

# Read Write Inc

## Word lists booklet

### Reading at home

1. Single sound strips sent home as new sounds are learnt
2. Word time lists sent home after they are taught
3. Red word/common exception word lists sent home as they progress to each book or introduced when child is ready

### Reading at school

1. Word lists practised alongside one-to-one reading
2. Record kept within school of red/common exception words that children are confident with reading

## ***Introduction***

As children progress through the Read Write Inc scheme they will learn a range of sounds (phonemes) and spelling choices (graphemes) as well as a range of green words (words that can be decoded) and red words (words that cannot be decoded). This pack provides teachers and parents with a full set of the word lists that support each level of reading.

### **Overview**

Step 1: As children start school they will become familiar with the set 1 sounds. Children learn one new sound a day until the children are familiar with these sounds. Children are taught a specific rhyme for each letter to help them write them. As children learn new sounds they will begin to practise blending the sounds together orally to create words using the letter sounds.






























Step 2: Children then begin to read simple words using the few sounds they have been taught. The word lists extend as they learn more and more of the sounds from the simple speed sound chart. As children move onto the different levels of RWI books they begin to learn some red words.

Step 3: Word lists will be sent home as children are taught them. Parents are encouraged to practise reading these words with their children by sounding each word out and blending them together, we call this 'fred-talk'. As children progress through the scheme, their fluency and accuracy will develop and they will begin to read words by sight, we call this 'fredding in our head'.










Step 4: Children will bring home a RWI reading book that meets the level of book they are reading at school, along with an additional 'take home' reading book that closely matches the reading ability of the child but is to be shared between parent and child.

This guide provides the resources that are to be sent home in addition to the reading books.

Speed Sounds Set 1

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

## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

## Set 1 Sounds

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
sh <u>o</u> p	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	sh <u>i</u> p	l <u>e</u> t

1.5

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	jam	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

w <u>ing</u>	<u>ch</u> in	<u>th</u> ick
<u>ch</u> op	<u>ch</u> at	<u>qu</u> it
<u>qu</u> iz	<u>s</u> ing	<u>th</u> ing
<u>b</u> ang	<u>th</u> is	<u>th</u> in
<u>f</u> ix	<u>s</u> ix	<u>z</u> ag
<u>z</u> ip	<u>f</u> ox	<u>b</u> ox

st <u>in</u> k	w <u>in</u> k	b <u>ac</u> k
s <u>ki</u> n	s <u>li</u> d	s <u>li</u> p
g <u>ri</u> n	p <u>ro</u> p	p <u>ra</u> m
f <u>ro</u> m	c <u>li</u> p	g <u>ra</u> n
h <u>an</u> d	s <u>ta</u> nd	s <u>ta</u> mp
f <u>lo</u> p	f <u>ro</u> g	j <u>um</u> p
b <u>la</u> ck	f <u>la</u> g	t <u>hi</u> nk
s <u>ki</u> p	b <u>es</u> t	t <u>ri</u> p
b <u>lo</u> b	b <u>ra</u> t	d <u>ri</u> p
d <u>ro</u> p	b <u>li</u> p	f <u>lu</u> ff
d <u>re</u> ss	h <u>u</u> ff	m <u>es</u> s
t <u>es</u> t	t <u>ra</u> p	s <u>pi</u> t
s <u>to</u> p	s <u>po</u> t	s <u>tro</u> p

## Set 2 Sounds

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

too	food	moon
zoo	pool	spoon

2.6

took	book	cook
look	shook	foot

2.7

car	part	hard
start	star	sharp

2.8

sort	short	horse
sport	fork	snort

2.9

f <u>ai</u> r	h <u>ai</u> r	ch <u>ai</u> r
st <u>ai</u> r	<u>ai</u> r	l <u>ai</u> r

2.10

g <u>ir</u> l	b <u>ir</u> d	th <u>ir</u> d
wh <u>ir</u> l	tw <u>ir</u> l	d <u>ir</u> t

2.11

o <u>u</u> t	sh <u>ou</u> t	l <u>ou</u> d
m <u>ou</u> th	r <u>ou</u> nd	f <u>ou</u> nd

2.12

t <u>oy</u>	b <u>oy</u>	e <u>n</u> joy
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## Set 3 Sounds

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
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3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

rude

brute

June

3.7

saw

law

dawn

crawl

paw

yawn

3.8

share

dare

scare

square

bare

care

3.9

burn

turn

spurt

nurse

purse

hurt

3.10

never

better

weather

after

proper

corner

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

pa <u>id</u>	tr <u>ai</u> n	pa <u>in</u> t
r <u>ai</u> n		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
th <u>roa</u> t	to <u>as</u> t	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
f <u>lew</u>	d <u>rew</u>	gr <u>ew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>on</u> f <u>ire</u>	in <u>sp</u> ire	con <u>sp</u> ire

3.16

hear	dear	fear
near	year	ear

3.17

picture	mixture	creature
future	adventure	temperature

3.18

delicious	suspicious	vicious
scrumptious	precious	ferocious
tradition	attention	celebration
conversation	congratulation	exploration

Red Words & Common Exception words to be taught at each level

1

I	no	today	his	
of	go	is	has	
my	me	to	push	
by	put	into	pull	
the	a	I'm	full	

2

said	so	ask	do	last
he	says	all	was	class
she	our	small	were	grass
we	your	fall	past	pass
be	you	tall	fast	

3

baby	some	here		
want	come	they		
I've	there	path		
like	her	bath		
her	washing	plant		

4

one	brother	where	Mrs	hold
saw	their	door	old	told
watch	any	floor	cold	child
watches	many	poor	told	wild
who	love	Mr	gold	climb

5

anyone	other	find	only	move	hour
over	you're	kind	both	prove	again
does	why	mind	water	improve	
through	humans	behind	house	half	
once	whole	most	after	who	

6

mother	people	another	worse	busy	school	pretty
father	great	walk	Christmas	every	friend	beautiful
wear	above	talk	clothes	everybody	children	even
everyone	buy	bought	money	parents	break	sure
someone	caught	thought		because	steak	sugar