

A Vision for the A Future...Where pupils and adults thrive.

Be Kind, Work Hard, Be Brilliant!

Early Reading and Phonics Intent

The systematic teaching of phonics has a very high priority throughout the Foundation Stage and Key Stage 1. At Winterton Primary School we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to become fluent readers. We also value and encourage our pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Early Reading and Phonics Implementation

At Winterton Primary School phonics is taught through a rich reading curriculum. We follow the Read Write Inc program using their high quality resources to engage our learners. We read phonetically decodable books from a range of different reading schemes. In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. Daily phonics teaching begins in Nursery and continues until children are confidently applying phonics skills to their reading and writing. Early reading skills such as; awareness of the sounds they hear in their immediate environments, as well as the sounds they can create themselves, using their body or instruments, are the first stages of learning to read. We practise oral blending and segmenting and learn to recognise rhyme, alliteration and syllables in words. When children are confident in using these skills they move onto learning set 1 sounds. In set 1, the children will learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to read and spell simple words. Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, the children move on to set 2, then set 3 whereby they will learn new sounds, improve their reading fluency and develop skills for spelling. In set 3 children learn alternative graphemes for a phoneme for example ai, ay, a-e.

Throughout Early Years and Key Stage One, children are taught in small focussed groups to target their specific needs for Phonics, alongside children of the same ability. The experienced phonics champion regularly assesses the phonic knowledge of all pupils across Borders in order to re-group children and support teachers in delivering tailored sessions.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read red words/tricky words; so they experience early reading success and gain confidence that they are fluent readers, as well as consolidating the learning that takes place in school.

Every week each child will take home at least one reading book and one book of their choice from the library. One book will be chosen with guidance from phonics champions and will be closely matched to the child's reading ability (this will be monitored by the Reading champion). The other book is a "reading for pleasure book" chosen by the child which will be above their reading ability to develop reading for pleasure, exposure to higher tier vocabulary, different genres, authors and text types. The

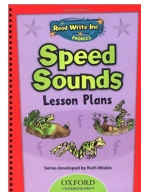
idea of this book is that it is shared at home so that parents can support reading, discussions and understanding of the text. All children are expected to read at home every night to strengthen their progress in reading and develop a passion for literature.

Early Reading and Phonics Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension skills as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Phonics Resources

A number of resources are used to support the teaching of phonics.



The RWI handbook and Speed Sounds Lesson Plans are used alongside one another in order to ensure consistency in phonics teaching.

Reading Books



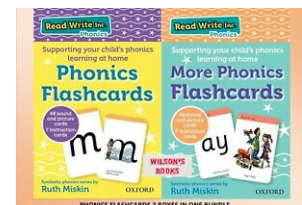
Each child will receive two books to take home that relate to the previous phonics sounds they have been learning.

Reading books are available for children to select with the support of their teacher.



We learn to spell using 'phoneme fingers' to count and identify the sounds in a word.

Read Write Inc Flashcards



Each flashcard has a picture, grapheme and rhyme to help children learn the new sound and how to form the letter when writing. Flashcards are also used in speed sound lessons to support embedding knowledge of previously taught sounds.

If parents would like to buy these cards click the link below:
<https://home.oxfordowl.co.uk/bookshop/read-write-inc-phonics-reading-at-home/>

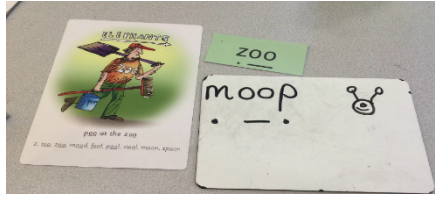
Displays

Every EYFS and KS1 classroom will display the graphemes that are taught during phonics lessons alongside the green and red words that they are learning. Cursive handwriting charts should be displayed and available for children to refer to.

Phonics learning will be displayed on a working wall and updated regularly with learning from discrete phonics lessons to ensure that children can talk about the sounds and words that they are learning.

Speed sound charts will be displayed in all classrooms (simple in EYFS, simple and complex in KS1 and complex in KS2) for children to refer to when reading and writing. added to by all staff.

Dots and Dashes



Dots and dashes are placed under words to support and scaffold early reading. On the green words that accompany each grapheme/card one side is with dots and dashes and one side is without. It is expected that dots and dashes are removed quickly to develop reading green words at speed and therefore fluently.

Examples of this can be found at

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Phonics in Nursery

Our phonics teaching starts in nursery and focuses on beginning to develop some of the basic skills needed for reading and writing. There is a big emphasis on children's listening and speaking skills and lays the foundations for the phoneme learning which starts in set 1. Children need to become aware of the sounds around them and this is split into 7 aspects:

Environmental Sounds

This aspect aims to raise children's awareness of the sounds around them and develop their listening skills. Children can go on listening walks, use natural resources to make loud and quiet sounds and compare different sounds.

Instrumental Sounds

Children become aware of the sounds that can be made with various instruments and noise makers. Children could play instruments alongside stories, making loud and quiet sounds, changing the sound an instrument makes.

Body Percussion

This aspect aims to develop children's awareness of sounds and rhythms. Children can take part in singing songs with action rhymes, listening to music, and beginning to develop a vocabulary around sounds.

Rhythm and Rhyme

Children begin to experience rhythm and rhyme in speech. Children need to be immersed in rhyming stories and thinking of their own "nonsense" rhyming words. Other activities include rhyming bingo, clapping out syllables in words and spot the odd one out.

Alliteration

The focus is looking at the initial sounds in words and finding different words with the same sound. Children can use picture cards to match together words with the same sound and playing I-spy games.

Voice Sounds

Children begin to distinguish between different vocal sounds and are introduced to blending or segmenting. Sounding out simple CVC words when reading can make children more aware of the different sounds letters make and help them to begin to notice the relationship between letters and their sounds.

Oral Blending and Segmenting

This aspect is practiced throughout all the phases as new sounds are introduced. Introducing

children early to the concepts of breaking words up and merging sounds together will support them throughout their phonic development.

Set 1

Learning Set 1 Speed Sounds

These are the Set 1 Speed 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

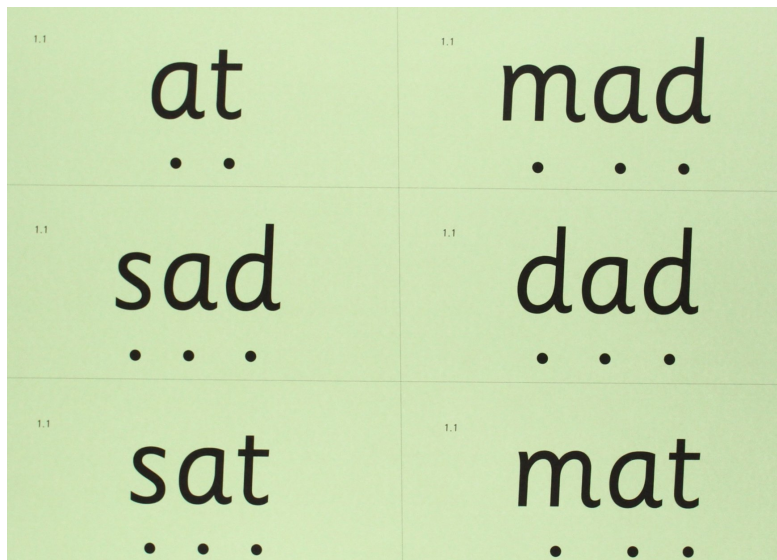
These are the sounds written with two letters (your child will call these 'special friends'):

sh th ch qu ng nk ck

Check if your child can read these sounds. Make sure they say sounds like 'mmm', not letter names like 'em'. Watch the sound pronunciation video below to help you.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Accompanying each sound and throughout the sets there are green word cards. Below is an example of the word cards with their sound buttons. In Set 1 children will practise reading the green cards daily until they can read them fluently and with the sound buttons taken away!



In Set 1 children will also learn tricky words (red words). When children first begin to learn these words, they are encouraged to remember them from memory because they will not be able to blend them accurately at this point. For example; in the word to, children will not have learnt that the letter 'O' can also make the /oo/ sound and so they will read /t/ /o/ which would give the incorrect pronunciation of the word. Children will be told, when they are learning new red words, that they cannot sound them out - yet! Once children are confidently reading these words from memory they will begin reading with greater fluency.

but	the	to	I	no	go
into	he	she	we	me	be

Set 2 & 3

The daily phonics sessions in sets 2 and 3 follow a similar structure. In sets 2 & 3 children are given the opportunity to consolidate their knowledge of the sounds they have learned in the previous set. It is important that children are given the chance to really embed the phonemes they have been taught and the formation of each letter. Throughout this phase children need to be given lots of chances to practice their blending and segmenting skills.

This can be supported at home in a number of ways:

- Reading a range of texts such as books, comics, instructions
- Sounding out simple CVC words (e.g cat, dog, cot, peg)
- Sounding out CVCC words (e.g. king, bush, with, such)
- Sounding out CCVC words e.g (them, ship, chop, chip)
- Begin to form simple captions.
- Write from direct experiences (e.g a diary) Write birthday, christmas, thank you cards.

Any opportunity to practise the phonemes and skills they have learned is invaluable.

Children will be introduced to a new set of red words. By this stage children should be building up their word bank through the recognition of words from sight.

Learning Set 2 Speed Sounds

These are the set 2 speed sounds (your child will call these 'special friends'):

ay ee igh ow (as in blow) **oo** (as in zoo) **oo** (as in book) **ar or air ir ou** (as in out) **oy**

These are the set 2 red words:

you	they	all	are	my	was
come	were	there	little	one	when
out	what	went	It's	from	children

Learning Set 3 Speed Sounds

These are the set 3 Speed Sounds:

ea (as in *tea*) **oi** (as in *spoil*) **a-e** (as in *cake*) **e-e** (as in *even*) **i-e** (as in *smile*) **o-e** (as in *home*) **u-e** (as in *huge*) **aw** (as in *yawn*) **are** (as in *care*) **ur** (as in *nurse*) **er** (as in *letter*) **ow** (as in *brown*) **ai** (as in *snail*) **oa** (as in *goat*) **ew** (as in *chew*) **ire** (as in *fire*) **ear** (as in *hear*) **ure** (as in *pure*)

These phonemes will be alternative pronunciations for sounds they have already been taught and

introduced to e.g. ee, ea, ey.






























These are the set 3 red words:

said	have	like	so	just	help
come	were	there	little	do	some
out	what	one	when	Oh	their
people	Mr	Mrs	looked	called	asked

Rhymes for Sound Recognition

We use the read write inc rhymes to help the children remember the letter sounds.

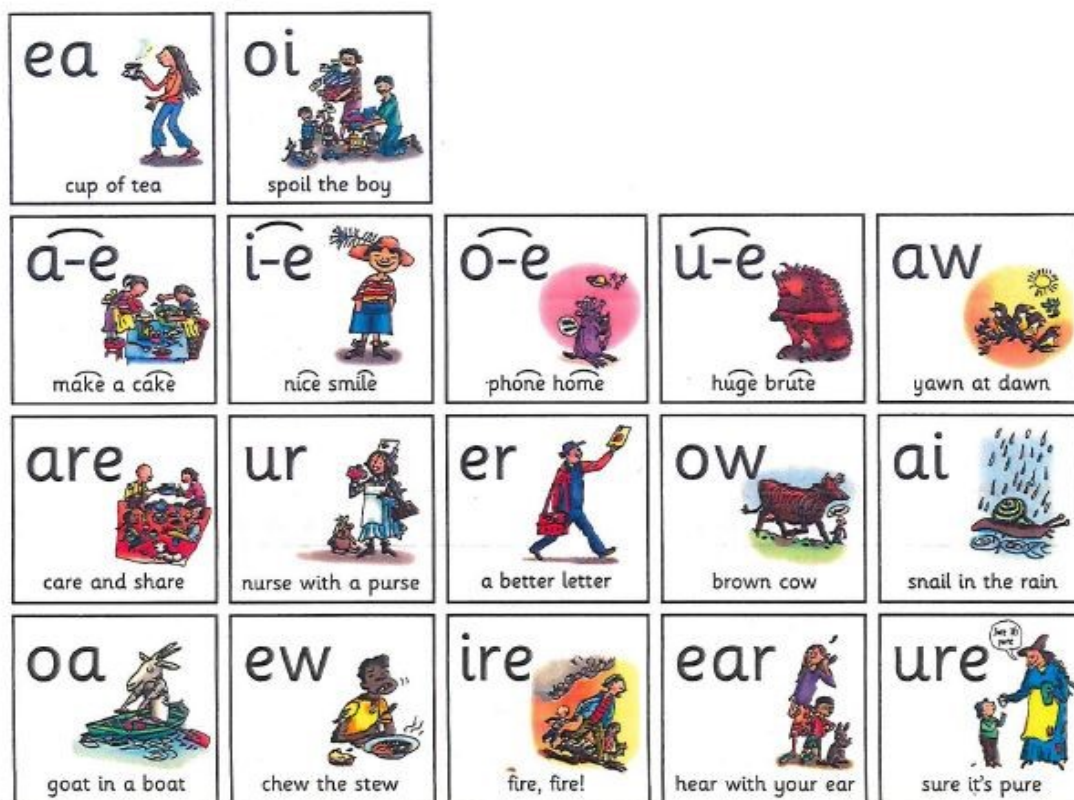
Set 1

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

Set 2



Set 3





Phonics Phase Progression Document

The phonics lead assesses the pupil's phonics knowledge half termly to inform planning and allow

teachers to identify any gaps in learning. Below is a chart to show phonics progression.

Year Group	Term	
Nursery	Throughout	Phase 1 and Set 1
Reception	Aut 1	Set 1/2
Reception	Aut 2	Set 1/2
Reception	Spring 1 and 2	Set 2
Reception	Summer 1	Set 2
Reception	Summer 2	Consolidation/Reading Fluency
Year 1	Aut 1 and 2	Set 2
Year 1	Spring 1 and 2	Set 2/3
Year 1	Summer 1	Set 3
Year 1	Summer 2	Consolidation/Reading Fluency
Year 2	Aut 1 and 2	No nonsense Spelling- Spelling Patterns/Rules
Year 2	Spring 1 and 2 Summer 1 and 2	No nonsense Spelling- Spelling Patterns/Rules

Phonics Planning

Phonics planning is taken from the speed sound lesson handbook to ensure consistency in our phonics teaching throughout our groups.

Revisit / Review: It is a 2-3 minute activity at the start of the lesson with the purpose of recalling and revisiting previously taught sounds. The revisit should take into account pupil gaps and be supportive of them moving onto the next set of sounds. Once a group is secure with 1 set of phonemes this can be

removed.

Teach: It is a 5 minute activity where a new sound is introduced.

Set 1: Children will be shown the picture side of the card first. Teacher will use the picture side of the card to model how to write the grapheme using the handwriting phrase e.g. 'lead in, down Maisie, up and over the mountain, up and over the mountain'. Teacher will then model how to write the grapheme with the picture removed (m) while repeating the phrase. Children then practise formation of the letter using the handwriting phrase in a variety of ways eg air writing, back writing, whiteboards etc. Next, hold up the picture cards that begin with the sound that you are teaching (one at a time) and encourage children to say the word that matches it. Teacher should then model saying the word emphasizing the initial sound in the word e.g. mmm mirror. Repeat for all picture cards.

Set 2&3: In set 2 & 3 handwriting rules should be established and so teaching moves onto learning stories to support recognising new graphemes e.g. for ow, blow the snow.

First, show the picture side of the card and tell a story incorporating the phrase on the card.

T - Oh look children there is a bear here. Can you see what he is standing on?

C - He is standing on snow.

T - Can you see air coming out of his mouth? What is he doing?

C - He is blowing

T - That's right, he is blowing.

T - Blow the snow

C - Blow the snow

Next display the flip side of the card showing the grapheme and say the sound ensuring that children repeat using my turn your turn (MTYT). Reduce teacher talk once routines are established. Teacher then models using the phoneme and phrase by turning the card in front of themselves, then by signalling your turn, holding the card behind your back and revealing different sides at random to ensure children can recall the grapheme, phoneme and phrase for that card.

Apply: This part of the session should last for around 15 minutes and is where children will learn to use the new sound that they have learnt. Application of spelling should be recorded in phonics exercise books from Set 2 at teacher's discretion.

Set 1:

Assisted Blending –

Teacher orally segments cvc words containing taught sound e.g. for m, m-a-n, m-u-m, m-a-d, m-u-d, j-a-m. Children repeat the oral segmenting and say the word. If children are unable to say the word, the teacher will say it and the children will repeat. Teacher should use my turn, your turn.

Once the children have learnt the first five sounds they should begin to blend and segment.

Blending with the speed sound cards: Teacher should use the RWI flashcards to display a word containing the sound that they are teaching e.g. mat. Model saying the word and pointing to each letter as you say the phoneme that it represents. Teacher then sweeps the finger under the word to say it in an exaggerated manner.

Blending with magnetic letters: Copy the word 'mat' onto a magnetic board with the magnetic letters. Check the sounds are in the right order – say 'm, a, t'. Point to the sounds with your finger and say m-a-t mat. Repeat.

Practise with own magnetic letters: Now ask the children to find their magnetic letters m, a, t and put them on their own whiteboards. Ask them to keep pointing to the sounds and reading the word until you raise your hand to stop.

Repeat with a few of the real words. Repeat every day, with nonsense words too, until the children can

do it quickly and easily.

Independent Blending –

When the children can make words quickly in assisted blending you should move on to this step.

Blend with speed sound cards: Put out m-a-t sound cards – silently. Find the letters on a child's whiteboard – silently. Point as you say the sounds and then read the word – quietly! Ask the children to copy you and repeat with different words.

Read the green word cards: Ask the children to read the green word cards every day until children read them effortlessly. Mix up the word cards each time you practice.

Phoneme Fingers: Say 'mat'. Say the sounds as you press each sound onto three fingers – 'm-a-t'. Say 'mat'. Show the children how you look at your own fingers as you do this. Observe the children as they copy – do not join in. Once the children can press their fingers with the sounds tell them: the number of fingers they need to get ready, the word to spell, to press the sounds on the fingers as they say the sounds. When they can do this, ask children to write two or three of the real words.

Set 2&3:

Word Time -

Read with Phoneme Talk: Tell the children that as they can now read the sound they will be able to read the words without your help. Hold the first card to your chest. Put your finger under the first sound in the word. Ask the children to read it in Phoneme Talk, e.g. p-l-ay and then the whole word. Say the word with exaggerated pronunciation. Repeat with the children. Continue with the rest of the green words.

Spell with Phoneme Talk:

Chn should practice writing the grapheme for the sound that they are making 3 times.

Model how you show three fingers (palm facing you), pressing each finger as you say the sounds: p-l-ay. For each word, ask children to: show three (fingers), touch each finger as they say the sounds p-l-ay, say and write the word 'play'.

Chn should then write this word in the exercise books. The teacher will then model writing this word correctly, the chn marking in green pen as s/he does so. Use the phrase 'tick and correct'. Model how to tick each sound (above the letter/special friends) or correct if necessary (next to the first attempt).

chn should then be given one word to write in a sentence. The sentence will be dictated by the teacher and orally rehearsed several times before chn are asked to write. The sentence should then be modelled and ticked (1 tick) or corrected.

When chn are spelling words and writing the dictated sentence, the phonics teacher should be checking chn's formation, correct use of other graphemes, punctuation etc. Errors should be picked up so that chn can make these alterations.

Speed words: Mix up some set 1 and set 2 green word cards and practise reading them with and without phoneme talk until the children can read them effortlessly. Ask them to write a few of the words.