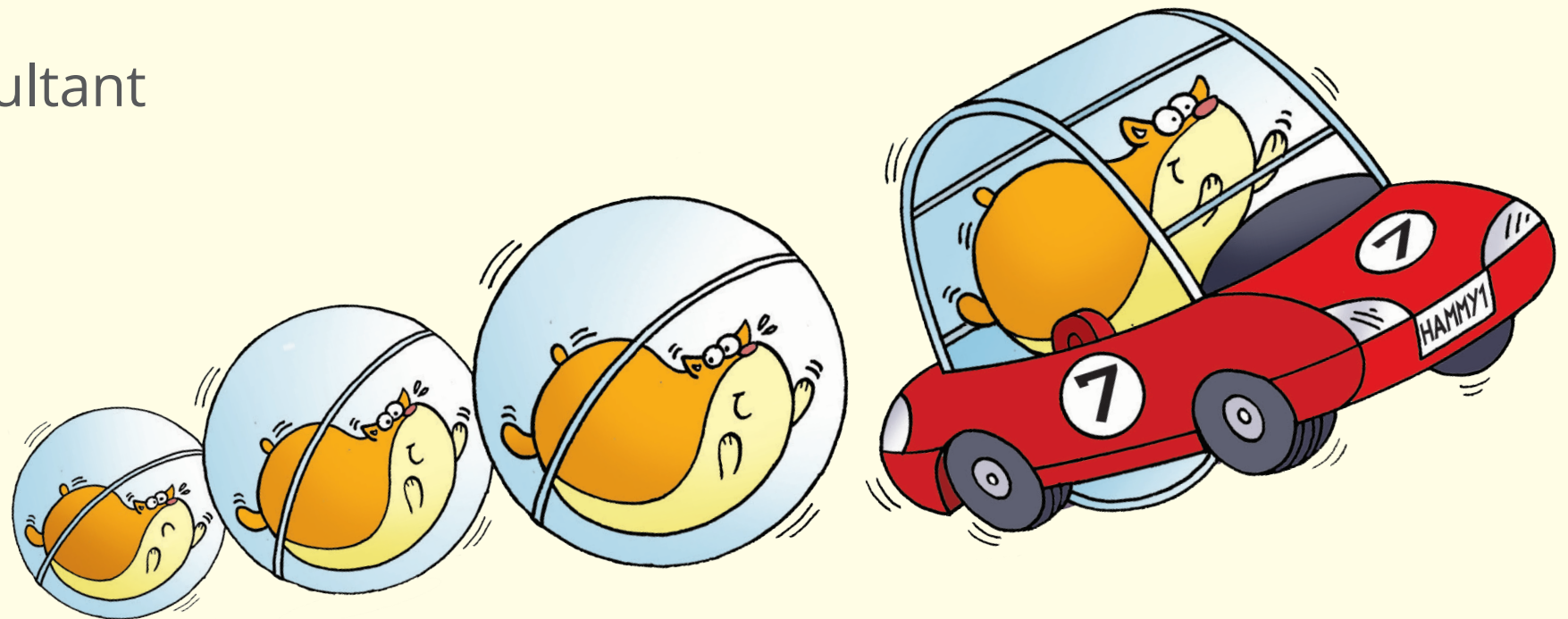
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