

What is Read Write Inc?

Read write Inc. is a programme of work that has been devised to be delivered to pupils across the whole school. This starts with the phonics programme which is aimed at reception through to year 2. At this point children will then move on to Read Write Spell.

Ruth Miskin the founder of the programme is one of the UK's leading authorities on teaching children to read. She has many years' experience as a head teacher, teacher trainer and consultant in phonics and literacy, working with primary and secondary schools throughout the UK. Her time as a head teacher in Tower Hamlets convinced her that when head teachers put reading at the heart of their schools they change everything. Their children learn to read quickly, get the reading habit early, learn to love reading and are successful at school.

What does it involve?

At the start of January we assessed all children in years 1-4 (reception had already started following Mrs Graham and Mrs Haughan's training earlier in the school year). The assessment is done on a one to one basis and assess' all the sounds that the children know. They then are given a series of alien words to say which incorporate the phonemes for that level. They are also given real words to say. When they have gone further into the assessment there is a page to read and the children are timed for 1 minute and a record is made of how many words are read in the time. A child is said to only be comprehending the story if they are reading at a rate of 80 words per minute. A child's assessment is stopped as soon as they begin failing on the sounds.

Once the assessments are done the children are then grouped into various colours. There are 6 members of staff delivering the phonics programme.

As the children progress through the levels the difficulty increases and the number of exercises they have to do increase too. Reception children were initially working on the first set of speed sounds. These are the sounds for the letters of the alphabet. Once they are known they then progress to red, at this stage the next set of speed sounds are introduced; 1 a day. At the start of every session children will review all the sounds they know to consolidate. Children then share a number of story words connected to their book. These are discussed and children are shown any tricky parts in the words. Children also have speedy green words which are read every lesson and also red words which are tricky words that cannot be sounded out. Other activities as they move through the lessons include holding a sentence; children are dictated a sentence and they have to write it, self-marking and self-correcting once finished. Proof reading tasks; children have to look at a passage and correct missing punctuation and spelling mistakes. Spelling; children have to spell a series of green words (using the phoneme the book is focussing on) and red words (tricky words).

What is the impact it is having so far?

We have just come to the end of the first half term delivering the programme (5 weeks). Children were reassessed. (This is done every half term and children are moved groups accordingly). Initial results show that the children are progressing well and they are enjoying the programme.

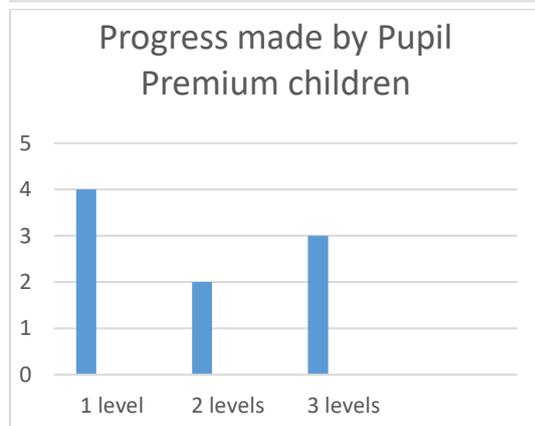
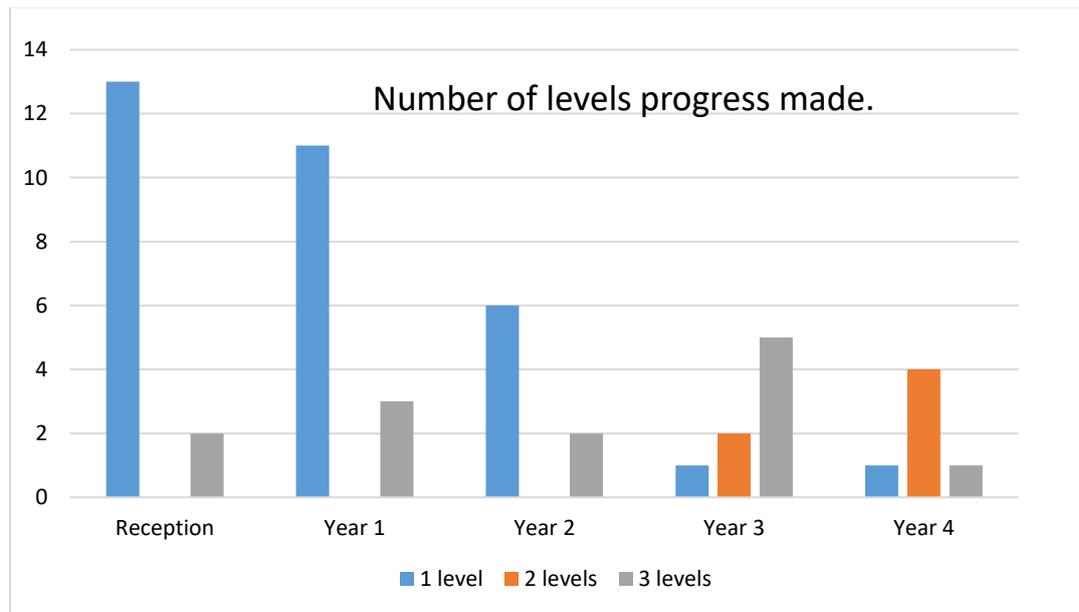
Each group is made up of children from across the age range and this has not been seen as a problem. The small differentiated groups enable little mistakes to be targeted and corrected quickly. Problems with letter formation are picked up. Unknown sounds are taught and reinforced until known. (These are also consolidated in one to one questioning throughout the day).

Children have become more independent when spelling words. One child in year 1 has been able to write the word 'wood' as had just covered the 'oo' sound. Another being able to spell 'found' following work done on the 'ou' sound. Children can be seen using the techniques taught in the

sessions in all aspects of the curriculum. Children are using their 'Fred fingers' to spell unknown words. The sounds poster is displayed in the classroom and children are using this and becoming more independent learners.

The confidence and knowledge of sounds displayed by all children is increasing and it is believed that this will stand them in good stead for the phonics test in June.

At the start of the year we had 14 children from years 3 and 4 in the phonics groups. These were children with gaps in their knowledge. Of these 4 have now left the phonics groups and moved into their class to continue with the Read Write Spell. All children have progressed and moved at least one level some children moving up 2 or 3 levels.



What do the children say?

Reception – *“I like doing the hold a sentence. I like it because we get to write a sentence and tick all the words or sounds that we have got right and if we make a mistake we correct it above. I like the different books and would like the lessons to be longer”.*

Year 1 Pupil – *“I love all of it! I like doing the proof read activity. Looking for the mistakes in a piece of writing and correcting it”.*

Year 2 Pupil – *“I love reading the different books and reading it with my friend using the lollipop stick. I like timing the speedy words.”*

Year 3 Pupil – *“I love Read Write Inc. It is fun and is helping me with my phonics. I like it when we time how fast we can say our speedy words.”*

Year 3 – *“It’s good because I like reading the sounds and the stories. The rhymes help me to remember the sounds and some of them are funny”.*

Year 4 Pupil – *“I love Read Write Inc. It has helped me with my spelling and the sounds that I need to use. I feel that I am getting better and I am more confident. I would like the sessions to be longer”.*

What have parents said?

Parent of a year 1 child – *“I think Read Write Inc. is a good thing. My children have just joined the school and they used to do this in their last school. I feel that it really brought my daughter on. It is still early days at Cummersdale but I feel that it works.”*

Parent of year 2 child – *“Read Write Inc. is having a big impact on my son. I have noticed a huge difference in his confidence and ability since January. He is beginning to read things for himself now instead of giving up and asking me to read things on his games. He is now breaking words down in to the correct sounds and not just the individual letter sounds. For example he reads play as p-l-ay. He is enjoying reading and recognises that he is making progress”.*