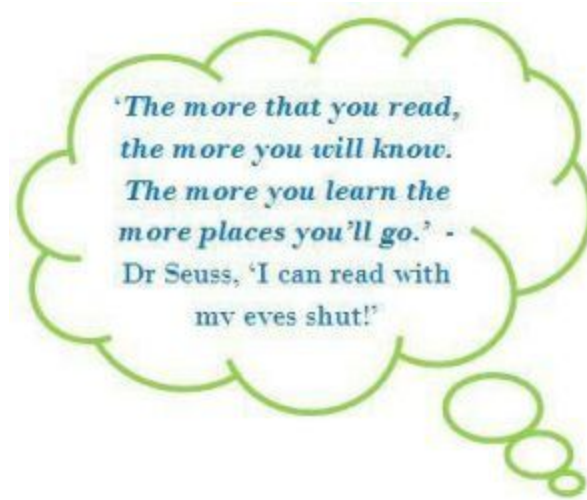




## Phonics at St Patrick's RC Primary School

At St Patrick's, we aim for all our children to become fluent, confident readers who are passionate about reading.



Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- **Read Write Inc, a program to help to your child read at school**
- **Encouraging children to develop a love of books by reading to them daily, at home and at school**
- **Giving children access to a wide range of books at school and at home**

At St Patrick's we use Read Write Inc Phonics (RWI) to give your child the best possible start with their literacy. We have put together a guide to how the RWI programme works together with some useful links.

Mrs Dalgleish is our Read Write Inc lead teacher, so if you have questions about RWI, contact the school who can refer you to her. Please take the time to read the information as it will provide invaluable information as to how you can help and support your child in reading.

### **What is Read Write Inc?**

Read Write Inc (RWI) is a phonics complete literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at St Patrick's, we begin the programme in Nursery with one sound per week, introducing blending as and when appropriate.

RWI was developed by Ruth Miskin and more information on this can be found on their website.

### **How will RWI be taught?**

All children are assessed regularly by our RWI lead teacher so that the books used in each session are specific to the phonemes learned. This also enables groups to be differentiated and more focused on individual abilities and ensures maximum participation in sessions.

### **Reception**

In Reception all children will learn how to recognise the sounds in words and how those sounds can be written down.

### ***Reading***

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts - see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fictions books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

### ***Writing***

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

### ***Talking***

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

### **Year One & Year Two**

Children follow the same format as Reception but will work on consolidating phonemes learned, learning alternative phonemes for the same sounds and reading

books appropriate to their reading level. Daily sessions of RWI phonics last for half an hour. Once children become fluent readers and have achieved the Phonics Screening Check at the end of Year 1, they will move on to focused guided reading sessions in Year 2, these sessions enable children to refresh and practise their phonic knowledge whilst deepening their comprehension.

### **Five key principles underpin the teaching in all *Read Write Inc.***

#### **sessions:**

**Purpose** - know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

**Participation** - ensure every child participates throughout the lesson. Partnership work is fundamental to learning

**Praise** - ensure children are praised for effort and learning, not ability

**Pace** - teach at an effective pace and devote every moment to teaching and learning

**Passion** - be passionate about teaching so children can be engaged emotionally.

#### **Children will be taught how to read as follows:**

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

#### **Fred Talk**



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

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

<b>Set 1</b>	
<b>Sound</b>	<b>Rhyme</b>
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.
<b>a</b>	Round the apple, down the leaf.
<b>s</b>	Slide around the snake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.
<b>t</b>	Down the tower, across the tower,
<b>i</b>	Down the insects body, dot for the head.
<b>n</b>	Down Nobby and over the net.
<b>p</b>	Down the plait, up and over the pirates face.

<u>g</u>	Round the girls face, down her hair and give her a curl
<u>o</u>	All around the orange
<u>c</u>	Curl around the caterpillar
<u>k</u>	Down the kangaroos body, tail and leg
<u>u</u>	Down and under the umbrella, up to the top and down to the puddle
<u>b</u>	Down the laces, over the toe and touch the heel
<u>f</u>	Down the stem and draw the leaves
<u>e</u>	Slice into the egg, go over the top, then under the egg
<u>l</u>	Down the long leg
<u>h</u>	Down the horse's head to the hooves and over his back
<u>sh</u>	Slither down the snake, then down the horse's head to the hooves and over his back
<u>r</u>	Down the robot's back, then up and curl
<u>j</u>	Down his body, curl and dot
<u>v</u>	Down a wing, up a wing
<u>y</u>	Down a horn, up a horn and under the yak's head.
<u>w</u>	Down, up, down, up the worm.
<u>th</u>	Down the tower, across the tower, then down the horse's head to the hooves and over his back
<u>z</u>	Zig-zag-zig, down the zip.
<u>ch</u>	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
<u>qu</u>	Round the queen's head, up to her crown, down her hair and curl
<u>x</u>	Cross down the arm and leg and cross the other way
<u>ng</u>	A thing on a string
<u>nk</u>	I think I stink

Please do not use letter names during practise sessions at this early stage - the alphabet can and should be taught separately.

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



The children 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?	

### Nonsense words (Alien words)

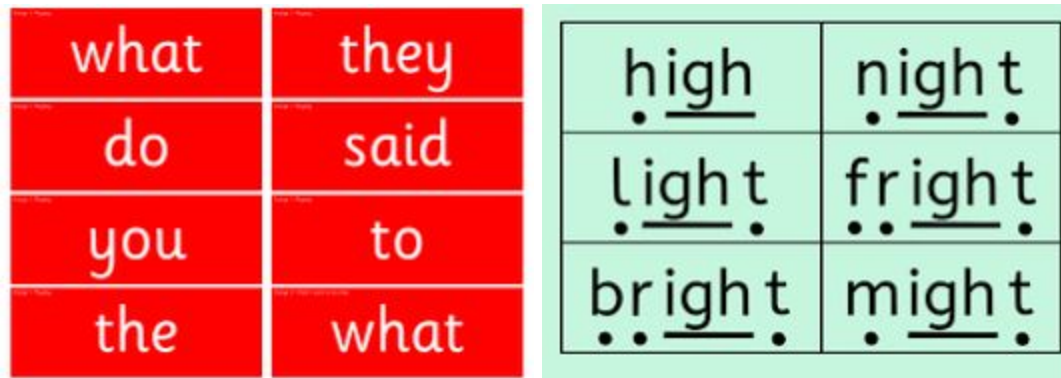


As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.



## Green/Red words

Within all the books children will have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable. The children like to use the phrase 'we can't Fred a red!' Green words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

## Spelling



Children will first use 'Fred fingers' to sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.

### Order of Story books:

Children will follow the order listed below. The expectation is that all children will leave Year One as confident readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

<b>Books</b>	<b>Year Group Expectations</b>	<b>Green Words in Books</b>
<b>Red Ditty 1-10</b>	Reception	<a href="#">Click here to help your child</a>
<b>Green 1-10</b>	Reception	<a href="#">Click here to help your child</a>
<b>Purple 1-10</b>	Reception	<a href="#">Click here to help your child</a>
<b>Pink 1-10</b>	Reception/Year One	<a href="#">Click here to help your child</a>
<b>Orange 1-12</b>	Year One	<a href="#">Click here to help your child</a>
<b>Yellow 1-10</b>	Year One	<a href="#">Click here to help your child</a>
<b>Blue 1-10</b>	Year One	<a href="#">Click here to help your child</a>
<b>Grey 1-13</b>	Year One	<a href="#">Click here to help your child</a>

During the daily RWI sessions, children will read a book several times and at each new reading they will have plenty of opportunities to practise using their

developing comprehension skills. You may have heard your child talking about '**hold, edit or build a sentence**'.

**Hold a sentence** is an activity that encourages children 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.

**Edit a sentence** allows the children to critique a sentence using their knowledge of spelling punctuation and grammar.

### Phonics Screening Check Year One

#### **What is the Year 1 phonics screening check?**

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

At St Patrick's we are very proud of our consistently high PSC results but do not see this as an end-point. The test enables us to identify any child who may need additional help so that appropriate support can be put in place to improve their reading skills. They will then be able to retake the check.

#### Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

<http://jollylearning.co.uk/> - Games and information for parents

<http://www.phonicsplay.co.uk/> - many games to play

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

<http://www.ngfl-cymru.org.uk/> - fun games for the children to play

<http://www.starfall.com/> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

BBC schools site - many games to play covering all areas of the curriculum