



Approach to Early Reading

At Bradley Green, our main aim is to ensure that every child is a reader as we believe that learning to read is one of the most important things your child will learn at our school. Our phonics journey starts in Nursery, we focus on the following aspects...

1. Environmental Sounds.
2. Instrumental sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Oral segmenting and blending



We follow the Read, Write, Inc, scheme (RWI) for phonics for nursery (summer term) to year 2 (Autumn term). The aim of the scheme is to enable all children to read accurately and fluently with good comprehension. The scheme also teaches children how to form each letter, to spell correctly and to compose ideas for writing step by step.

Read Write, Inc is taught and consolidated daily in Reception and Year 1. Reception and Year 1 children are in mixed groups depending upon the most recent assessments. In Year 2, it is taught daily for the Autumn term. After this, phonics is used within teaching across the school and links directly with our spelling scheme Scode. We feel that this schemes revision and consolidation elements at the start of each session are vital in embedding learning. The scheme teaches children to read and write and also keeps their attention.

The 5 key principles of the scheme are:

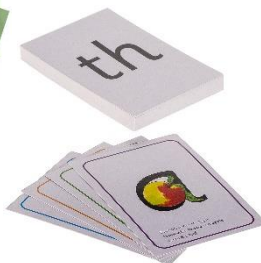
- Purpose
- Passionate
- Pace
- Participates
- Praise

RWI lessons

Each RWI lesson starts with a speed sound session. This is where sounds are revisited and new sounds are taught. During this session children are taught how to blend sounds to read words.

Structure of speed sounds session

- Review speed sounds taught
- Teach new sound
- Green words
- Red words
- Alien words
- Set 2 and 3 – spell with Fred fingers



Reading

The books the children read in the scheme are well matched to the phonic knowledge and tricky word knowledge early on so that they experience plenty of success. In the lessons there is lots of repeated reading of the same text to support their increasingly fluent decoding.

When children have learnt all of the set 1 sounds and can blend the set 1 green words, they begin sound blending books. Children work in pairs and are given a book to share. Name each partner, partner 1 or partner 2 and make sure they place the book in between them.

1. Partner 1 reads the word in Fred talk.
2. Partner 2 reads the word.
3. They turn over the page to see if they are correct – using the picture.
4. Both say the word.
5. Repeat and swap roles.

Each book is read 3 times for:

- 1) Accurate word reading
- 2) Developing fluency
- 3) Comprehension
- 4) Children learn to read high frequency words (not phonetically regular) which are taught as 'tricky' (red) words and these are practised frequently.

Home reading

We have purchased book bag books for our take home reading books so that all of the children are reading books which match their phonic ability. All Book Bag Books include notes for parents and carers on how to help their child at home with phonics. We track all reading – home and school – on a digital reading record on Boom Reader.

Phonics terms



The scheme uses a frog called Fred.

Fred knows sounds but he can't blend and so this is used throughout the scheme in the phrases, 'Fred fingers' and 'Fred talk'

We use 'Fred fingers' to spell words. We count and show the sounds and then we pinch on the sounds.

We use 'Fred in your head' to encourage the children's fluency. When showing word cards, we hold it up, give thinking time and then the children say the word when the cards is pushed forwards.

We use the term 'special friends' when 2 or 3 letters represent one sound.

Each book has a sound chart to practise the focus sounds for each book, red words (tricky words), speedy green sounds (sound blending words), story green words (these are names and words particular to each story book which enable a practise decoding of unfamiliar words and enables children to learn new vocabulary.

Teachers give direct instructions for each activity. The children watch and mirror using 'My turn your turn' (MTYT). We gesture using our hands. Gesture towards yourself with one or two hands for 'my turn'. Gesture towards the children with one or two open palms.

Children then get the opportunity to practise and discuss using 'Talk to your partner' (TTYP). We gesture using our hands. Hold both hands pointing forwards as if they are two open gates. Close the gates when you have finished the question. Practice this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'talk to your partner' once the children are familiar with the signal. Children should turn their heads towards their partners, not their whole body or chair.

When spelling words in phonics we encourage children to add sound buttons and sound bars to each sound.

Pronunciation

We teach the sounds the letters make before the letter names. These sounds are pronounced in particular ways to allow children to blend and segment words more easily. The link below models the correct punctuation.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Handwriting

At Bradley Green we use Squiggle Whilst you Wiggle in nursery which uses neuro developmental exercises to assist the children in a fun and exciting way towards loving early writing. The basic principles that the programme uses help children to gain control of their bodies, to learn balance and begin to learn to grip and use finger movements.

When following the RWI programme, children learn to form each letter of the alphabet using simple, enjoyable mnemonics which enables them to grasp letter-sound correspondences quickly.



The children work on their handwriting each day. They learn to sit comfortably, they learn the correct letter formation and learn to join letters speedily and legibly.

Handwriting position

Teach children that when you use the handwriting signal they automatically go into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip

Letter formation is taught within the phonics session alongside learning to read the sound. Children write on plain paper initially. Children do not copy letters but use the rhymes.

Letters are taught initially in the following order: 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, sh, th, ch, qu, ng, nk.

As children reach red ditties, letters are taught in groups in the following order:

- 'around' letters: c, a, o, d, g, q
- 'down' letters: l, t, b, p, k, h, i, j, m, n, r, u, y
- 'curly' letters: e, f, s
- 'Zig-zag' letters: v, w, z, x

Lesson routine:

1. Demonstrate (on the carpet) the focus letter using TOL. Repeat using MTYT where children say the mnemonic. Children air write the letter.
2. Practice (Children sat at tables correctly)- rub out the picture and any letters from the board – the children must not copy. Children write one letter slowly and carefully. Model again a little bit quicker. Children to do 6 examples in their books. (Teachers do not write an example in children's books.) Children to tick their best letter.
3. Review – model again and make a mistake (on the carpet). Children to TTYP. Re-write perfectly using children's feedback.

Once children can form all of the letters, they learn how to place the letters on the line.

Letters are taught in the following groups:

- Tall letters: b, d, f, h, k, l, t
- Tail letters: f, g, j, p, q, y
- Half way letters: a, c, e, i, m, n, o, r, s, u, v, w, x, z

The children revisit one letter per lesson with the opportunity to retrieve and practise previously taught letters. The letter families are taught on a double cycle again. The first time they form a letter on the line they just focus on the one letter. They will then revisit the letter family again and revisit any that need consolidating further. We will revisit the cycle or specific letters again if needed.

Once children can form all of the lower case letters and position them correctly on the line, they move on to writing the set 1 and set 2 sounds.

- Set 1: sh, th, ch, qu, ng
- Set 2: ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy

This will again be taught on a double cycle system with the opportunity for the cycle or specific diagraph sounds to be practised and consolidated a further time if needed.

Writing

The children write everyday – rehearsing out loud what they want to write, composing sentence by sentence until they are confident to write independently.

Marking methods

Children mark their own work with guidance from the teacher.

In spelling lessons the children tick each correct sound and own errors.

In hold a sentence tasks, children tick the words spelt correctly and correct words with sounds spelt incorrectly by writing out the whole word above. They insert missing words with an upturned V.

Assessment

Children are assessed and grouped according to their phonic knowledge. On-going assessments mean that groups are constantly adjusted to ensure the best progress for each child.

As a school, we track our phonics assessment using an online tool Phonics Tracker. We assess the children's set 1, 2 and 3 speed sounds as well as the reception and year 1 common exception words. In Year 1 we assess letter names and we also carry out phonics screening tests half termly.

Children who do not pass the year 1 Phonics Screening Check have an intervention and continue to be assessed half termly from December.

Reception

Speed sounds lessons

At the start of the year, children in reception will have a daily phonics session that will only focus on teaching the speed sounds lessons. Children will learn one, set 1 sound each day. The speed sounds lesson consists of saying the sounds, reading sound cards, forming the letters on plain paper and some Fred Talk using green words and alien words containing the sounds covered.

Sound blending books

Once all of the set 1 speed sounds lessons have been taught, we move on to sound blending books. We teach the lessons as previously taught with speed sound set 1 but we finish the lesson with children reading a blending book with a partner by placing a book in between them:

1. Partner 1 reads the word in Fred talk.
2. Partner 2 reads the word.
3. They turn over the page to check if they were right – using the picture.
4. Both say the word.

Repeat and swap roles.

Red Ditty level

There are 50 Ditty photocopiable masters but we only use 1-20 as an introduction to short, simple texts before reading the Red Ditty books. The other Ditty sheets can be used as an intervention or further practice. The Ditty lessons consists of reading speed sounds and green word and then reading short sentences. The lesson contains a question to talk about which is an introduction to reading comprehension and the first teaching of 'Hold a sentence'. As this is the first time in the RWI sequence that children will hold a sentence they will use plain paper. The big focus here is the spelling of the words and finger spaces.

Red Ditty Books

These are illustrated, simple texts with 10-20 words per Ditty and three Ditties per book. Children use sound-blending and their knowledge of set 1 speed sounds to read continuous text. These lessons will last around one-hour and will focus the children on accuracy and fluency in their reading. They will continue to take part in a daily speeds sounds lesson (Recapping set 1 sounds) and Word Time (Reading green words and alien words). They will then read some story green words and red words. The teacher will read the Ditty introduction and then the children will complete their first read of the book with a partner.

1. Partner 1 points to the word while their partner reads the first page and prompt their partner to Fred Talk words they read incorrectly.
2. Swap roles on the second and third page.
3. Remind the children who finish quickly to swap places and re-read the Ditty.

The teacher then reads their Ditty book out loud. They read the book aloud with expression to model good reading.

The children then take it in turns again with their partners to read the book again.

The teacher reads out the 'Questions to talk about' and children to discuss in pairs and then as a class.

Children complete a 'Hold a sentence' and this time using lines instead of plain paper focusing on spellings using their sounds, finger spaces and writing on the line.

Progression

Here is the book band and speed sounds progression chart.

YEAR	MONTH	RWI BOOK BAND
N	Apr	Start teaching set 1 speed sounds
R	Oct	Sound blending books Know most of set 1 and begin to blend
	Dec	Sound blending books Know set 1 and blend
	Feb	Ditties
	Apr	Red
	May	Green (Teach set 2)
	July	Green / Purple
Y1	Oct	Purple
	Dec	Pink (know set 2)
	Feb	Orange
	Apr	Yellow
	May	Yellow (know set 3)
	July	Blue
Y2	Oct	Grey

Set 1 speed sounds are taught in this order: 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, sh, th, ch, qu, ng, nk. The aim is to teach a new sound each day.

Set 2 speed sounds are taught in this order: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. The aim is to teach 2-3 new sounds each week.

Set 3 speed sounds are taught in this order: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious. The aim is to teach 2-3 new sounds each week.

Progression of teaching

Here is the book band and speed sounds progression chart.

Speeds sound to learn	Speed sound to review	RWI BOOK BAND
Set 1 + blending		
	Set 1 + blending	Sound blending books (1-10) Ditty photocopy masters (1-20) Red ditty books (1-10)
Set 2	Set 1 + blending	Green storybooks (1-10)
Set 2	Set 1 + blending	Purple storybooks (1-10)
Set 2 and 3	Set 1 and 2	Pink storybooks (1-10)
Set 3	Set 1 and 2	Orange storybooks (1-12)
Set 3	Set 1 and 2	Yellow storybooks (1-10)
Set 3	Set 1 and 2	Blue storybooks (1-10)
Set 3	Set 1 and 2	Grey storybooks (1-13)