

Phonics at Wooden Hill School

Read Write Inc

At Wooden Hill, we teach phonics through the Read Write Inc programme. Children begin to learn about sounds in the summer term of Nursery through to Year 2 (where appropriate).

By following this programme, the children will learn to:

- Read letters by their 'sounds',
- Blend these sounds into word,
- Read words in a story.

'Fred Talk'

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc) so that children will be able to blend the sounds into words more easily.

We introduce this using a frog puppet called Fred, who is an expert at sounding out words. We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, ch-i-p, h-u-ff,

Phonics progression

Children will begin by learning:

Set 1 Speed sounds: these are sounds written with one letter:

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

Set 1 'special friends' (2 letters making one sound our digraphs)

sh, th, ch, qu, ng, nk, ck, ll, ff, ss

When the children are confident in using these sounds, they will learn to blend sounds into words using 'Fred games', magnetic letters, word cards and blending books. They will read words containing these sounds

e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish,
s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash

The children will read Ditty blending books, Red, Green and Purple Storybooks (in class) or Bookbag books (taken home) using Set 1 sounds.

Then, they will learn to read:

Set 2 Speed Sounds: these are sounds containing two (digraphs) or three letters (trigraphs)
ay, ee, igh, ow, oo (zoo long sound), oo (look short sound), ar, or, air, ir, ou, oy

The children will read Pink, Orange and Yellow Storybooks (in class) or Bookbag books (taken home).

Next, they will learn to read:

Set 3 Speed Sounds:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, wh, ph, e-e, au, kn, ue, oe

The children will read Blue and Grey Storybooks (in class) or Bookbag books (taken home)

Once the children have completed all the phonics books, the children join the rest of the school on the accelerate reader programme. They will complete the RWI comprehension models, which consists of 14 modules, these follow a similar structure to the phonics but aim to teach comprehension skills.

Green words

Green words are linked to the sound's children learn in phonics and are easy to decode. These words cards are used during the speedy sound part of each phonics lesson. Each green word card has two sides, one with sound buttons, showing dots for single letter sounds and a dash for double or triple letter sounds. Sound buttons are shown to the children when learning the new sounds in each set. On the other side is the word on its own. This side is used for the review sessions, when words 'are not new to you'.

Red words

Within each reading book, Storybooks or Bookbag books, some words are indicated in red. These are known as red words. Red words are words that cannot be phonetically decoded. These words are explicitly taught in phonics lessons to support the reading of each book. Children are given a bookmark at the beginning of each new colour; these bookmarks are to be used by both teacher and parents to support reading. It is the expectation that teachers check these words when they read with an adult in school.

Nonsense Words (Alien Words)

As well as learning to read and blend real words, children will have plenty of opportunities to apply their sound recognition skills by reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term. Nonsense words are used as a daily assessment tool to make sure children are able to apply the skills taught to read unusual words.

Bookmarks

Bookmarks are a list of red, undecodable words that the children need to learn to read to support their sight vocabulary for each colour band of the RWI phonics programme. Teacher's will staple these into their reading records. As children are assessed and move through the RWI programme the bookmarks will change to match their new groups. Class teachers are expected to assess children on these words using class reading.

Grouping and Assessment

Every half term, phonics assessments are carried out by the phonics lead to monitor and track progress through the RWI programme. Children are then grouped according to their sound knowledge and blending ability.

During the assessment, every child on the RWI phonics programme will be assessed on the sounds they can recognise and words they can read. Later in the programme (blue and grey) they will be assessed on the speed at which they can read a passage of text.

In the Autumn term phonics grouping involves Key Stage 1 and any Key Stage 2 children still on the programme. From the Spring term Reception children will be grouped with the KS1 and KS2 children. All phonics groups take place at the same time through KS1, using fully trained teaching staff. We have a large number of groups, spread across the teaching spaces in the school to teach high quality phonics to the need of each child.

Teaching

All staff who undertake a phonics group are provided with a phonics box, this box includes set 1 to 3 A5 flash cards, green words from 1.1 to grey to match the sound cards, red words from the storybooks red to grey. They also include nonsense words for each sound, and for word time 1.6 to 1.7 plus multisyllabic words. Teaching staff are expected to maintain these boxes.

Teaching staff have access to planning from the RWI portal and Oxford Owl. All phonics teaching spaces have pocket charts to store sounds and words and a sound grid appropriate to that group as well as access to whiteboards for modelling.

At the beginning of each new phonics group, staff are provided with a grouping list, and the 'what to teach when' expectations, this explains what group they have, what should be taught, any gaps identified in the group and the space allocated for their lesson. Teachers are expected to identify the 'spotlight' child, the one who is the lowest in the group to sit at the front of the teaching triangle. The triangle ensures all children can see easily. Teachers then hand out a new bookmark to each child for class teachers to staple into reading records.

In the early phonics lessons, teachers follow the 'making a strong start policy' from RWI. Week one introduces the children to the silent signals, which are used in all phonics lessons, play Fred games and look at the pictures on the sound picture frieze chart. From week 2, teachers will teach 5 sounds a week, 1 per day. They will practise letter formation and play Fred games. Sessions will last for 20 minutes.

They will

- Teach sounds through pictures ccc caterpillar, ccc cat, ccc cake.
- Point to the sound within a pack of sound cards.
- Practise the formation of the sound of the day
- Speed write, write previously taught sounds
- Fred talk, listen to a teacher Fred talk and repeat the word back
- Final challenge – point to the sound in the pack.

Teaching staff in red group and above will spend the first 10 minutes of a phonics lesson teaching a sound to the children know as speed sounds., where they will ...

- look at the sound,
- point to the sound within a pack of sound cards,
- hear the sound in words using oral blending
- read green word cards using that sound,
- review words using previously taught sounds,
- read nonsense words,
- spell words, first identifying the 'Fred fingers', 3 fingers up for c-a-t cat, they will pinch each finger and say the sounds, then write the sounds.

The next part of the lesson involves reading books and becoming confident with reading the sounds and words from each book. They will read a book three times and by the end should show fluency and expression. Children are expected to answer question about the story read before moving on to the next book.

Expectations

In the last term of Nursery, children are introduced gently to the sounds of letters using the Read Write Inc approach. Opportunities are provided for correct letter formation to be

modelled and practiced through various methods if children show an interest. Read Write Inc letter mnemonics are displayed in the classroom environment and referred to as appropriate.

At the end of every year from Reception to Year 2, there is an expectation of where the children should have progressed. This is based on the colour band each child ends the year reading and the number of sounds that should recognise. This is to ensure by the end of KS1 all children are confident readers, reading books they understand and with intonation.

Reception children are expected to know 41 sounds, this includes the 25 single letter sounds and 10 digraphs from set 1, plus the first 6 from set 2. All children at the end of Reception are expected to be reading green or purple.

In Year 1, the children should know all 74 sounds, single letter, double (digraphs) and triple letter (trigraphs). They should finish Year 1 reading blue story books.

When children end Year 2, they should have finished the phonics programme, having read all the phonics books and have completed the RWI comprehension programme. They will move onto the accelerated reader programme.

Expectation of progress - Reception

| | |
|-----------------|---|
| October | Know most Set 1 and begin to blend (Set 1B) |
| December | Know set 1 and blending (Set 1C) |
| February | Ditties |
| April | Red |
| May | Green |
| July | Green/ purple |

Expectation of Progress – Y1

| | |
|-----------------|---------------------|
| October | Purple |
| December | Pink (know Set 2) |
| February | Orange |
| April | Yellow |
| May | Yellow (know Set 3) |
| July | Blue |

Expectation of Progress – Y2

| | |
|-----------------|--|
| October | |
| December | |
| February | |
| April | |
| May | |
| July | |

Pinny time

Pinny time is a revision session conducted a minimum of twice a day, children read a selection of sound flash cards to help support their retention. It takes around 5 minutes and can be conducted by anyone.

Oxford owl

Oxford owl is a teaching resource used in phonics. During Storybook sessions teachers with access to technology can have access to digital green words and pictures to go along side the 'think about it' questions in the handbooks, handbooks are located inside each pack. You will also find all the word card masters for the Storybooks and assessments.

RWI Portal

This is our online subscription to RWI, on this site there are numerous training videos for staff and a virtual classroom for the children. Each member of staff has their own login details and have continuous access to the portal. The phonics lead may set up pathways for children and staff, where they are allocated videos to watch, for children this will be to close gaps in their sound knowledge, for staff to develop the teaching of phonics lessons.

Handwriting

Handwriting in Reception and Key Stage One is linked to phonics using Read Write Inc.

- Stage 1 (Reception and Year One) Children practice correct letter formation. Children learn where to place letters on the writing line.
- Stage 2 and Stage 3 (Year 2 onwards) Children learn a mature style of writing that will lead to joined up writing. Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal)