

Further information about the self-assessment process

The Department wishes to offer schools and early years settings support in choosing effective systematic synthetic phonics teaching materials. To assist in providing this, the Department has published revised core criteria that define the key features of an effective systematic synthetic phonics teaching programme.

The criteria are not prioritised; they comprise an interdependent core, and a good support programme should meet all of them. The Department is strongly encouraging heads and teachers to consider these revised core criteria when making decisions about the quality of commercial programmes and the suitability of them for their particular schools and settings.

To ensure that this process is as easy and useful as possible for schools and settings, publishers of phonics products are invited to evaluate their materials against each of the revised core criteria and complete a self-assessment form. The self-assessment should demonstrate how each of the criteria is met, or explain why a particular criterion is not applicable to the product. Please refer also to the explanatory notes where applicable.

Publishers are asked to provide information that is succinct and focused on the criteria in a form that is easy to read and understand. Please note that there is a word limit for the text boxes provided within the template.

We expect that publishers will provide accurate information about their materials, and completed entries will be independently scrutinised for accuracy.

Completed and verified self-assessments will be displayed on this website for schools to browse through before making a decision. It should be noted that the Department does not endorse or rank the programmes that appear on this website. Completed evaluation forms should not be regarded or advertised as an 'approved' programme or resource. However, completed forms can be used for the purposes of demonstrating to schools how a programme or resource meets the core criteria and can, for example, be displayed on publishers' websites.

If you would like to submit a self-assessment form, please e-mail it to: phonics.mailbox@education.gsi.gov.uk. Any feedback on this process may also be sent to this address.

Assuring high quality phonic work – snapshot self-assessment form

The self-assessment below provides a snapshot of how this product meets the core criteria for a high quality phonics programme. For more detailed information on how this product meets each of the core criteria, please see the detailed form.

When completing this form you will find it helpful to refer to the explanatory notes which can be found by [scrolling down the core criteria page of this website].

Name of product: [Read Write Inc. Phonics by Ruth Miskin](#)

Is this a full, stand alone phonics teaching programme or a supplementary resource or group of resources? [Full, stand-alone phonics teaching programme.](#)

Please explain briefly how the product should be used in teaching.

[Read Write Inc. Phonics](#) is a dynamic literacy programme based on the rigorous teaching of synthetic phonics. It is designed to get all children reading and writing quickly and easily. The training and resources provide schools with a cohesive and consistent approach to the teaching of phonics and literacy, and to effective classroom management strategies to ensure success for every child.

This product:	Tick to confirm
presents high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach	✓
enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one	✓
is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences	✓
enables children's progress to be assessed	✓
uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills	✓
demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading	✓
demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words	✓
ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular	✓

<ul style="list-style-type: none"> ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules 	✓
<ul style="list-style-type: none"> provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt 	✓
<ul style="list-style-type: none"> ensures that as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies. 	✓

Please explain how your product meets the core criteria above.

Read Write Inc. Phonics is a synthetic phonics programme by Ruth Miskin.

Children are taught the grapheme-phoneme correspondences in a clear sequence from the simple alphabetic code to phonemes with alternative graphemes.

For each phoneme, children are taught to 'say it', 'read it', 'write it', using child-friendly mnemonics and visual, auditory and kinaesthetic activities.

Children learn to decode words by identifying the graphemes and blending the phonemes, through the word.

Reception children learn the relationship between phonemes and graphemes practise word blending with magnetic letters, moving onto reading the lively, decodable *Ditty Books* or *Storybooks*, matched to phonic ability.

Year 1+ children review and learn new grapheme-phoneme correspondences and apply their increased phonic knowledge to reading the *Storybooks* and doing writing activities.

Children learn to spell words by segmenting them into phonemes. They learn this is the opposite of blending.

Children learn high frequency words from the earliest stages and how to use knowledge of grapheme-phoneme correspondences as a first approach to words which are not completely phonically regular.

Three forms of assessment ensure progress is closely monitored (see below).

Please provide a brief explanation of what your product provides, e.g. resources, training etc

It provides resources to teach reading and writing through synthetic phonics alongside comprehensive training for teachers and classroom assistants.

It includes resources to teach
phoneme/grapheme correspondences:

- *Speed Sounds Cards* with mnemonics
- *Speed Sounds Interactive CD-ROM* and *Phoneme Pronunciation Guide*
- *Speed Sounds Posters* for reinforcement

reading and comprehension:

- *Magnetic Sound Cards* for blending
- *Green Word Cards* to practise decodable words
- *Red Word Cards* to practise non-decodable, tricky words
- *Ditty Books* and *Ditty Photocopy Masters* – short decodable texts
- 90 decodable *Storybooks*
- 35 decodable *Non-fiction Readers*

writing and spelling:

- 17 *Get Writing!* books
- *Get Writing! Handbook*
- *Get Writing! CD ROM* for Interactive Whiteboard

For teachers/TAs:

- Training in how to teach the programme
- *Phonics Handbook*
- *Speed Sounds Lesson Plans*
- *Phoneme Pronunciation Guide DVD* (also available free online)
- Training DVD

Contact details

Further info:

Oxford University Press
Great Clarendon Street
Oxford
OX2 6DP
www.OxfordPrimary.co.uk
Tel: 01865 353881

To order:

OUP Distribution
North Kettering Business Park
Hipwell Road
Kettering
Northamptonshire
NN14 1UA
Tel: 01536 452610

Assuring high quality phonic work – Detailed self-assessment form

This second self assessment form gives schools and settings detailed and expanded information about this product, set against each core criterion.

Name of product: **Read Write Inc. Phonics by Ruth Miskin**

Please explain how your product meets the following core criteria:

This product presents high quality systematic, synthetic phonic work as the prime approach to decoding print by:

- teaching children how to decode words by identifying the graphemes and then blending (synthesising) the phonemes, in order, all the way through the word.
- First children are taught a simple alphabetic code and how the alphabet works. Then they progress to more complex phonic knowledge in a clear, systematic, incremental sequence.
- The phonemes are taught in groups of '*Speed Sounds*' to maximise the number of words that children can read by sound-blending from the very beginning.
- Children are taught to use '*Fred talk*' (counting phonemes on fingers) to blend words for reading, and segment words for spelling. This ensures they understand that blending is the reverse of segmenting from the beginning.

This product enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one by:

- advising that children start *Read Write Inc. Phonics* in the Foundation stage.
- They are taught the grapheme-phoneme correspondences in three sets of '*Speed Sounds*' in a clear incremental sequence from the simple alphabetic code to phonemes with alternative graphemes.
- Children are then taught to blend phonemes for reading and to apply their phonic knowledge through teacher-directed reading of short ditties and then longer decodable books, levelled to the children's phonic ability.
- The phonic knowledge is taught as quickly as possible. *Speed Sounds Sets 1* and *2* (Phases 2–4) should be mastered by most children at the end of Reception/Foundation stage. Children continue to apply this knowledge throughout Year 1+ while they are taught *Speed Sounds Set 3* (Letters and Sounds Phases 5 and 6).

This product has been designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences by:

- providing training and teaching notes planned around the teaching of phonics every day, to cover all the major grapheme-phoneme correspondences in a clear, incremental sequence.
- In Reception/Foundation, children spend 20 minutes a day learning the phonemes and graphemes and 15 minutes in a further session practising word blending with the *Magnetic Sound Cards*, or reading the *Read Write Inc. Phonics Ditty Books* or *Storybooks* (depending on their level).
- In Year 1+ children spend an hour each day learning new grapheme-phoneme correspondences for reading and spelling and most importantly, applying their increased phonic knowledge to reading the decodable *Storybooks* or non-fiction books which contain words matched to their phonic ability.
- There are also plenty of opportunities for children to apply their phonic knowledge through partner work.

This product enables children's progress to be assessed by:

- providing initial and ongoing assessments.
 - Initial assessment to ensure children start at the right point in the programme and work at the 'cutting edge' of their learning
 - Ongoing assessment to ensure children are being taught at the right level and make the expected progress so that absolutely no child 'slips through the net'
 - Assessment for children deemed to be in danger of falling behind (with guidance for one-to-one tutoring to ensure all children catch up).
- The *Read Write Inc. Phonics Handbook* provides comprehensive instructions for assessment to track children's progress and guidance on grouping, timetabling and National Curriculum levels.
- Assessment helps monitor:
 - ability to hear and blend phonemes orally
 - recognition of graphemes
 - ability to sound out phonemes into words
 - ability to recognise phonically regular words
 - ability to read irregular words
 - ability to read nonsense words.
- providing teachers with a clear map of children's progression in phonic knowledge and skills.

This product uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills by:

- using mnemonic picture cards to teach the first 26 grapheme-phoneme correspondences. For example, the shape of a dinosaur morphs into a 'd' and the shape of an apple morphs into an 'a'.
- The use of mnemonics engages children's interest and helps them learn the grapheme-phoneme correspondences. The children 'say it', 'read it' and 'write it'.
- The mnemonic pictures are dropped as soon as possible, as reading skills develop.
- In addition, children:
 - manipulate *Magnetic Sound Cards* to make and read words
 - 'air write' as they practise writing the graphemes
 - use their fingers for spelling, by showing their ability to segment words by pressing fingers to represent particular sounds in a word.
- The multi-sensory approach importantly uses visual, auditory and kinaesthetic activities simultaneously and is always firmly focused on a specific learning goal.

This product demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading by:

- Teachers model left-to-right orientation through blending graphemes on the *Speed Sound Cards* during *Word Time!* activities. The teacher always models the left-to-right orientation by sweeping their hand under the word.
- Children also practise this with *Magnetic Sound Cards* as they say the sounds and then the whole word.
- Then children practise reading words with the *Green Word Cards*. The teacher points to the graphemes, moving from left to right.

This product demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words by:

- teaching children who have learnt how to blend the sounds in a word for reading, that reversing this process, and segmenting the word into phonemes, enables them to spell the word.
- Children are taught to use '*Fred fingers*' for spelling words; they convert a spoken word into phonemes and then into graphemes, for example:

"Show me three fingers. Let's spell 'fan'."

Children raise three fingers and touch a finger for each sound as they say them: 'f-a-n'.

The children then write the word or set out magnetic letters.

- This multi-sensory approach to spelling engages children's interest and helps them retain what they are taught.

This product ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular by:

- teaching children to read and spell words with irregular spellings, using their knowledge of grapheme-phoneme correspondences.
- Words which are not phonically regular are referred to as '*Red words*' and are actually printed in red in the *Storybooks* to signal to children that they have to 'stop and think' about how they read them. Children are helped to use the grapheme-phoneme correspondences they have been taught, along with identifying the 'surprising letters', to read these words automatically.
- Before reading a decodable book, children always practise reading the *Red words* they will find in the story, to ensure they have success in reading and gain confidence in reading unfamiliar words.
- Children are also taught how to spell *Red words* and to remember the 'grotty grapheme' in the words which make them difficult to spell.
- Children practise reading and spelling *Red words* using the *Red Word Cards*.

This product ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules by:

- introducing children to irregular high frequency words from the start of *Read Write Inc. Phonics*.
- As many high frequency words have low frequency graphemes these words are called '*Red words*' and are printed in red in the decodable books to signal to children that they have to 'stop and think' about how to read the word.
- Children are also taught how to spell *Red words* from the early stages of *Read Write Inc. Phonics* and are taught to remember the 'grotty grapheme' in the words which make them difficult to spell.
- Children use the *Red Word Cards* to practise reading and spelling *Red words*. This support in the first stages of reading ensures children have early success in reading and that they build up their knowledge of useful high frequency words.

This product provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt by:

- teaching children how to read and spell irregular words throughout the programme.
- Printing the irregular words in red in the books to signal to children that they have to 'stop and think' about how to read the word.
- Every time before they read a decodable book, children practise reading these words as part of being introduced to the words they will come across in the book. This means they have lots of directed practice of reading irregular words in every single session.
- Regular spelling activities focussing specifically on spelling irregular words are also an integral part of *Read Write Inc. Phonics*.

This product ensures that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies by:

- providing 100 decodable *Ditty Books* and *Storybooks*, and 35 *Non-fiction* books at the core of *Read Write Inc. Phonics*. These are carefully levelled so that they are precisely matched to the children's phonic knowledge.
- Children progress from blending single words, to reading *Ditty Books* and *Storybooks* and *Non-fiction* books.
- The *Ditty* books provide practice in decoding short texts with words made up of the sounds children know. They are an important bridge between reading single words and reading stories.
- Children are prepared for reading the *Storybooks* and *Non-fiction* books by:
 - reading phonically regular words in '*Fred talk*' first, so they know how to tackle unfamiliar words
 - having lots of practice in reading phonically irregular words (*Red words*) and learning strategies to decode them.
- The books are lively, with an emphasis on comprehension, and are entirely decodable. This ensures children have success in reading from the start.

Please provide a brief explanation of what your product provides, e.g. resources, training etc

- It provides **resources** to teach reading and writing through synthetic phonics alongside comprehensive training for teachers and classroom assistants.

It includes resources for:
 - teaching grapheme/phoneme correspondences
 - teaching blending
 - teaching children how to read and spell phonically regular and irregular words
 - developing children's reading through decodable *Storybooks* and *Non-fiction* books matched to their phonic knowledge
 - developing writing through *Get Writing!* books linked to the *Storybooks* and *Non-fiction* books
 - assessment and intervention
- **Training** in how to use *Read Write Inc. Phonics* effectively for whole school improvement is provided by *Ruth Miskin Literacy*. Together with the resources, it provides schools with a cohesive approach to the teaching of phonics and literacy and effective classroom management strategies to ensure success for every child.