



Read Write Inc at Drumbeat

Read Write Inc Strands

- Getting ready for Read Write Inc
- Read Write Inc Phonics
- Beyond Read Write Inc

Getting ready for Read Write Inc

- Pupils will access the bespoke departmental reading scheme; books at the earliest levels focus on interactive sound and sensory books.
- The Drumbeat Reading curriculum will include exposure to a variety of activities surrounding sounds, sensory stories, rhymes, books and letters. The reading curriculum will focus on matching skills using objects, photos and symbols. Pupils will be encouraged to participated in messy mark making activities.

Structured Sound play

- Symbolic sounds
- Environmental sounds
- Rhythm and Rhyme
- Body Percussion
- Each term will involve exposure to “sound play” in relation to one of the initial sounds from RWI on a half termly basis (5 sounds before a combination of all 5 in the final term) These will involve the letters ***m, a, s, d, t.***

Child initiated/ adult led play activities promoting vocabulary

- Children will engage with objects beginning with this specific letter as part of play activities in class. For instance, ‘m’ is for mountain, milk, mouse, mat, etc
- Object play related to handwriting picture e.g. for ‘d’ dinosaurs in ice, dinosaur puppets, dinosaur small words play

How to do Read Write Inc Phonics at Drumbeat

Speed sound Lesson: Reading

Say the sound (Encourage pupil to repeat the sound you say)

What sound is in the bag today, the bag today, the bag today? What sound is in the bag today? Let's have a look! Bounce or stretch the sound.

I know a word that begins with 't' begins with 't' begins with 't' I know a word that begins with 't' I wonder what it is...

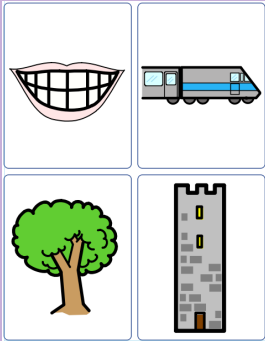
Use Drumbeat picture-sound cards. Bounce/stretch the sound at the beginning of word e.g. t-t-t-train (Objects, motivating toys and sensory items can also be used where possible to promote engagement and memorable personalised learning.)

Read the sound

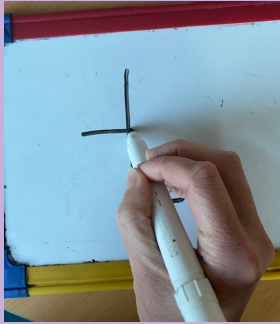
Draw and label the sound-letter picture. Draw and label the letter sound.

Encourage the pupil to read the target sound or find the sound from a choice of 3 if they are non-verbal.

Review the sounds taught so far and check pupils read them (or finds them if they are non-verbal) speedily and effortlessly.



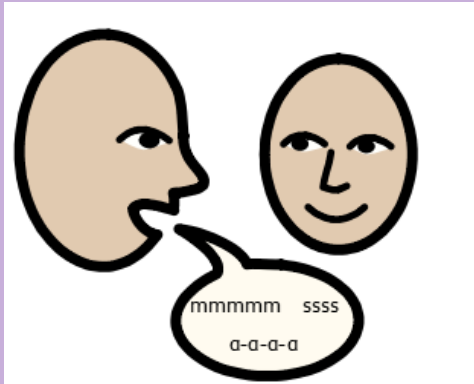
How to do Read Write Inc Phonics at Drumbeat Speed sound Lesson: Writing



Write the sound

Say the **handwriting phrase** as you air write and then write on the board. Pupil copies while writing in book.

Say the **sound** as you air write and write on the board. Pupil copies while writing in book.



Speed Write

Say 3 sounds learnt so far for pupils to write.

(Typing can be used if handwriting is not appropriate.)

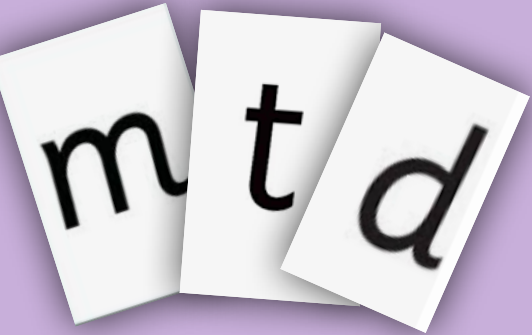
Blending and segmenting

To have success with blending and segmenting pupils need to be able to...

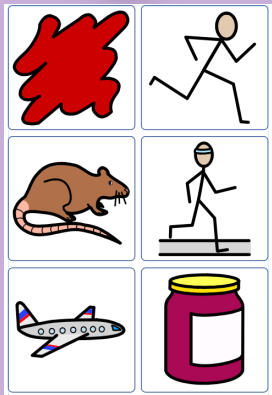
- Count to 3
- Understand 1:1 correspondence
- Know 5 sounds (including one vowel) speedily and effortlessly
- *Those pupils that can follow 3 information carrying words will have the most success.*

Once this happens phonics sessions will include a speed sound lesson and a word time lesson which can be combined.

How to do Read Write Inc Phonics at Drumbeat Word Time! **Assisted Blending**



- **Review the sounds** taught so far and check pupils read them (or finds them if they are non-verbal) speedily and effortlessly.



- **Sound talk** (Receptive oral blending)

Label the pictures as you take them out of the bag. Read the green words using sound talk and ask your pupil to find the correct picture e.g. can you find the r-a-t? Blend the sounds for the pupils if they are finding it hard e.g. 'r-a-t rat'



r b

i s

v

Blending (spelling with small speed sound cards or magnetic letters)

Adult models first e.g. jam (holding up picture of jam)

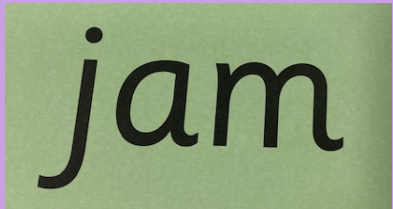


j a m

I need a j-a-m jam. Pupil repeats this word and then repeats activity with other target words.

How to do Read Write Inc Phonics at Drumbeat Word Time! Independent blending

- **Green words**



Adult says: 'Are there any sound friends?' pupil responds

'say the sounds and read the word'. Pupil does this e.g. j-a-m jam. Adult holds up picture to help pupils understand what the word means. Repeat this for all the green words in that word time lesson.

Review some green words from previous sessions encouraging pupils to read them speedily. (Non verbal students are asked to find the word the adult says).



- **Sound fingers, writing words and spelling**

- Adults model how to pinch the sounds e.g. 3 for jam, pinch as you say each sound.
- Tell pupil how many fingers they need and say the word to spell. (Encourage pupils to pinch the sounds as they write the word in their book)
- Adults write the word on the board and asks pupil to check each sound in their own writing.



How to do Read Write Inc Phonics at Drumbeat

Speed sounds set 2: Hear and say

Say the sound (Encourage pupil to repeat the sound you say)



What sound is in the bag today, the bag today, the bag today? What sound is in the bag today? Let's have a look! Say the sound and the rhyme.

I know a word that has the sound '?' has the sound '?' has the sound '?' I know a word that has the sound '?' I wonder what it is...

Sound talk some of the words from the speed sound card and hold up the Drumbeat picture-sound card. E.g. b-l-ow blow

(Objects, motivating toys and sensory items can also be used where possible to promote engagement and memorable personalised learning.)

Read the sound

Adult explain that when we look at the picture we say the rhyme and when we look at the letter we say the sound. These are sound friends. Practice this.

Encourage the pupil to find the sound from a choice of 3 if they are non-verbal.

Review the sounds taught so far and check pupils read them (or finds them if they are non-verbal) speedily and effortlessly.



How to do Read Write Inc Phonics at Drumbeat

Speed sounds set 2: Word Time!

- **Green words**

Adult says: 'Are there any sound friends?' pupil responds

'say the sounds and read the word'. Pupil does this e.g. s-n-ow snow. Adult holds up picture to help pupils understand what the word means. Repeat this for all the green words in that word time lesson.

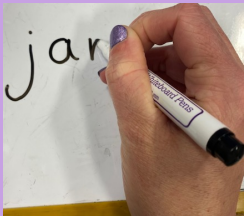


snow

Review some green words from previous sessions encouraging pupils to read them speedily. (Non verbal students are asked to find the word the adult says).

- **Made up words**

Adult write made up words containing new sound on board. Pupils read them: Special friends? Sound talk, read the word.



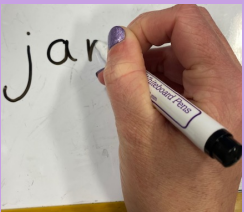
- **Sound fingers, writing words and spelling**

- Ask pupils to count sounds and keep their fingers hidden, reveal them when you say fingers. Pinch the sounds together.

- Encourage pupils to pinch the sounds as they write the word in their book.

- Adults write the word on the board and asks pupil to check each sound in their own writing.

- Practice writing words you have already taught.



How to do Read Write Inc Phonics at Drumbeat: Speed sounds 3

Exactly the same as speed sounds set 2 except:

- Letter names will be used as we are teaching different spellings for the same sound
- It will be useful to use the complex speed sounds chart at the stage.
- Your literacy lead is available to give further advice and support at this stage if required.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Terminology

Drumbeat RWI phonics terminology	Also known as
Sound friends	Special friends e.g. sh th
Sound talk	Fred talk (m-a-t)
Said in your head	Fred in your head (sounding out a word in your head)
Sound fingers	Fred fingers
Pinch the sounds	Pinch the sounds
Made up words	Alien words or nonsense words e.g. fronp
Split sound friends	Chatty friends who need to be split up e.g. $\widehat{i-e}$
Friend on the end	Friend on the end e.g. the e in $\widehat{i-e}$

Handwriting phrases must be used consistently e.g. down the tower across the tower

The set 2 and 3 rhymes must be used consistently e.g oo poo at the zoo

Drumbeat school are not using the dots and dashes when reading or spelling green words

Futher Adaptations

Pupils with pronunciation difficulties

At Drumbeat we use cued articulation techniques for those pupils with pronunciation difficulties to help them with the placement of sounds. Please talk to your speech and language therapist for more information about this.

Personalised ASD strategies

- Working for
- Now and next