



***Read Write Inc.* is closely matched to the Statutory Framework for the Early Years Foundation Stage (including Year R)**

Statutory Framework for the Early Years Foundation Stage (Including YR) Early Learning Goals	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing</i>
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.	
<p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>In the <i>Get Writing Handbook</i>, there is detailed advice on how to plan, organise and run storytimes, ensuring that children develop an awareness of vocabulary and phrasing as well as engaging with the content of stories in terms of characters, settings and events.</p> <p>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on ruthmiskintraining.com) give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>In the <i>Get Writing Handbook</i>, questions are suggested to encourage children to talk about stories that they have heard or read, and to expand their vocabulary along with their ideas.</p> <p>In the <i>Get Writing Handbook</i>, there are suggestions for how 'Talk through the day' can</p>	



	encourage children to use new vocabulary, comment on events that are happening, and have happened, thereby developing their own narratives.	
Literacy		
<p>ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Phonic knowledge is taught in the Speed sounds lessons and applied in the storybook lessons. 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.</p> <p>They decode words using phonic knowledge but also learn Red words (common irregular words). Talking about the books is an integral part of the programme.</p> <p>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on ruthmiskintraining.com) give children access to fiction, non-fiction and poetry at a level beyond which they can read independently.</p>	<p>Storytime sessions (explained in the <i>Get Writing Handbook</i> and on ruthmiskintraining.com) give children access to fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>
<p>ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p>The <i>Read Write Inc. Speed sounds</i> lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:</p> <p>* 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 s h r / j v y w / t h z c h q u x n g n k</p> <p>* Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p>	<p>Building from writing phrases in the Red Ditty books, children go on to develop the ability to write simple sentences, supported by the <i>Get Writing</i> practice books.</p> <p>There are 9 Get Writing! activities for each of the <i>Read Write Inc. Phonics</i> books making spelling a fundamental part of <i>Read Write Inc. Get Writing</i>.</p> <p>1. Play 'Fred Rhythms' to learn to spell the words – encoding.</p>



	<p>* Set 3 Speed sounds 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</p> <p>The Speed sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p> <p>These have a special focus throughout the programme, to ensure children learn to read and spell them with confidence.</p>	<ol style="list-style-type: none"> 2. Play 'Fred Fingers' to memorise the spelling – encoding. 3. Carry out a spelling check – encoding. 4. Take a spelling test – encoding. 5. Hold a sentence – encoding. 6. Build a sentence – language comprehension and encoding. 7. Edit for spelling and punctuation – language comprehension and encoding.
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