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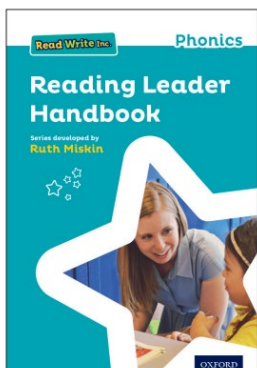


Read, Write, Inc. (RWI) Phonics was developed by Ruth Miskin and is an inclusive literacy program for students learning to read and write. It is a systematic and consistent approach to teach synthetic phonics and is designed for students in the Early Years and for any students who require intervention support in reading and spelling.

In RWI students learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Form their letters accurately

At Anula Primary School all students in Transition, Year 1, Year 1/2 and the Early Years Intensive English classes participate in RWI and it is held three times a week on Monday – Wednesday from 10:50 – 11:50am. Small intervention groups for students who require support in reading and spelling are also run during the week for students in middle and upper primary.

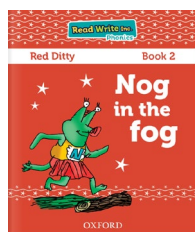
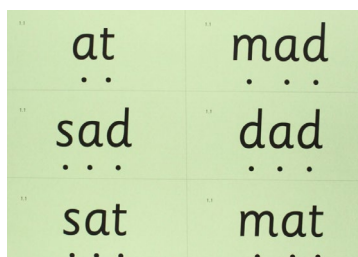
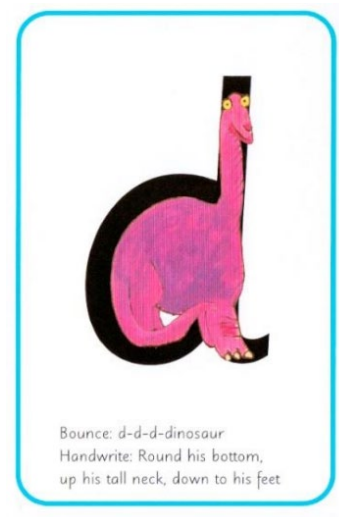


Students are assessed each term by a Reading Leader using the Sounds and Words Assessment which assesses each students' phonic knowledge and their reading ability. We then use this data to group students according to their phoneme awareness and reading ability to ensure they are grouped with other students who are working at the same level. Groups vary in size and are fluid, changing each term depending on the students' progress over time and individual needs. RWI data is entered onto SAIS at the end of each semester by the Reading Leader.

Teachers and support staff lead groups in our Read, Write, Inc. program so we can maintain smaller group numbers and ensure more focused and effective explicit instruction. All staff have been trained in Read, Write, Inc. and are provided with a RWI resource kit. Teachers and support staff follow detailed plans for their lessons which are found in their RWI Teacher handbooks and provide students with ongoing formative feedback.

We have two accredited Reading Leaders who assess and group students, support, model for and coach staff, run intervention groups for middle and upper primary, monitor and organise resources, and ensure the effective running of RWI at Anula Primary School.

In RWI the 44 sounds and corresponding letters are introduced and taught systematically using mnemonics and picture cards. Once students can read a few sounds they are taught to read words by sound-blending with the help of a frog character called Fred. Fred can only read the sounds so students help him read the words.

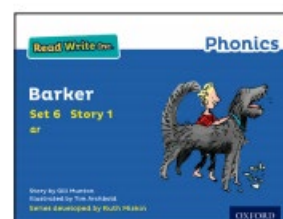


Once students have started to blend, they are introduced to short ditties' to practise early reading and writing before being taught more letter/sound correspondences and the different spelling of the same sounds, for example, 'ay', 'a-e' and 'ai'. Students are taught that sounds represented by more than one letter (e.g. digraph) are called 'Special Friends'. All sounds taught are divided into 3 sets – Set 1, 2 and 3 as shown in the table on the following page.

As students progress, they move onto reading a series of levelled, decodable fiction and non-fiction texts and complete integrated writing activities, including spelling and handwriting practice.

Complex Speed Sounds

Consonant sounds											
f	ff	l	ll	m	mm	n	nn	r	rr	s	ss
ph		le		mb		kn		wr		se	ce
v	ve	z	zz	sh	ti	th	ng				nk
b	bb	c	ck	d	dd	g	gg	h	h	j	ge
		ch				ge		dge		pp	tt
										qu	wh
										x	ch
										y	tch
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				a-e	y	i-e	o-e			
					ai	ea	ie	oa			
						e	l	o			
							l				
							y				
oo	oo	or	air	ir	ou	oy	ire	ear	ure		
u-e	ue	ar	oor	ur	ow	oi					
ew		aw	ore	er							



NON-NEGOTIABLES

The following non-negotiables should be evident in your classroom:

- Follow the prescriptive lesson plan and sequence in the teacher resource book
- Sounds charts (posters) on display
- Magnetic whiteboards for Wordtime lessons
- Magnetic word charts for letter sounds
- Fred for Fred talk
- Sounds cards must be used. Digital use of sound cards is optional.
- No electronic ditty books are to be used – must be hard copies
- RWI occurs 3 days per week (1 hour sessions) in Transition, Year 1 and all IES classes up to Year 3.

RESOURCES

All RWI teachers will be provided with the following resources:

- Teacher easel
- Magnetic pocket charts
- Student whiteboards
- Magnetic letters
- Sound cards
- Sound charts
- Green and red words
- Nonsense words
- Speedy and storybook words
- Get writing books
- Fred toy

Further information and resources for RWI can be found here:

Oxford Owl – you will need to sign up for an account: <https://www.oxfordowl.com.au/>

Ruth Miskin School Portal – every RWI is given access to the school portal page:

<https://schools.ruthmiskin.com/slogin/>

Anula RWI Video Bank:

School Central: <\\sc.nts.schools.net\\DavWWWRoot\\e\\anulasch\\schoolfiles\\Teaching and Learning\\Resources\\READ WRITE INC>

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back.				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				
x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				