

Finlay Community School

Phonics

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Phonics Intent

At Finlay Community School, we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

As learners in our school, our children:

- Use the skills of segmenting and blending to read words.
- Have the opportunity to engage in a variety of activities that will support and develop their learning and skills.
- Become fluent and confident readers by applying their phonics knowledge learnt through each set of sounds.
- Use and apply their phonics knowledge in other curriculum subjects when reading, spelling and writing

Whole School Curriculum Overview: Phonics Overview

Reception

Children to learn set 1 and special friends sounds confidently. Start learning set 2 sounds.

- Children to be able to segment and blend confidently with the sounds they know.
- Learn and use Fred fingers.
- Recognise some red words.
- Begin to read non-sense words.

Year 2

Children to be confident to read all of set 1, 2 and 3 sounds.

- Become confident of alternative spelling patterns,
- Be able to read with fluency,
- Read multi-syllabic words.
- Signed off the RWI programme.

Year 1

Children to be confident in set 1 sounds including Special friends. To continue to learn set 2 and 3 sounds.

- Be confident in segmenting and blending.
- Read and recognise red words.
- To be aware of alternative spelling patterns.
- Read non-sense words.
- Complete phonics screening check.

Coverage Term by Term (EYFS – Year 2)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>I wonder...</i>		<i>Once Upon a Time Moving on up!</i>	
Phonics knowledge	Teach for 3 weeks - set 1 sounds. 1 sound a day. Assess the children week 3 ready for grouping. Week 5 - set groups.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess after 6 weeks.	Teach in appropriate groups. 6 differentiated groups. Assess and group ready for year 1.
Teaching for the term	Read First 16 Set 1 sounds Learning to blend: Word Time 1.1 to 1.4 with white speed sound cards. Fred Finger routines	Read all single letter sounds and blend orally Read words: Word Time 1.1 to 1.4 on Green Word Cards. Review previously	Read to blend all CVC and learn Set 1 Special Friends, review Set 1 single letter sounds (reading only) Read 3 sound words: Word	CCVC, CVCC and 5 sound words (stamp/strop) Read 4/5 sound words: Word Time 1.6 and 1.7 Review Word Time 1.2 to 1.5	Set 2 to be taught - focus on first half ay/ee/igh/ow/oo/oo teaching 3 sounds a week Read green words with set 2 sounds in. Continue to review Word Time 1.6 and 1.7	Set 2 Sounds - focus on 2 nd half ar / or / air / ir/ou/oy teaching 3 sounds a week. Read green words with set 2 sounds in.

<p>Teaching for the term</p>	<p>Teach set 2 sounds- teach to gaps.</p> <p>Read all Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>Teach set 2 sound gaps</p> <p>Read all Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>Teach Set 3 first half (ea / oi / a-e/ i-e /o-e /u-e/ aw/ are / ur)</p> <p>Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed. Read nonsense words. Spell using Fred Fingers: focus on Set 2 word.</p>	<p>Teach Set 3 second half (er/ ow/ ai/ oa/ ew/ ire/ ear /ure.)</p> <p>Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Review Set 3 sounds, teaching to gaps.</p> <p>Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 3 words with matching Set 2 sound words for review.</p> <p>(Phonics screening check - June)</p>	<p>Read all of Set 1, 2 and 3</p> <p>Corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>
<p>Minimum expectation RWI colour</p>	<p>Read purple books.</p>	<p>Read pink books</p>	<p>Read orange books</p>	<p>Read yellow books</p>	<p>Read yellow books</p>	<p>Read Blue books</p>

band by end of the term						
Year 2	Heroes in History Florence Nightingale and Mary Seacole		Around the World in ... Days Passport theme		The Great Fire of London & The Tudors	
Phonics knowledge	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups	Children to be taught in 4 differentiated groups
Teaching for the term	Read all of Set 1, 2 and 3 Sounds in multi-syllabic words Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words	Read all of Set 1, 2 and 3 Sounds in multi-syllabic words Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily. Read nonsense words	Read all of Set 1, 2 and 3 Sounds in single syllable/multi-syllabic words with fluency Sounds and matched Phonics Green Words Speedily Read multi-syllabic words. Read nonsense words Spell using Fred Fingers: multi-syllabic,	Read all of Set 1, 2 and 3 Sounds in single syllable/multi-syllabic words with fluency Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Access comprehension and spelling programmes.	Access comprehension and spelling programmes

	Spell using Fred Fingers: Set 2 and 3 words	Spell using Fred Fingers: Set 2 and 3 words Concentrate on fluency.	Set 2 and 3 words			
Minimum expectation RWI colour band by end of the term	Read blue books.	Read Grey books	Read grey books with fluency and comprehension.	Assessed as off the programme.		

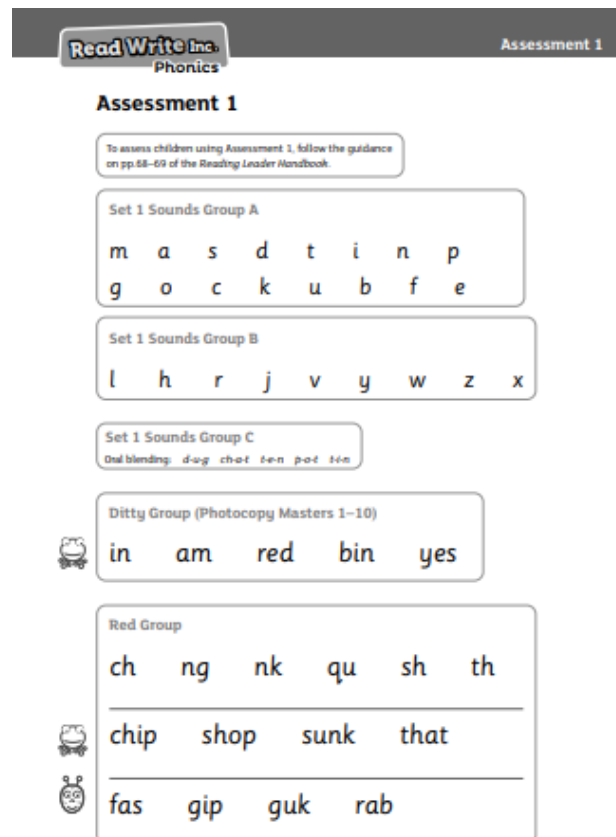
Assessment

When the children start in Reception the children will have 2 weeks (Maximum) of single sound teaching. After this time the Phonics lead or an adult that has had the implementation Read Write Inc training, will assess the children and group them appropriately using the Read Write Inc assessments and assessment grids.

In all year groups, the children will be grouped appropriately to match their abilities. In Reception, the children will mix within their cohort, KSI will mix to ensure correct groupings.

Children will be assessed every 6 weeks to ensure the children are making progress and to identify any children who may need some extra support such as interventions. Children are assessed in their phonics lesson every day by the adult through observations. If we feel there is a child who needs to move groups before the 6 week assessment period then this will be done. Towards the Phonics Screening Check, Year 1 pupils will be given practice papers to identify specific skills or any gaps in learning.

Example of Assessment:



Read Write Inc. Phonics Assessment 1

To assess children using Assessment 1, follow the guidance on pp.68–69 of the Reading Leader Handbook.

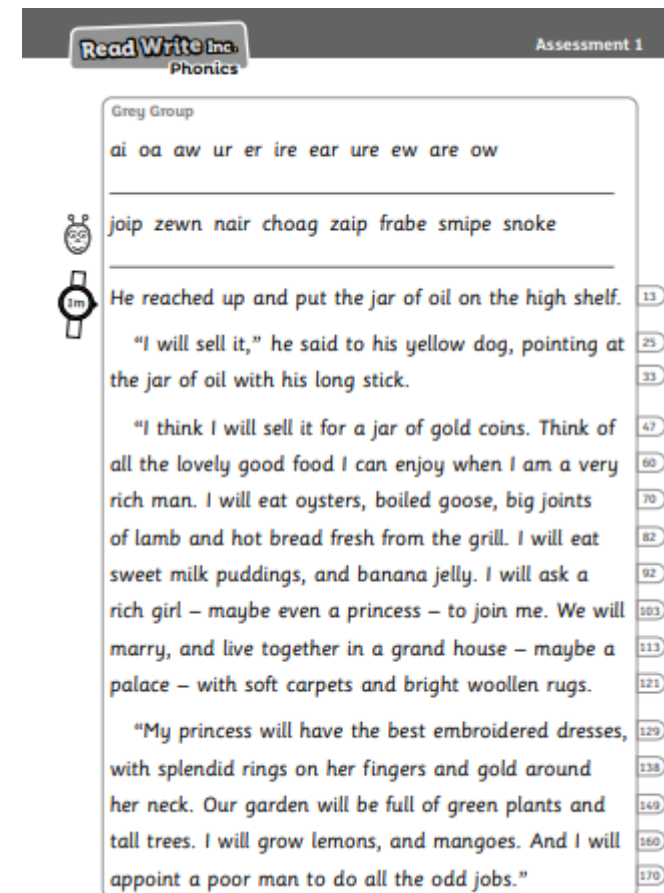
Set 1 Sounds Group A
m a s d t i n p
g o c k u b f e

Set 1 Sounds Group B
l h r j v y w z x

Set 1 Sounds Group C
Onal blending: dog chat ten pot tin

Ditty Group (Photocopy Masters 1–10)
in am red bin yes

Red Group
ch ng nk qu sh th
chip shop sunk that
fas gip guk rab



Read Write Inc. Phonics Assessment 1

Grey Group
ai oa aw ur er ire ear ure ew are ow

joip zewn nair choag zaip frabe smiipe snake

He reached up and put the jar of oil on the high shelf.

"I will sell it," he said to his yellow dog, pointing at the jar of oil with his long stick.

"I think I will sell it for a jar of gold coins. Think of all the lovely good food I can enjoy when I am a very rich man. I will eat oysters, boiled goose, big joints of lamb and hot bread fresh from the grill. I will eat sweet milk puddings, and banana jelly. I will ask a rich girl – maybe even a princess – to join me. We will marry, and live together in a grand house – maybe a palace – with soft carpets and bright woollen rugs.

"My princess will have the best embroidered dresses, with splendid rings on her fingers and gold around her neck. Our garden will be full of green plants and tall trees. I will grow lemons, and mangoes. And I will appoint a poor man to do all the odd jobs."

The staff member will assess the children by flashing cards and highlighting the sounds/ words they know. This will be done every 6 weeks. The sounds/ words the children do not know must be left blank. Every time the children are assessed it needs to be highlighted in a different colour and specify what term it is - this should indicate the gaps within the child's phonics knowledge. If a child is able to sound out, but not blend, then dots are to put under the sounds to show that they know how to sound out but not blend; for example the child says "c - a - t" but then says "cap".

Grouping

Children will be grouped appropriately to ensure their needs are being met.

The teaching of phonics in groups will be taught within their year group.

The staff member of each phonics group will be responsible for matching the children's home reader to ensure the books match the children's phonics knowledge, this includes a storybook and a book bag book.











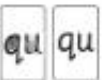

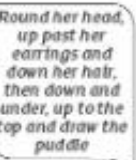







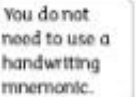







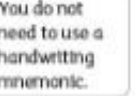



Planning

All year groups teaching phonics will use Read Write Inc Planning, this can be found in the handbooks which every year group (reception to year 2) have. Planning for phonics will be done separately (planning template below) from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise - Overlearn the previous graphemes and words.
- Teach - Introduce a new grapheme / phoneme words / tricky words.
- Practise - Develop GPCs (grapheme phoneme correspondences) / read and spell new words / tricky words.
- Apply - Use the new graphemes / words in games and activities to secure knowledge.
- Assess - Monitor progress within each phase to inform planning.

Please see planning format for phonics.

A speeds sounds lesson:

84	Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)		
	ch (special friends – see p.36)	 Bounce ch-ch-ch-ch. Thrust your lips out and pretend to sneeze.	 Use Picture Sound Cards: ch-ch-ch-chips, ch-ch-ch-chocs, ch-ch-ch-chair, ch-ch-ch-children		 Spot the new sound in the pack.	 Curl around the caterpillar, then down the horse's head to the hooves and over his back.		 Select 3 sounds you have taught children so far.	 ch-o-c choc ch-o-p chop ch-i-n chin ch-a-t chat
Now teach Word Time Lesson 1.5 (see pp.37–39).									
	qu (special friends – see p.36)	 Bounce qu-qu-qu-qu. Keep your lips pursed as you say qu.	 Use Picture Sound Cards: qu-qu-qu-queen, qu-qu-qu-quilt, qu-qu-qu-quamel		 Spot the new sound in the pack.	 Round her head, up past her earrings and down her hair, then down and under, up to the top and draw the puddle.		 Select 3 sounds you have taught children so far.	 qu-ee-n queen qu-i-t quilt qu-i-ck quick
Now teach Word Time Lesson 1.5 (see pp.37–39).									
	ng (special friends – see p.36)	 Stretch nnnng. Make a long nasal sound at the back of your throat.	 Use Picture Sound Cards: wing, sing, king, spring		 Spot the new sound in the pack.	 You do not need to use a handwriting mnemonic.		 Select 3 sounds you have taught children so far.	 th-i-ng thing s-i-ng sing w-i-ng wing k-i-ng king
Now teach Word Time Lesson 1.5 (see pp.37–39).									
	nk (special friends – see p.36)	 Stretch nnnnk. Make a long nasal sound at the back of your throat with a click at the end.	 Use Picture Sound Cards: link, sink, think, rink		 Spot the new sound in the pack.	 You do not need to use a handwriting mnemonic.		 Select 3 sounds you have taught children so far.	 th-i-nk think s-i-nk sink w-i-nk wink s-t-i-nk stink
Now teach Word Time Lesson 1.6 (see pp.37–39).									
Now teach Word Time Lesson 1.7 (see pp.37–39).									



Reading lesson:

Red Ditty Level:

Red Ditty Level

Ditty Lesson Plan

Use this blueprint one-day lesson plan for every Ditty.

Resources

-  Red Ditty Book
-  Get Writing! Red Ditty Book
-  Read Write Inc. Phonics Online
-  Printable resource



Teacher's Preparation

1. Print out the [Story Green Words](#) from the relevant online file and stack into your pocket chart.
2. Print out the [Speedy Green Words](#) from the relevant online file and make them into cards.
3. Display the Red Words in your pocket chart. See the list on p.238.
4. Practise reading the Ditty Introduction and add any further background knowledge necessary.

Note: the online files to support teaching the Red Ditty Books are within the [Storybook area of Read Write Inc. Phonics Online](#). There is one file for each Ditty (1–10) and they are labelled with the title of the Red Ditty Book, e.g. 'Red Ditty Book 1 Pin it on'.

Daily Speed Sounds Lesson

1. Teach Set 1 Speed Sounds, focusing on 'special friends' (digraphs). See pp.33–48.
2. Teach Word Time, focusing on Word Time 1.6 and 1.7. See pp.37–39.



Story Green Words

Read the [Story Green Words \(printed from online\)](#) in Fred Talk.

1. Hold up the first card and ask children to tell you the 'special friends' (digraphs) or shake their heads if there aren't any. (Many of the words in the Ditty Books are CVC words.)
2. Ask them to say the sounds and then the word.
3. Say the word with exaggerated pronunciation. Ask children to repeat it.
4. Repeat for all the Story Green Words. If necessary, explain the meaning of the words.



Speedy Green Words

1. Display the first Speedy Green Word Card.
2. Tell children to first read the sounds silently using 'Fred in your head', then ask them to say the word when you push the card towards them.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Ditty Book that need further practice.

Red Word Cards

1. Hold up the first card.
2. Say the word and ask children to repeat it.
3. Point to the card and say the sounds you can hear. Ask children to repeat.
4. Point out the tricky letters.
5. Ask children to read the word again without **MTYT**.
6. Repeat for the other Red Words.

Red Ditty Level



Partner Practice

Ensure partners sit at the table with one Ditty Book between them and one lolly stick for pointing.

First, children practise the Speed Sounds and Story Green Words relevant to the Ditty.

1. Ask one partner to teach the sounds/words out of order using MTYT. Ensure that children point accurately underneath the sounds/words.
2. Ask children to swap roles after each section.
3. Note any sounds/words that need further practice.

Next, children practise Red Words relevant to the Ditty.

1. Ask partners to take turns reading the words. Ensure that children point accurately underneath the words.
2. Repeat until they can read all of the Red Words at speed.

Then, children practise the Speedy Green Words in the grid on p.16.

1. Ask one partner to teach the words out of order using MTYT. Ensure that children point accurately underneath the words.

Ditty Introduction

Introduce the Ditty to the children and provide any further background knowledge they might need to understand it.



First Read – Children

Ensure partners sit at the table with one Ditty Book between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page
 - prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second and third page.
3. Remind children who finish quickly to re-read the Ditty.
4. Note any words that need further practice.

Read Aloud – Teacher

Ask children to close their Ditty Books. Then read the Ditty aloud with expression.



Second Read – Children

Ask partners to read the whole Ditty again, taking turns to read each page. Ask Partner 2s to point on the first page this time.



Questions to Talk About

Read out the relevant questions on p.15 of the Ditty Book. Ask children to TTYP and discuss.

This can be found on oxford owl website or in the handbooks. This is for green book and above.

Green Storybook 1

Speedy Green Words

1. Display the first Speedy Green Word ([online file 1.1c](#)).
2. Tell children to first read the sounds silently using 'Fred in your head'. Then ask them to say the word aloud when the word animates, or when you push the word towards them if you have printed out the words.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Storybook that need further practice.

Red Word Cards

1. Hold up the first card, e.g. 'your'.
2. Say the word *your* and ask children to repeat it.
3. Point to the card and say the sounds you can hear, *y-or* and say *your*. Ask children to repeat.
4. Point out the tricky letters *our*.
5. Ask children to read the word again without MTYT.
6. Repeat for the other Red Words.

Partner Practice

Children practise the Speed Sounds and Story Green Words on pp.4–6. Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask one partner to teach the sounds out of order using MTYT. Ensure that children point accurately underneath the sounds.
2. Ask the other partner to teach the words out of order using MTYT.
3. During the activity, note any sounds/words that need further practice and review together at the end of the activity.

On subsequent books, ask a different partner to start teaching the sounds.

Next, children practise the Red Words on p.7. Note that the grid contains Red Words from the Storybook text, plus some revision Red Words.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words. (Partners help each other if stuck.)
2. Repeat until they can read all the Red Words at speed.

Story Introduction

Read the introduction (below and printable [online file 1.1a](#)) to children using expression. The Story Green Words in bold are taken from the Storybook. Explain the meaning of any words children may be unsure of. Ask children to TYP (Turn to your partner) to discuss the question and then select two pairs to feed back (Choose two – see p.18).

Matthew is sitting on a double decker bus. He sits with a **fish** in a bowl in his **lap**. He loves travelling by bus. He can see everything from the top deck. He's chosen his favourite place to sit – right at the front. He can see the trees and flowers in the parks, grand buildings, rows of houses and people walking their dogs.

Green Storybook 1

Partner Practice

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

Children practise the Speedy Green Words on p.15 and the Red Words on p.7:

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words.
2. Repeat until they can read all the Speedy Green Words correctly without Fred Talk, and the Red Words at speed.

First Read – Children

First Read – Children

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page of the story
 - prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second page. Continue to swap roles page by page.
3. Remind children who finish quickly to re-read the story.
4. Note any words that need further practice and review these when children have finished reading.

Read Aloud – Teacher

Ask children to close their Storybooks. Then read the whole story aloud with expression.

TTYP: What do the animals do on the bus?

Hold a Sentence – 1

Sit on the bus.

1. Say the sentence above and ask children to repeat it.
2. Use MTYT until children can remember the whole sentence and then add punctuation mimes (see p.20).
3. Write the sentence on the board and ask children to help you:
 - use Fred Fingers to spell Green Words
 - TOL (Think out loud) about how to spell the Red Word 'the' (see p.20 for more information)
 - use punctuation and finger spaces
 - re-read the sentence to check it makes sense.
4. Hide the sentence and ask children to write it in their *Get Writing! Green Book*, p.2.
5. Ask children to use the check box to check their sentence.

Handwriting

Follow the handwriting lesson plan on pp.26–28 to review Stage 1 handwriting.


DAY 2

Daily Speed Sounds Lesson


1. Teach/Review one Set 2 Speed Sound. See pp.49–54.
2. Review Set 1 Speed Sounds, in particular any digraphs, and Set 2 Speed Sounds taught so far.

Think About the Story

Children do not need the Storybooks. Display the Storybook pictures ([online file 1.1e](#)) as you read the story aloud from your Storybook. Use your prepared notes for TOL, MTYT, TTYP and Freeze Frames to reinforce children's understanding. For example:

 p.8 TOL about who is sitting on the bus.
MTYT (with feeling): ...on the **big red bus**.

 pp.30,32 TOL about what the animals are doing on the bus.

 p.13 TOL about who else is on the bus.
Freeze Frame what the boy is trying to do while holding the fish in a bowl.
TTYP: Would you like to travel on such a noisy bus? Why or why not?

We currently teach on a 5-day timetable for RWI coloured books - green and above.

Here is the 5 day timetable, linked to the planning above.

Day 1:

Phonics speeds sound lesson
Speed sounds from storybook. (Adult model)
Story green word cards (Adult model)
Speedy green words (Adult model)
Red words (Adult model)
Partner practise in storybooks (at tables)
Teacher will read the story introduction to the story - you can do this in a special book like trainer said to make it more interesting. (children close their books).

Day 2:

Phonics speeds sound lesson
Speed sounds from storybook. (Adult model)
Story green word cards (Adult model)
Speedy green words (Adult model)
Red words (Adult model)
Partner practice in story books (at tables)
Adults read aloud with expression - no questions etc, just reading.
Children have first read - Fred talk (In head if they can).

Day 3:

Phonics speeds sound lesson
Speed sounds from storybook (partner practise - at tables) - Fred in Head.
Story green word cards (partner practise - at tables) - Fred in Head.
Speedy green words (partner practise - at tables) - Fred in Head.
Red words (partner practise - at tables) - Fred in Head.
Children have second read - Fred in Head.
Hold a sentence - from handbook.

Day 4:

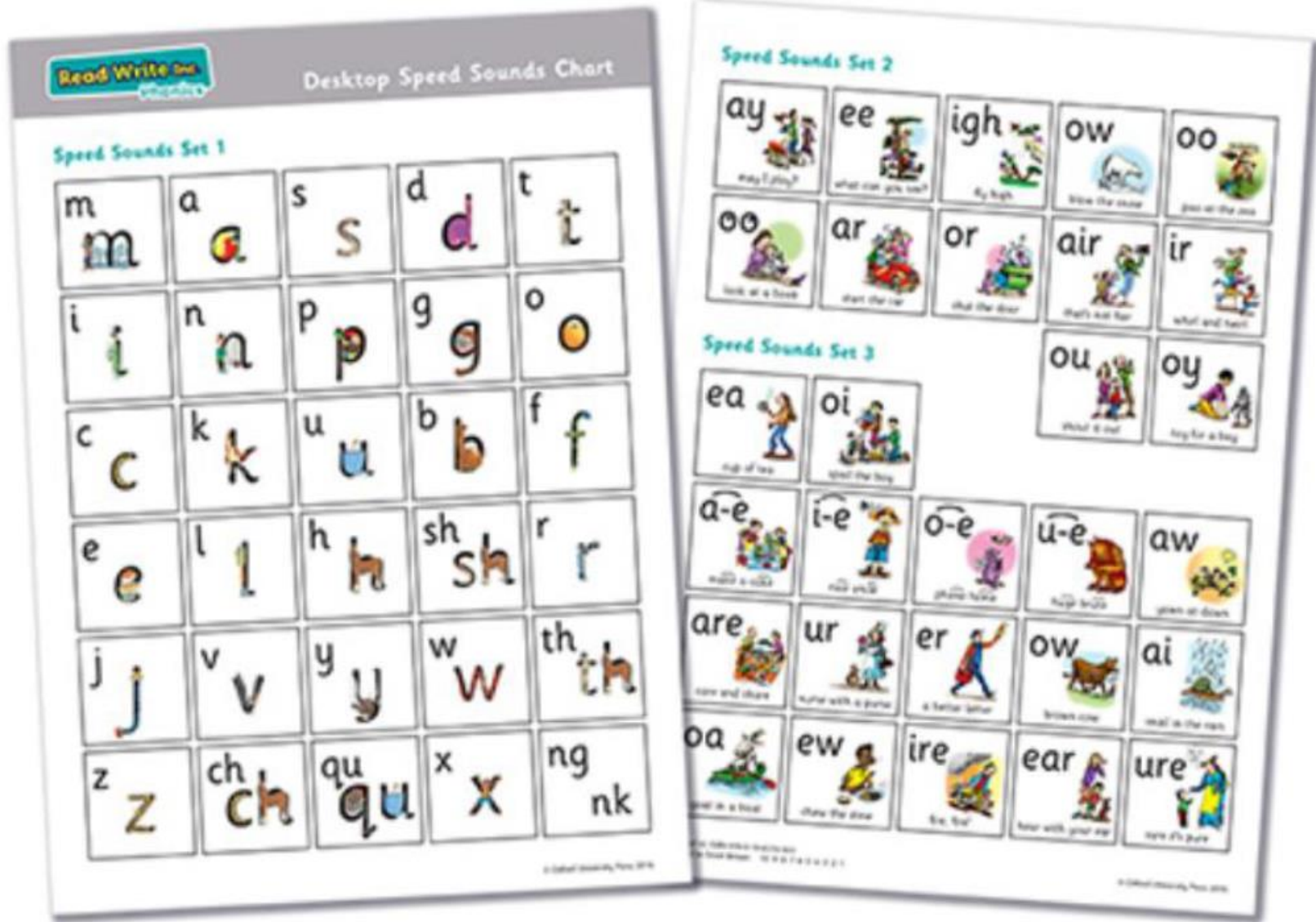
Phonics speeds sound lesson
Story green word cards (partner practise - at tables) - Fred in head.
Speedy green words (partner practise - at tables) - Fred in head.
Red words (partner practise - at tables) - Fred in head.
Children have third read - Fred in Head with expression.
Think about the story - questions and think aloud.
Hold a sentence - from handbook.

Day 5:

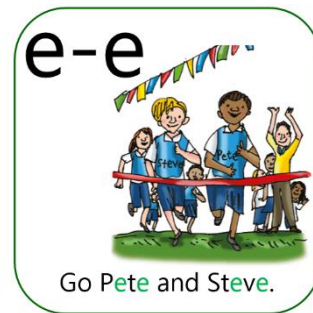
Phonics speeds sound lesson
Speedy green words (partner practise) - Fred in head.
Children have fourth read - Fred in Head with expression.
Questions to talk about, these are in the RWI book.
Hold a sentence (Green onwards make up a decodable sentence about the book) (Yellow and above, write the answers to the questions - just 1 question).

Note: Day 3 onwards: if children are struggling please stop the class and model the word.
Be specific about what we want to hear in the reading - such as Fred in their head, expression.

set 1, 2 and 3. This is to ensure coverage of the sounds.



There are additional sounds that are also taught:





Whilst teaching s, f, l, z, we ensure we discuss with the children about the consonant vowel can be double for example:

ss – mess,

ff in cuff,

ll in well,

zz in buzz

These are pointed out in the speed sound chart and displayed using a post it note.

What would I see in phonics? What would I see in a Lesson?

<p><i>Simple or Complex chart being used.</i></p>	<p><i>Review of pervious sounds.</i></p>	<p><i>Fred talk</i></p> <p><i>Or</i></p> <p><i>Fred in your head</i></p>
<p><i>Formation of letters being modeled correctly to children.</i></p>	<p><i>Red and green words.</i></p>	<p><i>Use of specific technical vocabulary, such as: diagraph / trigraph, segment, blend</i></p>
<p><i>Good pace.</i></p>	<p><i>Children in correct sets so phonics teaching is appropriately matched.</i></p>	<p><i>Teacher modelling</i></p>

What do these phrases/words mean?

What is Fred Talk?

We will introduce the children to a toy frog called 'Fred' when they are ready to start reading words. Fred can only say the sounds in a word and needs pupils to help him read the word. Fred will say the sounds and pupils will work out the word. For example, Fred will say the sounds c-a-t, and pupils will say the word cat. This is Fred Talk: sounding out the word.

What is segmenting?

Segmenting involves breaking words down into individual sounds or syllables for example:

d - o - g.

What is blending?

Blending is the ability to build words from individual sounds by blending the sounds together in sequence. For example, the learner blends the sounds m- u - m to form the word mum.

What is a digraph?

A digraph is two letters that make one sound. The digraph can be made up of vowels or consonants. For example 'ch' or 'sh'.

What is a trigraph?

A trigraph is a single sound that is represented by three letters. For example 'igh'.

What is a phoneme?

A phoneme is the smallest unit of sound within a word. They are taught to children when learning phonics, the study of sounds. For example, the word 'dog' consists of three phonemes (d-o-g). The word 'charm' also consists of three phonemes (ch-ar-m)

What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. ... The sounds /k/ is represented by the letter 'c'. Here is an example of a 2 letter grapheme: l -ea- f. The sound /ee/ is represented by by the letters 'e a'. Here is a 3 letter grapheme: n-igh-t

Nonsense words (Alien words)

As well as learning to read and blend real words, pupils will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

Hold a sentence

This is an activity that encourages pupils to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence

This is to give pupils the opportunity to create their own sentence that shows the meaning of a word and edit a sentence allows the pupils to critique a sentence using their knowledge of spelling, punctuation and grammar. Pupils complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Resources

Read Write Inc flash cards are to be used during phonics lessons.

Red and Green words to be used.

Objects can be used to support the children's understanding.

Speed charts to be used.

Intervention

EYFS & KSI

Phonics Interventions in addition to group teaching, we provide 1:1 tutoring for children in EYFS and KSI to ensure all children reach their full potential in their Phonics learning. We run interventions in the afternoons.



We all fill in a sound tracker to address any gaps to ensure coverage. If a group of children are not getting a particular sound then an member of staff may do a quick intervention in the afternoon to support this.



In Reception in the afternoon, the children may have pinny time where an adult flashes sounds / words at children for extra practice.

Word boxes

Reception and year 1 children will be given a word box to take home .The children need to segment and blend the words. The word boxes will focus on a particular sound and the words associated to it. There are 47 word boxes. This is to encourage segmenting and blending. There are also Alien words to ready the children for phonics screening test. These will be started in reception and carry through to Year 1.

Word Box 19	
	oo
	food
	soon
	spoon
	mood
	roof
	proof
	scoop
	groof
	stoog

Word Box 20	
	oo
	look
	book
	took
	shook
	good
	cook
	foot
	spood
	goop

Word Box 21	
	ar
	ark
	car
	jar
	star
	harm
	charm
	spark
	gark
	flarp

KS2

In KS2, Phonics is not explicitly taught but is referred to so that children can make connections between early Phonics learning and reading and spelling. Staff also refer to Read Write Inc programme to aid transition from KS1 to KS2.

Reading in KS2 (Please see our Reading policy for further information) Children whose phonics abilities remain below national expectations at the end of KS1 are provided with further phonics interventions using 1:1 Fast Track Tuition. Read Write Inc flash cards and Spelling shed are used to engage and support children.

Recording books:

Children take home 3 books each week:

1. Coloured book - matching to the children's ability. (Children will have read this in school).
2. Book bag book that matches the colour coded book.
3. Library book - book for pleasure.

In school, we keep a record of each child and what book they have taken home. We also write the return date.

✚ Childs name:

Book bag books

Example of recording:

RED LEVEL	Date	Returned	ORANGE LEVEL	Date	Returned
Let's get wet			We can play!		
Get him			A Vet's week		
The bug			Fright Night		
The big net			Can you see me?		
Fun run			A bad mood		
No up up			God did Grandd!		
The band			Dads and Karts		
Lots of us			Born on a Farm		
A big black hen			Good Hair, Bad hair		
Dig it up			Birthday party? No, Thanks!		
			A house fit for a mouse		
			A Pet tortoise		
GREEN LEVEL			YELLOW LEVEL		
The d'n on the bus			Fox's tricks		
Pat the Vet			Miss Smith is ill		
Bad Cat			Stuck in fog		
A witch's lunch			A hungry Fox		
Red Hat Bob			A big bag of cash		
Lots of Fish			No way!		
Beth's chip shop			Sam needs feeding		
Leggy			Just let me sleep		
This is not my Pizza			The radish contest		
A bed for Kit			Tom's cooking class		
PURPLE LEVEL			BLUE LEVEL		
The lost truck			Dog School		
A big egg			A Horse on Dartmoor		
Dan's party			A job for Hairy Fairy		
The best twin			The thirsty crow		
Fun on Planet Blue			Greyhounds		
The witch's kitchen			The second jar of oil		
Black Spots			Party games		
Shift it Fred			Beady pets		
This is my Mum			Deck Whittington		
Ed and Rex			All Alone		
PINK LEVEL			GREY LEVEL		
Scruffy Teddy gets lost			A happy pug		
Pip and the parrot			King Midas		
Rags			Men on the moon		
Sam's Bag			Bert the explorer		
Up and			Silly games		
My Holiday			Dad makes a mistake		
I can see you Dad!			Frog or Toad?		
Up all night			The lifeboat crew		
Let's play in the snow			The train of fear		
Bob's coolest day			Carnon creatures		
			Pat attention, please		
			Dinosaur times		
			Supper		

Resources

Only RWI resources are used in a phonics lesson:

Fred frog.

Pocket chart

Speed sounds chart - simple / complex.

Flash cards - Small / A4

Picture cards

Green words

Red words

RWI storybooks / Ditty sheets.



Simple Speed Sounds

Consonant sounds - strictly

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds - loosely

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowel sounds - loosely

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Presentation in phonics books:

Phonics – Pre-school to Y2

Books have a Finlay sticker on the front

Stickers (PP, SEN, AMA, no group) on back cover)

Date in book underlined/glued in.

Children to practice sound they are learning, focussing on how they are forming their letters – teachers need to model this effectively, on lined paper, and pick up on misconceptions.

Write words containing the sounds learnt that day, again focussing on the way letters are formed.

Hold a sentence, focussing on CL and full stops.

Tick and fix – children to purple pen as they go.

Certificates:

We use these certificates to praise the children when they have read 3 times and have a record of it in their reading record log.

There is one for each colour of RWI books.

Here is just an example of one:

My Reading Certificate

On the bus



Story 1

My dog Ned



Story 2

Six fish



Story 3

The spell



Story 4

Black Hat Bob



Story 5

Tug, tug



Story 6

Chips



Story 7

The web



Story 8

Pip's pizza



Story 9

Stitch the witch



Story 10