



***Read Write Inc. Phonics* and the Statutory Framework for the
Early Years Foundation Stage (including Year R) 2021**

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 – Early Learning Goals (ELGs)	<i>Read Write Inc. Phonics</i>
Communication and Language	
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>In <i>Read Write Inc. Phonics</i> schools and nurseries, speaking and listening skill are developed throughout the day.</p> <p>Throughout the programme, children are asked to ‘Turn to your partner’ to discuss questions. They are encouraged to participate, listen attentively to their partner and respond appropriately.</p> <p>Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually.</p> <p>For schools with Ruth Miskin Training’s Online Training Subscription, <i>Talk Through Stories</i> offers further support with developing children’s communication and language skills.</p>

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Literacy	
<p>Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Talking about the books is an integral part of the programme.</p> <p>At the end of the ‘Story Introduction’, children are often asked to discuss with their partner what they think might happen next before reading the story for the first time.</p> <p>In the ‘Read Aloud – Teacher’ activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end.</p> <p>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.</p> <p>In Storytime and Poetry Time (on the <i>Read Write Inc. Phonics</i> Online Subscription on Oxford Owl), 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.</p> <p>Additional comprehension support is available in the <i>Talk Through Stories</i> part of Ruth Miskin Training’s Online Training Subscription.</p>
<p>Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons.</p> <p>The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> • 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 / r j v y w / z x sh th ch qu ng nk • Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties. • When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons. • Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy

	<p>Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception.</p> <p>Children will go on to learn alternative spellings (Set 3) in Year 1.</p> <p>Children are taught to sound-blend from the very beginning, initially orally using ‘Fred Talk’. Once children know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words.</p> <p>Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence.</p> <p>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>Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Children learn to write each letter correctly alongside reading the letter and there is a specific ‘Handwriting’ activity as part of the Storybook lessons.</p> <p>Children are expected to use their phonic knowledge to help them spell words. The ‘Fred Fingers’ activity enables them to practise spelling the words they read. This skill is then applied during all the ‘Write About’ activities. Phonically-plausible spellings are accepted.</p> <p>Children learn to compose their own sentences, rehearsing orally first using ‘Build a sentence’. The ‘Hold a sentence’ activity in the Ditty and Storybook lessons teaches children to write a simple sentence using correct spelling and punctuation.</p> <p>Children will use a range of Red Words (irregular common words) during their writing compositions.</p> <p>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. Children are supported to use full sentences through taking feedback from partner discussion, then extending and expanding when teachers paraphrase their answers.</p>