

Read Write Inc. Family Meeting Tuesday 27th April 2021



**Please write any questions in the chat.
We will answer these at the end.**



Pinner Wood School

Groups and progression

Red Ditty		Ditty Speed Sound Lesson <ul style="list-style-type: none"> • Quickly review Set 1 Sounds (reading) • Teach Word Time 1.6-1.7 (4 and 5 sound words) • Review Word Time 1.1-1.5 • Nonsense words (3 and 4 sound words) • Spell using Fred fingers.
Green/Purple		Set 2 Speed Sound Lesson <ul style="list-style-type: none"> • Teach Set 2 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers.
Pink		Set 2/Set 3 Speed Sound Lesson <ul style="list-style-type: none"> • Teach remaining Set 2 Sounds and corresponding Phonics Green Words • Once confident, teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 Phonics Green Words • Nonsense words • Spell using Fred Fingers.
Orange		Set 3 Speed Sound Lesson <ul style="list-style-type: none"> • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers (focus on Set 2 Words).
Yellow		Set 3 Speed Sound Lesson <ul style="list-style-type: none"> • Teach Set 3 Sounds and corresponding Phonics Green Words • Review Set 1 and previously taught Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers.
Blue		Set 3 Speed Sound Lesson <ul style="list-style-type: none"> • Teach/review Set 3 Sounds and corresponding Phonics Green Words • Review Set 1, Set 2 and Set 3 Phonics Green Words • Nonsense words • Spell using Fred Fingers, support correct grapheme choices.
Grey		Set 3 Speed Sound Lesson <ul style="list-style-type: none"> • Review Set 1, Set 2 and Set 3 Sounds and corresponding Phonics Green Words • Nonsense Words • Spell using Fred Fingers, support correct grapheme choices.

Progression of book colours and sounds taught

Children learn sounds in order from set 1, 2, and 3.

They begin at **red** books learning set 1.

As they move onto **green** and **pink** we teach set 2 and once confident, set 3. We continually revise set 1.

Then in **orange, yellow, blue and grey** – we teach set 3 and revise set 1 and 2.

By the end, they should be secure to read and spell all sounds and read fluently.

The next step is off-programme – a guided reading and writing session.



What sounds will my child learn in the Early Years?

Set 1 Sounds

m a s d t i n p g o c
k u b f e l h r j v y w
z x

Set 2 Sounds































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



<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>



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 

© Oxford University Press 2016.

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

Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

What sounds will my child learn in Year 1

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

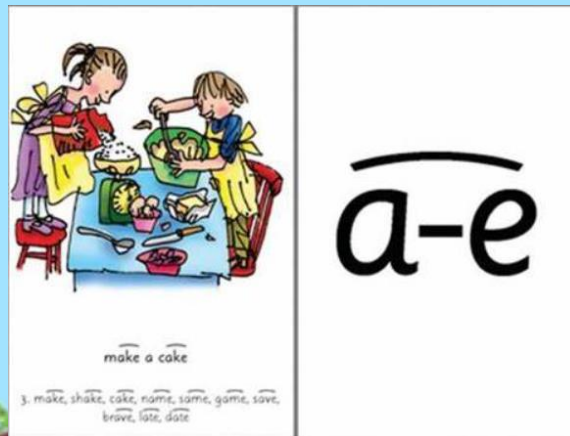
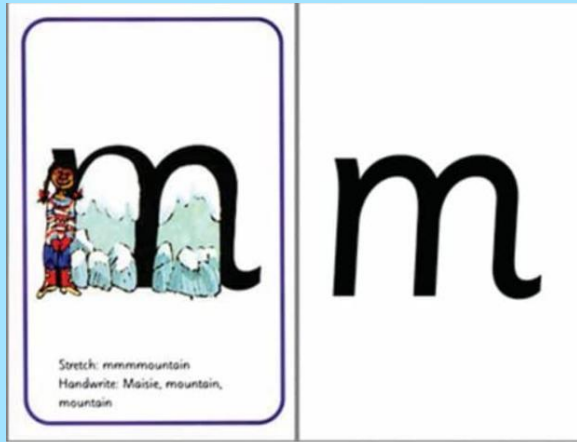
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are – care and share
ur – nurse with a purse
er – a better letter
ai – snail in the rain
oa – goat in a boat
ew – chew the stew
ire – fire, fire
ear – hear with your ear
ure – sure it's pure
tious– scrumptious, delicious
tion – attention, reception
e – he, we, me, she, be

What does a lesson look like?



20 minutes

Speed sounds- recognising and reading the sound





Fred talk



Fred can only say the sounds in a word and needs the children's help to say the word! For example, **Fred** will say the sounds p-o-t, and children will say the word pot.

This is **Fred talk**: sounding out the word. The children then blend the sounds to say the actual word.

Fred in your head: Once children can sound out a word, we teach them to say the sounds in their head. The teacher holds up the words to give the children time to mime the sounds, and then pushes the word forward as a signal to say the word together.



Speed sound session – continued

Reading green words and aliens

quade



twinkl.co.uk

Phonics Check

Assessment for teachers

vate



twinkl.co.uk

pabe



twinkl.co.uk

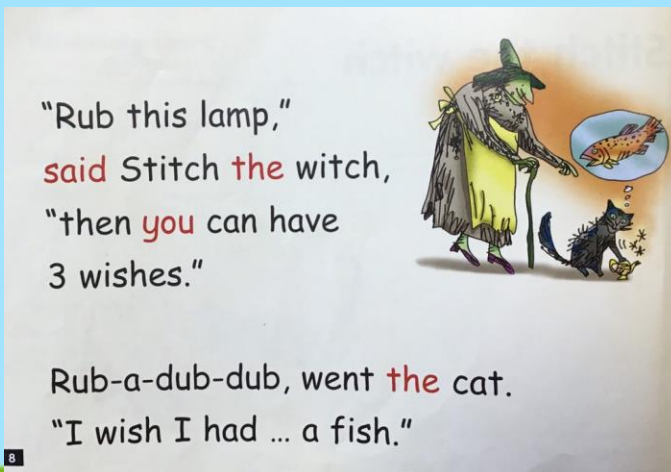
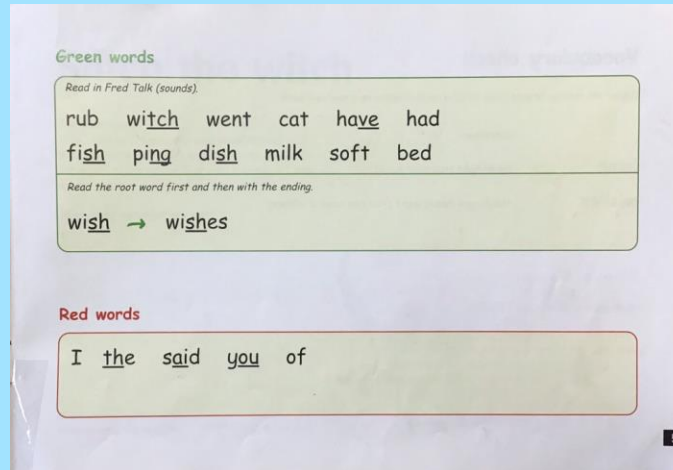
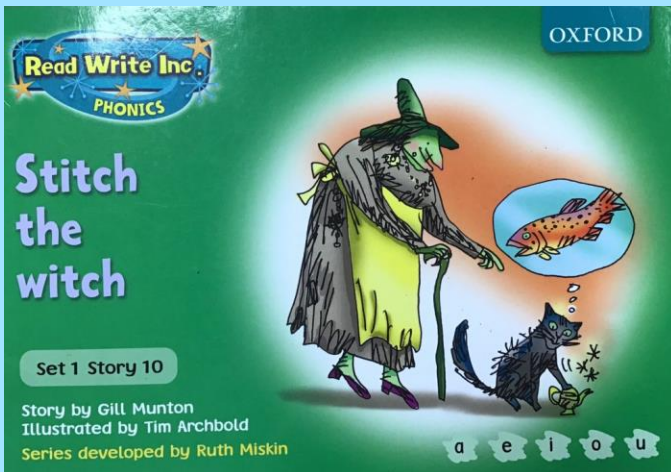


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What does a lesson look like?

20 minutes

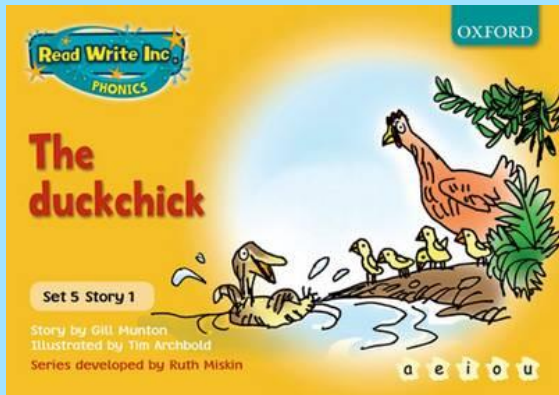
Reading and comprehension



What does a lesson look like?

20 minutes

Reading and comprehension



Green words

Read in Fred Talk (pure sounds).

egg	well	quick	spring	quack	nest	cluck	long
them	hatch	fell	Mama	wrong			

Read in syllables.

problem	→	problem	duck'chick	→	duckchick
along	→	along	a'cross	→	across
very	→	very			

Read the root word first and then with the ending.

thing	→	things	wing	→	wings
sit	→	sitting	peck	→	pecked
stretch	→	stretched	shock	→	shocked
hatch	→	hatched	fluff	→	fluffy

Speed sounds

Consonants Say the pure sounds (do not add 'uh').

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz			nk
b	c	d	g	h	j	p	qu	t	w	x
bb	ck	dd	gg			pp	tt	wh		y
										ch

Vowels Say the sounds in and out of order.

at	hen	in	on	up	day	see	high	blow
	head					happy	find	no
zoo	look	car	for	fair	whirl	shout	boy	
			door				spoil	
			snore					

Each box contains one sound but sometimes more than one sound.

The duckchick

Mama hen had a problem. Things began to go wrong in the spring, when she was sitting in her nest on her six eggs.

Egg 6 was very big.

Mama hen sat on it a lot, and went "Cluck" at it, but she felt a bit upset that it was so big.

1. What did Mama hen sit on?
2. How many eggs did Mama hen have?
3. Why was mama hen shocked with egg 6 hatched?
4. Who was watching the chicks?
5. Why did the chicks fall into the pond?
6. Do you think Mama hen has changed the way she feels about the duckchick? Why?

What does a lesson look like?

20 minutes - Writing


Green Storybook 10
See Thomas' handwriting for lesson plans.

Stitch the witch

Hold a sentence


1. _____

Check ✓ capital letter I full stop . gaps ve sh



2. _____

Check ✓ capital letter I full stop . gaps sh



Proofread
Correct 4 errors.


the cet can rub the lemp

Check ✓ capital letter T 2 spell ✕ full stop .

Write about the bed

Get off my _____

or I will _____



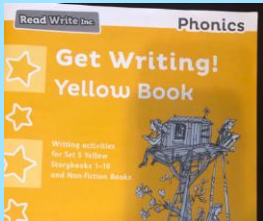
Get off my _____

Check ✓ gaps full stops .

Each week:
Throughout the week we build up and plan a piece of writing.

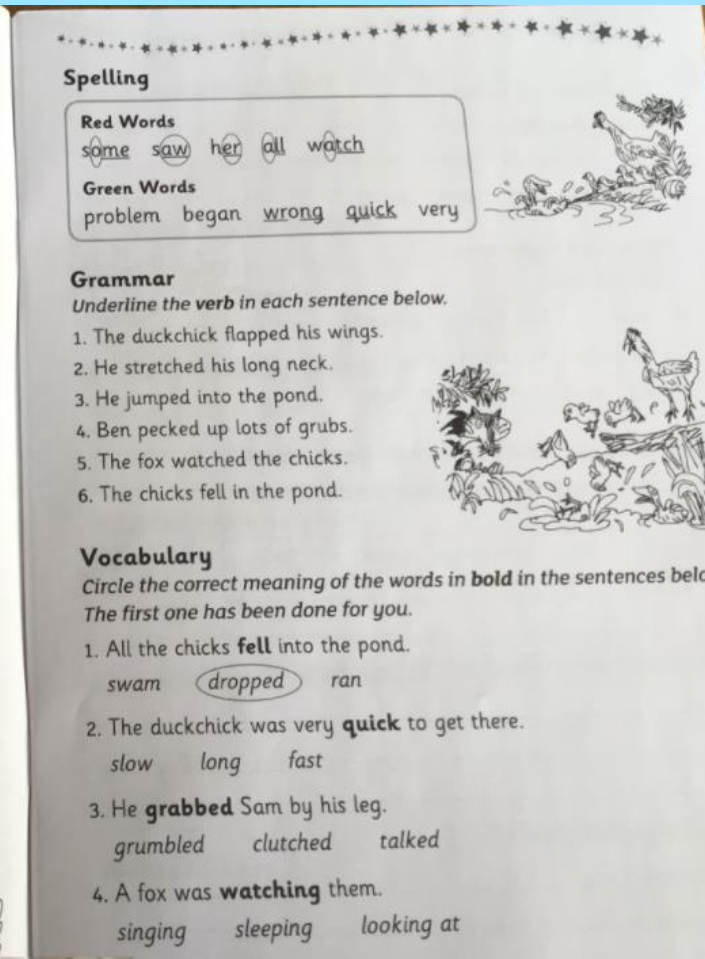
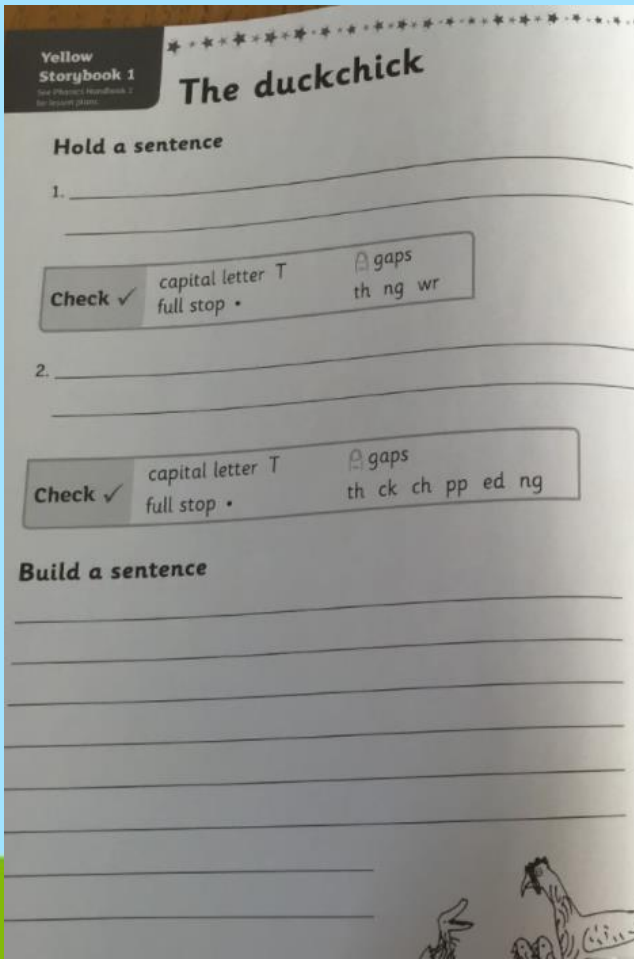


School



What does a lesson look like?

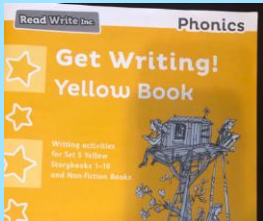
20 minutes - Writing



Each week:
Throughout
the week we
build up and
plan a piece
of writing.

This is
marked with
a green and
yellow
comment.





What does a lesson look like?

20 minutes - Writing

Proofread – spelling
Correct 2 errors.
The duckchick jump~~t~~ into the pond.
He peck~~t~~ up some crusts.

Proofread – grammar
Correct 2 errors.
I saw a fox who looked hungry. he watches my chicks and licked his lips.

Write about how Mama hen got a shock
In role as Mama hen, write about the duckchick.

Useful words	chick	odd	wings	quack	shocked
	water	swam	proud	helpful	

What did you say when the duckchick hatched out of the big egg?
I said, _____

What did the duckchick look like?
The duckchick had _____

What noise did the duckchick make?
He made such a _____

How did you feel when you saw the duckchick?
I felt _____

What happened when you got to the pond?
When we got to the pond _____

How did the duckchick save your chicks?
The duckchick saved _____

How do you feel about the duckchick now?

Words to keep

Spellings

Each Monday, we send spellings home linked to the book read that week. Also included are a few red words.

Each Thursday, children are tested.

Year 2 can use **Spelling Shed** to practise.

Year 1 and Reception have **Reading Eggs** to practise all spellings – they are not set by teachers each week.

Look

Cover

Say

Write

Check

Practise these green words using your sounds

am

swim

can

frogs

tanks

pond

some

Practise these red words

my

said

you

Practise your words here:

1

2

3

4

5

6

7

8

9

10

Weekly Spellings

Date:

Book: We Can Swim

Group: Green

Name: _____

Q & A



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