Read Write Inc. Phonics and the Statutory Framework for the Early Years Foundation Stage (including Year R)

Training is vital to ensure your children get the best results using all the *Read Write Inc.* programmes. It is provided by Ruth Miskin Training. See: www.ruthmiskintraining.com

Statutory Framework for the early years foundation stage		
Statutory Framework for the early years foundation stage (including YR)	***Read Write Inc. Phonics* – reading**	***Read Write Inc. Phonics* – writing**
Communication and language	**These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.**	
Listening and attention *– 'Children listen attentively in a range of situations. They listen to stories, anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.'*	In Storytime and Poetry Time (*Read Write Inc. Phonics* Online), children listen to teachers perform stories and poems. During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events. Teachers read the Story Introduction to children, which sets the scene for the Storybook they are about to read, then ask them a question at the end to encourage children to start to discuss the story. In the Read Aloud – Teacher activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end. Throughout the programme, children Turn to your partner (TTYP) to discuss questions. They are encouraged to listen attentively to their partner and respond appropriately.	Throughout the programme, children Turn to your partner (TTYP) to discuss questions. They are encouraged to listen attentively to their partner and respond appropriately.
Understanding *– 'Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.'*	In 'Questions to talk about' at the back of each Storybook, children answer a range of 'how' and 'why' questions to check their understanding of the text.	When writing, children follow instructions for how to sequence their sentences.

Speaking – *'Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.'*	Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually. At the end of the Story Introduction, children are often asked to discuss with their partner what they think might happen next.	Children create their own narratives in every Write About activity. Before they write, children build up each sentence orally, either as a group or in partnerships. These sentences are structured using a series of questions to develop responses.
Literacy		
Reading – *'Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.'*	Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons. The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The sounds are taught in this order: * Set 1 teaches the most common sound-letter correspondences: 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 teaches alternative vowel sounds: ay ee igh ow oo *oo* ar or air ir ou oy * Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure. The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme). These have a special focus throughout, to ensure children learn to read and spell them with confidence. Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards. Talking about the books is an integral part of the programme.	

Writing *– 'Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.'*		Children are expected to use their phonic knowledge to help them spell words during all the Write About activities. Phonetically plausible spellings are accepted. Children will use a range of Red Words (irregular common words) during their writing compositions.