







At The Buckinghamshire Primary PRU we use the synthetic phonics programme 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning centred around letter sounds and phonics. Blending them together to read and write words and using these learnt sounds in their reading and writing.

## Reading

When using Read Write Inc to **READ** the children will:

- |   |  |
|---|--|
|  | learn 44 pure sounds and the corresponding letter/letter groups using simple picture prompts     |
|  | learn to read words using sound blending (Fred talk)   |
|  | read lively stories featuring words they have learnt to sound out                                |
|  | show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions |



# Writing

When using Read Write Inc to **WRITE** the children will:



use ditties to learn to write the letters/letter groups which represent the 44 pure sounds



learn to write words by saying the sounds and graphemes(Fred fingers)



learn to write simple then more complex sentences



# Blending



RWI helps children to learn to read words by sound-blending(Fred talk) e.g. c-a-t = cat

Children learn to read words by blending the letter-sounds that are in the Speed Sound sets (shown further down).

Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.

## Set 1 sounds

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 sounds

ay ee igh ow oo oo

or ar air ir ou oy

## Set 3 sounds

ea oi a-e i-e ai

o-a o-e ue

aw are ur er

ow ew ire ear ure

# The Principal Signals

As part of the children's Read Write Inc lessons non-verbal signals are an important part of each session. These are silent signals that when demonstrated by the adult leading the lesson the children respond to them in the correct way. These silent signals used in lessons ensure quick, effective management within the classroom. All children who are in the Read Write Inc groups should be taught these signals which will ensure consistency across the PRU.

## Silent stop signal



When a teacher silently holds a hand in the air you should raise your hand in response and stop what you are doing and wait silently.

## My turn



**My turn:** When the teacher touches their chest with the palm of their hands it is the teachers turn to speak.

## Your turn



**Your turn:** When the teacher turns their hands open palms to you - it is your turn to speak.

## Magnet signal



When the teacher points to either side of their eyes you should fix your eyes on their eyes like magnets, stop talking and be ready for the teacher to speak.



## Finger instructions 1 2 3

If the teacher holds up one finger  
stand up quietly.

If the teacher holds up two  
fingers - Move to where instructed.

If the teacher holds up three  
fingers - Sit down silently  
ready to work.

**1, 2, 3...** Allows the teacher to give you quick instructions to move from one place to another.



# Behaviour

## The 3 P's

### Pace

Ensure children respond to the:

- Team stop signal in under 5 seconds
- My Turn, Your Turn (MTYT) signal immediately
- Magnet eyes immediately
- 1,2,3 signal. Challenge children to move silently

### Participation

- Ensure all children participate in MTYT
- Sit all children within your 'V' to see
- Sit focus children where they can be assessed easily

### Praise

- Ensure children's effort use specific and genuine praise eg 'You're working hard to remember your sounds,'
- Use praise at the end of an activity and the session.