

Read Write Inc.

Fresh Start

Handbook

Series developed by
Ruth Miskin

**Revised
edition**



OXFORD



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Dear Reading Teachers,

Some students hate reading. They've left their book bags in the cloakroom all through primary school. They can't cut through the distractions around them and find it hard to pay attention. They skip over words they can't recognise, stumble through the words on the page – so many words to work out. Their anxiety about reading makes them freeze and so they stare at the pictures instead.



When a child first learns to read, they have to start from scratch, building new circuits in their brains. In the same way, learning to play the piano takes years of practice until your fingers work automatically and your mind is released to think about the music and make it come alive. Reading is no different. Students need a lot of carefully constructed practice every day. They need to put in the miles – the pages – to become readers. There are no short cuts, even if they are still learning to read at the top of primary or in secondary school.

So what are we waiting for? Given that students won't suddenly decide they're ready to read, we have to make them ready using *Read Write Inc. Fresh Start* – a carefully levelled phonics programme that is proven to get results.

It's human nature to love doing the things we are good at. *Read Write Inc. Fresh Start* will ensure your students are successful right from the start. And, the more *you* enjoy teaching reading, the more likely they are to enjoy learning to read. Students feel our passion for them – they know when we're on their side. They know when we will stick with them until they succeed.

Every school needs teachers who are passionate about getting students to read – teachers who will take up the challenge of getting every student to read. You!

Be prepared – the first year of teaching *Read Write Inc. Fresh Start* is the hardest while you learn the new systems. However, by the second year, you will have the confidence to teach any student to read and write.

I hope you will love teaching *Read Write Inc. Fresh Start* and share my passion for teaching students to read and write – particularly those who have been left behind to struggle for so long.

Best wishes,



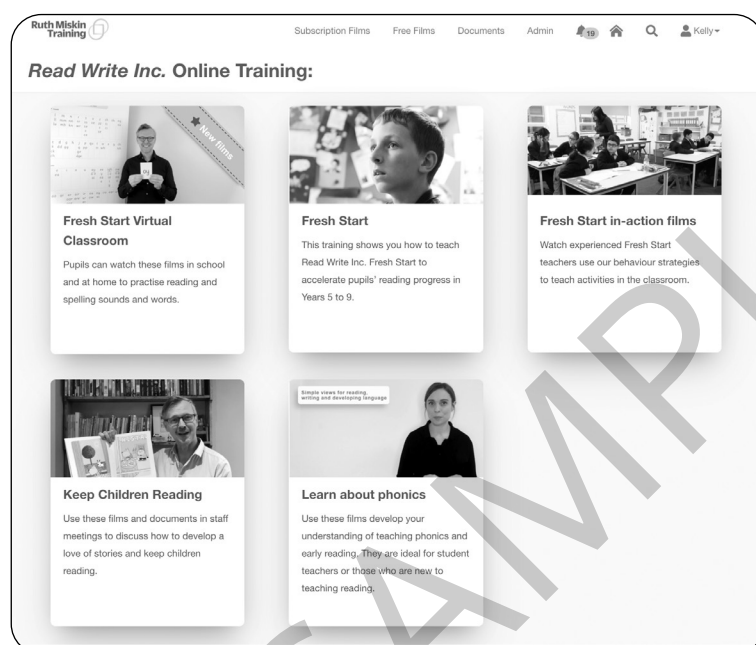
Introduction

Who is *Fresh Start* for?

Read Write Inc. Fresh Start is a fast-track catch-up programme for:

- Year 5 and 6 (P6 and P7) students who are reading below national expectations
- secondary school students who did not meet national expectations at the end of Key Stage 2 (P7) and older struggling students
- students with special educational needs and disabilities (SEND).

The lesson plans in this handbook and the training films on the Ruth Miskin Training School Portal (see www.ruthmiskin.com) show you how to implement the *Fresh Start* programme. They enable you to accelerate students' reading progress through the *Fresh Start* programme.



The role of the Reading Leader

Fresh Start is a simple, well-structured literacy programme. It is proven to raise standards in literacy rapidly when taught with fidelity and commitment. The programme should be run by a Reading Leader, who is vital in achieving this.

As Reading Leader, the key aspects of your role are to:

1. decide who will teach *Fresh Start*
2. organise training for these teachers/teaching assistants
3. support and practise with your team
4. assess reading every half term.




What training is provided?

Online and face-to-face training is provided by Ruth Miskin Training (RMT).

Go to www.ruthmiskin.com to find out about training packages and costs.

The *Fresh Start* Online Subscription means that students can make faster progress. It keeps you up to date with the latest improvements because films are added throughout the year.

In this handbook, there are references to the training films (indicated by the film symbol ) and these should be watched in conjunction with the teaching notes.

You can use the in-action films to watch experienced teachers teach every activity.

We suggest you watch the *Fresh Start* Getting started training films before you read pp.7–17.

What is the Virtual Classroom?

Teachers teach students directly in the Virtual Classroom films.

You can use these films in three ways:

- Use during lessons so you can assess students' progress and improve your teaching.
- Give students extra individual practice.
- Send home links to the lessons you have taught each week.

How can I build a team of excellent reading teachers?

Your aim as the Reading Leader is to develop a team who can work together, practise together, talk together and give feedback to each other. Plan a weekly/fortnightly 30-minute meeting so everyone can practise together. These meetings underpin the progress of all teachers and students.

Please give teachers/teaching assistants time to prepare for the lessons and to mark students' work. This should be at least 30 minutes a week, on top of the 30-minute weekly/fortnightly team meeting.



How does *Fresh Start* work?

Fresh Start provides intensive, targeted support to address specific gaps in a student's reading.

Fresh Start teaches each student at their challenge point to accelerate progress. Students are taught to read sounds, words and the matched decodable Modules. The student learns to read the first set of sounds, and then how to blend the sounds together to read words. They then read simple texts containing the sounds they know, alongside learning more sounds, ready for the next set of Modules.

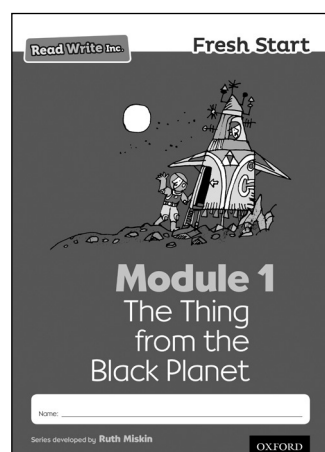
Throughout the programme, the student is taught the English alphabetic code – the 150+ graphemes that represent the 44 speech sounds. The most common 62 are taught in three sets of Speed Sounds (see pp.14–15). There are Speed Sounds Cards with simple mnemonics to help the student read and write the letter–sound correspondences quickly.



The student practises reading these Speed Sounds every day until they can read them effortlessly. Then they can start blending the sounds together to read words. They begin by doing this orally, then they use the Speed Sounds Cards, and then progress to using the Green Word Cards.



When the student is reading the Green Word Cards, they are ready to begin reading the Modules. These contain decodable texts and activities for them to complete.



High frequency words that are not phonically regular are taught as 'tricky' words – we call these Red Words – and these are practised every day.



How much time will I need?

20 to 25 minutes teaching time a day per student/small group. If a student is at the earliest stage of learning to read, they practise reading sounds and words for 20 minutes. This time is reduced to 10 minutes once they begin to read the Modules.

Sounds and words	Minutes	Modules	Minutes
Part 1: Learning Set 1 Speed Sounds – single-letter sounds	20		
Part 2: Blending sounds into words	20		
Part 3: Reading Phonics Green Word Cards: Word Time 1.1 to 1.5	20		
Part 4: Learning Set 1 Speed Sounds – Best Friends	20		
Part 5: Reading Phonics Green Word Cards: Word Time 1.6 and 1.7	10	Introductory Module	10
Part 6: Learning Set 2 Speed Sounds	10	Modules 1 to 3	15
Part 6: Learning Set 3 Speed Sounds	10	Modules 4 to 13	15
Knows Set 3 Speed Sounds	5	Modules 14 to 33	20

How long should students be taught for?

It depends on their starting place. Some students will only need a few weeks' tutoring. Others may need two/ three terms.

Who can teach *Fresh Start*?

Students make rapid progress when they have individual support from an enthusiastic and well-trained tutor. This may be a teacher or teaching assistant.

Some schools choose one or two tutors who work with *all* students who need extra support. Others allocate students to one person who works in their class or year group.

Above all, tutors must be committed to teaching students to read – the student must know that the tutor is on their side and will stick with them until they succeed.

Tutors need to be available every day to ensure consistency and progress.

How many students can I tutor at a time?

For the initial Modules (until Module 13) we recommend that you teach on a one-to-one basis because students are at a very early stage of learning to read. Students who are tutored individually make speedier progress because you can target the tutoring specifically at their challenge point.

From Module 14 onwards, if you are unable to teach one-to-one, students can be taught in pairs or in a group of up to four, but only if they have been assessed at the same level. If a student makes faster progress, they must be allowed to progress in a group at the appropriate level.

How should I organise the teaching?

Organisation in primary schools

In Years 5 and 6 (P6 and P7), teach individuals or a group of up to four students for 20–25 minutes, either in the afternoon or in the morning instead of literacy.

Organisation in secondary schools

Either timetable one or two teachers or teaching assistants to teach *Fresh Start* students throughout the day.
Or timetable teachers or teaching assistants to teach for the same half hour each day.

We recommend you avoid students consistently missing the same lessons.

How should I teach EAL students?

English as an Additional Language students who are new to English make speedy progress. Assess and teach according to their *phonic progress*. They must not be held back in the programme because they are new to English.

Students learning to speak English need plenty of practice in speaking and articulating their understanding. *Fresh Start* provides plenty of support to ensure EAL students comprehend the texts: a lively introduction to the story, explanation of new vocabulary on the back of the Module Green Word Cards, scaffolded questions to rehearse out loud before students write.

Fresh Start resources

Core student resources	Additional student resources	Teacher resources
Introductory Module Workbook containing 17 short decodable stories/passages and activities. 		Fresh Start Handbook: includes guidance for teaching the <i>Fresh Start</i> Modules, including the Speed Sounds lessons and Module lesson plans for each Module. 
Modules 1–33 Workbooks containing longer texts, matched to students' phonic knowledge, and activities.	Anthologies 1–7 For further phonic practice. (See pp.12–13 for more details.)	Speed Sounds Cards, Set 1:  for teaching letter–sound correspondences, with simple mnemonics to help students remember the sounds.
     Modules 1–5	 Anthology 1	Speed Sounds Cards, Sets 2 and 3:  for teaching letter–sound correspondences of the long vowel sounds and alternative spellings of long vowel sounds, with simple phrases to help students remember the sounds.
     Modules 6–10	 Anthology 2	Speed Sounds posters:  for quick review of the letter–sound correspondences.
     Modules 11–15	 Anthology 3	Phonics Green Word Cards:  for use in the Speed Sounds lessons, for students to practise word blending for reading.
     Modules 16–20	 Anthology 4	Red Word Cards: to help students read common words with uncommon spellings. 
     Modules 21–25	 Anthology 5	Module Green Word Cards:  to help students practise some of the decodable words they will come across in the Module texts and to provide definitions.
     Modules 26–33	 Anthology 6	Optional Picture Sound Cards: with illustrated examples of words that start with the same first letter as the Speed Sounds, e.g. <i>m</i> for <i>moon</i> . 
	 Anthology 7	

Route through *Fresh Start*

The chart below shows a summary of the progression of sound teaching in *Read Write Inc. Fresh Start*.

New Speed Sounds to learn	Speed Sounds to review	Progression of Modules	Anthologies for further practice
Set 1 Speed Sounds – single-letter sounds			
Blending sounds into words			
Phonics Green Word Cards: Word Time 1.1 to 1.5	Set 1		
Set 1 Speed Sounds – Best Friends	Set 1		
Phonics Green Word Cards: Word Time 1.6 and 1.7	Set 1	Introductory Module	
Learning Set 2 Speed Sounds	Set 1	Modules 1–3	Anthology 1 (texts 1–6)
Learning Set 3 Speed Sounds	Set 1 and 2	Modules 4–13	Anthology 1 (texts 7–10) Anthology 2 Anthology 3 (texts 1–6)
Knows Set 3 Speed Sounds	Set 1, 2 and 3	Modules 14–33	Anthology 3 (texts 7–10) Anthologies 4–7

For guidance on assessing and placing students precisely at the correct point in the programme, please see p.19.

The chart on the following pages details the progression of teaching in more detail.



Assessing students for *Fresh Start*

We can find a student's challenge point quickly using the *Fresh Start* assessment.

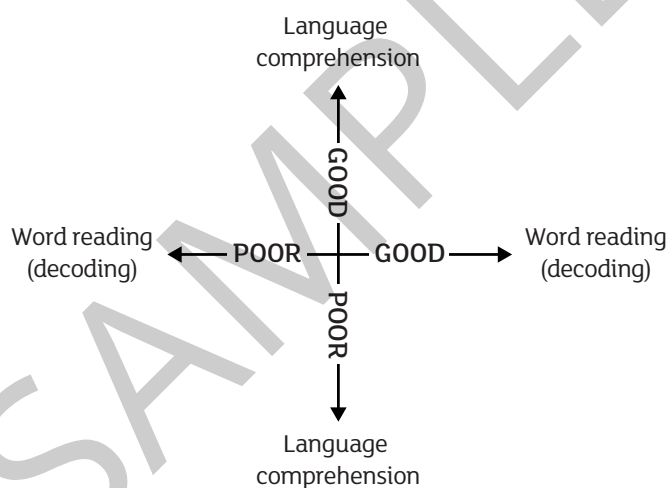
Please note: very important! We assess the entry point for a student by their word reading and fluency – not by their progress in comprehension or writing, or by their age. The reading activities ensure teachers support students' comprehension and students write at their own level.

Identify the right students for *Fresh Start*

In primary schools, assess all students in Years 5 and 6 (P6 and P7) who are reading below national expectations. In secondary schools, assess students who did not meet national expectations at the end of Key Stage 2 (P7) and older struggling readers.

Older struggling readers

If a student's reading is below what is expected for their age, it is important to determine whether they have difficulty with word reading (decoding), language comprehension or both of these, since different kinds of teaching are needed for each. The Simple View of Reading (below – Gough and Tunmer, 1986) can be useful when thinking about a student's reading difficulties and where they might lie in terms of three of the four quadrants.



Fresh Start accelerates reading progress for students who have good comprehension but poor word reading (the top left-hand quadrant), and those who have poor comprehension and poor word reading (the bottom left-hand quadrant).

Fresh Start is not for students who have difficulty understanding what they have decoded and good word reading skills (the bottom right-hand quadrant).

These students will benefit from teachers reading aloud to them every day to enhance their enjoyment of literature, increase their vocabulary and develop their language comprehension.

These students should read often, in English lessons and across the curriculum to:

- learn from their reading
- read for pleasure and for specific purposes
- become more fluent (with practice), since fluency is important for comprehension.

Ensure consistent assessments

Ensure the Reading Leader carries out all the assessments so they get to know the progress of all the students. It may, however, be necessary in a very large school to enlist the help of another teacher or teaching assistant. If so, agree how to annotate the assessments. Moderate your judgements by working together to assess a few students.

Assess the students

Download the following from the Ruth Miskin Training School Portal:

- Assessment Pupil Sheet – one copy of the assessment for each person carrying out the assessment (see pp.20–24 for Assessment 1)
- Individual Record and Assessment Guidance – one for each student (see pp.25–27)
- School Assessment Record (available online)
- Individual Progress Record (IPR) – one for each student (see p.28)
- Pupil Progress Tracker (available online)

Before you start, read the assessment instructions on the Individual Record and Assessment Guidance.

1. Ask the student to read the Assessment Pupil Sheet.
2. Use one Individual Record and Assessment Guidance sheet for each student. Mark off the sounds, words and passages they can read and then determine their starting point.
3. Count how many students are at the same challenge point and record on the School Assessment Record. Use this information to group up to four students together, if they have reached Module 14.
4. Transfer each student's starting point to the Individual Progress Record (IPR). Share with the tutor so they know what to teach. They will use the IPR to highlight the sounds, Word Time progress, Module and Red Words that the student has learnt to read each week.
5. Complete the Pupil Progress Tracker. Date the column corresponding to each student's assessment outcome to track individual progress.

Fresh Start Pupil Progress Tracker										
Add each pupil's name to Column A. Date the column corresponding to each pupil's assessment outcome each half term.										
Length of each lesson:										
Fresh Start lessons per week:										
Pupil's name	Set 1 Sounds – single letters	Blending	Word Time 1.1 to 1.5	Set 1 Sounds – digraphs	Word Time 1.6 and 1.7 (Intro Module)	Set 2 Sounds (Modules 1 to 3)	Set 3 Sounds (Modules 4 to 13)	Modules 11 to 15	Modules 16 to 25	Modules 26 to 33
<i>Alison Pickford</i>					<i>07/09/2021</i>			<i>31/10/2021</i>		
Pupil 2										
Pupil 3										
Pupil 4										
Pupil 5										

6. Repeat this process to assess and organise students for teaching every half-term.

Note that Assessments 1, 2 and 3 are interchangeable and it is important to rotate them. Assessment 1 is provided on pp.20–24. Assessments 2 and 3 can be downloaded from the *Fresh Start* pages of Oxford Owl (www.oxfordowl.co.uk/for-school/read-write-inc-fresh-start).



The weaving contest

Follow the timetable on p.55. Use pp.29–46 to teach the Speed Sounds lessons. The Module activities follow the same steps for every Module. These steps are outlined in the blueprint teaching notes (see pp.56–61). In addition to the blueprint teaching notes, some activities require Module-specific teaching notes, which are outlined below. Answers to some activities are also provided.

First Read

1. Story introduction:

This story is set in Ancient Greece. The two main characters are called Athene (pronounced *ath-ee-nee*) and Arachne (pronounced *a-rack-nee*). Athene is a Greek goddess who is famous for weaving beautiful, exquisite tapestries. But one day she receives a shock. She hears that a human called Arachne is ‘stealing her thunder’, boasting that she can weave the most beautiful tapestries in the world. The goddess Athene is so angry that she challenges Arachne to a weaving contest. However, she is shocked when she sees that Arachne’s tapestries really are more beautiful than hers. Her jealousy leads her to wreak the most horrible revenge upon Arachne.

2. Introductory question: When have you felt jealous of someone else?

3–6. Follow the remaining steps on p.58.

? Questions to Talk About

Note: This activity is only for small-group teaching.

Fastest Finger

Why is the goddess Athene shocked? (Section 1)

Have a Think

How do we know that Athene is competitive? (Section 3)

Fastest Finger

Describe Arachne’s tapestry. (Sections 6 and 7)

Read with Expression

How does Athene feel when she sees Arachne’s tapestry? (*Disbelief, then admiration, then anger.*) Read her words in Section 7, showing her feelings.

Have a Think

How do you think Arachne feels when the spell is cast? (If necessary, draw out the fact she has been turned into a spider.) (Section 8)



Spelling – Green Words

The completed grids should look like this:

	'best friends'	number of sounds		'best friends'	number of sounds
<u>name</u>	a-e	3	<u>teach</u>	ea ch	3
<u>take</u>	a-e	3	<u>scream</u>	ea	5
<u>girl</u>	ir	3	<u>cheat</u>	ch ea	3
<u>know</u>	kn ow	2	<u>beautiful</u>	ea	8
<u>face</u>	a-e	3	<u>real</u>	ea	3
<u>dream</u>	ea	4	<u>fantastic</u>	none	9

root + ending	root	ending
creaked	creak	ed
screamed	scream	ed
seated	seat	ed

Hold a Sentence

I will pick you up and hang you from the beam.

Proofread – spelling and punctuation

The correct text is: *Our arms move back and forth across the bright cloth. The looms are creaking. As we weave, no one speaks. I know my tapestry will be the best.*



Anthology – further reading

This Module links to the following texts on pp.2–9 of Anthology 4.

Peacocks or peanuts – Dr Dean looks at strange phobias

1. Ask the student to turn to p.2 in their Anthology.
2. Introduce them to the text 'Peacocks or peanuts – Dr Dean looks at strange phobias'. Explain that this is a text about people's phobias.
3. Read the first page, drawing the student into the text so they will be keen to read the rest independently.

Monsters of land, air and sea

1. Ask the student to turn to p.6 in their Anthology.
2. Introduce them to the text 'Monsters of land, air and sea'. Explain that this is a text about mythical Greek creatures. You may need to explain how to say the names of the characters: Sirens (*sigh-rens*), Cyclops (*sigh-clops*), Zeus (*z-you-s*), Odysseus (*o-dee-see-us*), Scylla (*silla*), Minotaur (*mine-o-tor*), Satyrs (*sat-ers*), Gorgons (*gor-gons*), Sphinx (*s-f-inx*).
3. Read the first page, drawing the student into the text so they will be keen to read the rest independently.

Handbook

Series developed by
Ruth Miskin

**Y5-Y8
P6-S2**

Read Write Inc. Fresh Start rescues students aged 9 and above who are reading below age-related expectations, using a phonics-based approach. It enables them to become confident, fluent readers, who can access the wider curriculum.

Read Write Inc. Fresh Start Handbook

The handbook supports teachers with effective assessment, lesson planning, and organisation, to ensure their struggling students learn to read confidently. The handbook includes:

- advice on how to organise *Fresh Start* in your class or school
- guidance on how to identify students who would benefit from the programme and how to assess them at each stage
- detailed notes on how to teach students to read letters, blend sounds into words and read the levelled decodable texts in the *Fresh Start* Modules
- full guidance on how to timetable and teach the activities in each Module in the programme.

'We have seen an enormous improvement in not only the reading ages of our students but also their enjoyment of and enthusiasm for reading. Many teachers have commented on the increased confidence these students display when reading aloud in class and contributing to group discussions.'

Chiswick School (Secondary), London

'The students' success in reading, spelling and comprehension has been truly amazing.'

Aston and Cote Church of England Primary School, Oxfordshire

