



Phonics at Finlay

At Finlay Community School as of September 2020 we are taking a new approach to phonics and trailing parts of the Read Write Inc (RWI) Scheme. Here is a little guide on What RWI is and the order in which the sounds are taught.

What is Read Write Inc. Phonics?

Read Write Inc. Phonics is a literacy programme developed to help pupils learn to read. In the programme, pupils learn sounds and the letters that represent these sounds as well as how to form the letters. Then, they read books written using only the letters and sounds they have learnt (and a small number of separately taught 'red words'). This gives the pupils plenty of early success and builds up their reading confidence.

At Finlay Community School, phonics is taught daily from Reception to Year 2, systematically teaching all of the common sounds in the English language, helping pupils to recognise the sounds and then 'sound-blend' them into words for reading. In doing so, pupils become fluent readers, confident speakers and willing writers.

How will my child/ children learn to read?

The *Read Write Inc. Phonics* approach teaches pupils to read sets of sounds and then blend them to read words. The books that they read at school (and reading books that are sent home) will only contain the sounds they've already learned, so pupils learn quickly and confidently.

First, pupils will learn to read:

- Set 1 Speed Sounds (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** and sounds written with two letters (your child will call these 'special friends'): **sh th ch qu ng nk ck**
- Words containing these sounds, by sound-blending, 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-s *hsplash*
- At school, they will read *Read Write Inc. Phonics* Sound Blending Books and **Red**, **Green** and **Purple** Storybooks.

Whilst they are practising reading stories with words made up of Set 1 Speed Sounds, your child will also learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**
- Words containing these sounds
- At school, they will read *Read Write Inc. Phonics* **Pink**, **Orange** and **Yellow** Storybooks.

Whilst they are practising reading stories with words made up of Set 1 and Set 2 Speed Sounds, your child will also learn to read:

- Set 3 Speed Sounds: **ea oi a–e i–e o–e u–e aw are urer ow aioaer ire ear ure**
- Words containing these sounds
- At school, they will read *Read Write Inc. Phonics* **Blue** and **Grey** Storybooks.

It is really important to say the sounds clearly to help your child learn them accurately. We say 'mmm' not 'muh' and 'llll' not 'luh' when teaching the sounds. This really helps pupils when they learn to blend sounds together to read words.

For further information on the sounds taught, please visit <https://www.oxfordowl.co.uk/forhome/reading/phonics-made-easy/#audio>

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.

Assessment and Recording

Pupils are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of pupils. The teacher assesses how pupils:

- Read flash cards
- Read the grapheme chart
- Read tricky words
- Read word boxes

Step 1

Sounds are taught in the following order together with rhymes to help pupils form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme to go with handwriting.
m	Maisie, mountain, mountain... and off we go
a	Around the apple and down the leaf ... and off we go
s	Slither down the snake... and off we go
d	Around the dinosaur's bottom, up his tall neck and down to his toes ... and off we go
t	Down the tower ... and off we go ... across the tower
i	down the insect ... and off we go ... dot for the head

n	down Nobby's net... <i>and off we go</i>
p	Down the pirate's plait and around his face... <i>and off we go.</i>
g	Around the girl's face, down her hair and give her a curl... <i>and off we go.</i>
o	around the orange... <i>and off we go</i>
c	Curl around the caterpillar... <i>and off we go.</i>
k	down the kangaroo's body, tail and leg... <i>and off we go</i>
u	down and under, up to the top... <i>and off we go</i>
b	down the laces to the heel then around the toe ... <i>and off we go</i>
f	down the stem and draw the leaf... <i>and off we go.</i>
e	lift off the top and scoop out the egg.. <i>and off we go.</i>
l	down the long leg... <i>and off we go</i>
h	Down the hooves then across his back... <i>and off we go</i>
sh	slither down the snake... <i>and off we go</i> Down the head to the hooves then across his back... <i>and off we go</i>
r	Down the robot's back and curl over his arm...
j	down his body, curl and dot for his head
v	down the wing, up the wing... <i>and off we go</i>
y	down a horn, up a horn and under the head
w	down, up, down, up... <i>and off we go</i>
th	Down the tower ... <i>and off we go...</i> across the tower... down the head to the hooves then across his back... <i>and off we go</i>
z	zig, zag, zig ... <i>and off we go</i>

ch	Curl around the caterpillar ... <i>and off we go.</i> ... down the head to the hooves then across his back... <i>and off we go</i>
qu	around her head, up past her earring, down her hair and flick down and under, up to the top... <i>and off we go</i>
x	down the arm and leg, repeat the other side... <i>and off we go</i>
ng	around the girl's face, down her hair and give her a curl down Nobby's net... <i>and off we go</i>
nk	down Nobby's net... <i>and off we go</i> down the kangaroo's body, tail and leg... <i>and off we go</i>

Pupils will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



Step 2

The pupils are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Set 2 sounds



Set 3 sounds



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

Build a sentence is to give children 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.

Tricky words - What are they?

Tricky words are those **words** which cannot be sounded out easily. Emergent readers may find them difficult to read as they have not yet learned some of the Graphemes in those **words**.

Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could



Word boxes

Children in reception and year will bring home word boxes – they will look like this.

Word Box 19	Word Box 20	Word Box 21
oo	oo	ar
food	look	ark
soon	book	car
spoon	took	jar
mood	shook	star
roof	good	harm
proof	cook	charm
scoop	foot	spark
 groof	 spood	 gark
 stoog	 goop	 flarp

This is to encourage your children to sound out (segment) and then blend words with a certain sound in. This will help them with the phonics knowledge and recognition of digraphs / tri-graphs within words. Also alien words to practise for Year 1 phonics screening test in summer term.

If you need any support or advice then please contact Phonics Lead Rosie Rees (Year 1 teacher) on: rosie.rees@finlay.gloucs.sch.uk