

Phonics



Stretch: mmmmmountain
Handwrite: Massie, mountain, mountain



Bounce: a-a-a-apple
Handwrite: Round the apple, down the leaf



Stretch: ssssssnake
Handwrite: Slither down the snake



Bounce: d-d-d-dinosaur
Handwrite: Round his bottom, up his tail neck, down to his feet



Bounce: t-t-t-tower
Handwrite: Down the tower, across the tower



Bounce: i-i-i-i-insect
Handwrite: Down the body, dot for the head



Stretch: nnnnnnet
Handwrite: Down Nobby, over his net



Bounce: p-p-p-pirate
Handwrite: Down the plait and over the pirate's face



Vision

To continue to provide a synthetic Phonics programme that is taught by Reading Teachers who are confident and knowledgeable about the Read Write Inc. scheme. Children will continue to make rapid progress throughout the RWI levels, enabling them to apply their phonics skills into reading and writing.



Curriculum Overview

As our pupils first start their reading journey at St Ursula's their initial focus is to develop their skills of decoding to aid their word reading. In EYFS children are taught read and understand simple sentences. To use phonic knowledge to decode regular words and read them aloud accurately and they are also taught to read some common irregular words.

As they progress into KS1 pupils are encouraged to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Children will continue to learn new grapheme-phoneme correspondences (GPCs) whilst consolidating those learnt earlier.

In KS1 children should develop an understanding that the letter(s) on the page represent the sounds in spoken words and should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.

Although decoding is still encouraged in KS2 this skill develops further and children are encouraged to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Whilst also being encouraged to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



Year Group Expectations Reception

These are the termly expectations for most children in Reception:

End of Autumn 1 - Read 16 single-letter Set 1 sounds

End of Autumn term - Read all 25 Set 1 single letter sounds
Blend sounds into words orally

End of Spring 1 - Read all 25 Set 1 single letter sounds
Blend sounds to read words
Read short Ditty stories

End of Spring term - Read 31 sounds (Set 1 Special Friends)
Read Red Storybooks

End of Summer 1 – Read 35 sounds (4 double consonants)
Read Green Storybooks

End of Summer term - Read 41 sounds (first 6 Set 2 sounds)
Read Green Storybooks



Year Group Expectations

Year 1

These are the termly expectations for most children in Year 1:

End of Autumn 1-Read 47 sounds (all Set 1 and Set 2 sounds)

Read Purple Storybooks

End of Autumn term -Read 52 sounds (first 5 Set 3 sounds)

Read Pink Storybooks

End of Spring 1 -Read 58 sounds (11 Set 3 sounds)

Read Orange Storybooks

End of Spring term -Read 64 sounds (17 Set 3 sounds)

Read Yellow Storybooks

End of Summer 1 – Read 69 sounds (22 Set 3 sounds)

Read Yellow Storybooks

End of Summer term -Read 75 sounds (all Set 3 sounds and additional graphemes)

Read Blue Storybooks



Year Group Expectations

Year 2

These are the termly expectations for most children in Year 1:

End of Autumn 1 - Read Blue Storybooks with increasing fluency and comprehension

End of Autumn term -Read Grey Storybooks

End of Spring 1 -Read Grey Storybooks with fluency and comprehension

End of Spring term -Access Comprehension, Spelling and Grammar programmes
Read Gold story books

End of Summer 1 – Access Comprehension, Spelling and Grammar programmes
Read Gold story books with increasing fluency and comprehension.

End of Summer term -Access Comprehension, Spelling and Grammar programmes
Read White story books.



Scheme of Work

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. Ursula's, we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.

RWI was developed by Ruth Miskin and more information on this can be found on the RWI parents' page.



Understanding Phonics



Please click on the link below which will allow you to watch a video about understanding phonics.

https://www.youtube.com/watch?v=p_6Jb0-3qz8



Teaching and Learning Approaches

High quality RWI phonic sessions take place every day for Reception and KS1 children.

Read Write Inc. supports the development of reading, writing and spelling.

The children are taught phonemes and graphemes. Digraphs and trigraphs are referred to as 'Special Friends.'

The children learn to segment and blend using 'Fred Talk' and 'Fred in your head.'

Children learn to read words 'speedily' to develop their fluency and automaticity.

Children learn to read and spell 'tricky words.' These are referred to as 'Red Words' or High Frequency Words.



Example Read Write Inc. Lesson

The lesson begins with a 10-minute Speed Sound Lesson which includes:

- Teaching new sound
- Reviewing previously sounds
- Reading words containing new sound and previously taught sounds
- Alien Words
- Writing words containing new sound and previously taught sounds.



Example Read Write Inc. Lesson

The second part of the lesson focuses on the story book that the children will learn to read and comprehend. This includes:

- Learn to read the Story Green Words
- Learn to read the Red Words 'tricky words.'
- Learn to read the Speedy Green Words.
- 1st to 3rd read of the book
- Questions to find and answer.
- Hold a sentence – Children write a dictated from sentence that is modelled by the reading teacher.



Supporting Subject Learning at home

Parents are encouraged to talk to children about the sounds they are learning in school.

RWI Virtual Classroom QR code links are sent home to enable children to watch videos at home. These are sent home every term.

Parents are encouraged to help children to apply the sounds to blend when reading at home.

Encourage children to read new words in the environment using known sounds.

Read Write Inc. Parents information page.



Useful Links and resources for parents

Read Write Inc Phonics: A guide for parents

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

RWI Phonics: Learning to read at home.

<https://www.ruthmiskin.com/parentsandcarers/>

RWI Ruth Miskin Training.

<https://www.youtube.com/@RuthMiskinTrainingEdu>



Year 1 Phonics Screening Check

- The Year 1 Phonics Screening is a statutory requirement for all Year 1 Children to complete.
- The screening check takes place during the second week of June.
- The Phonics screening check is carried out by teacher who is known to the children.
- Children will be asked to read 20 real words and 20 nonsense words.
- The children's result will be reported to parents in the end of year report.
- Children who do not meet the required threshold will repeat the check in Year 2.



Year 1 Phonics Screening Check

Read Write Inc.
Phonics

The Phonics Screening Check



Please click on the link below which will allow you to watch a video about The Phonics Screening Check.

<https://www.youtube.com/watch?v=4XtDTwfjXM4>



Homework

Reception

Children are expected to read 5 times a week and this is to be recorded in their reading records.

RWI Virtual Classroom QR code links are sent home to enable children to watch videos at home. These are sent home every term.

Year 1

Children are expected to read 5 times a week and this is to be recorded in their reading records.

RWI Virtual Classroom QR code links are sent home to enable children to watch videos at home. These are sent home every term.

Year 2

Children are expected to read 5 times a week and this is to be recorded in their reading records.

RWI Virtual Classroom QR code links are sent home to enable children to watch videos at home. These are sent home every term.

Children have a weekly spelling to support transferring their learnt sounds into their independent writing.



Glossary

Phoneme: A phoneme is the smallest unit of sound in a language that can change the meaning of a word.

Grapheme: A grapheme is the written symbol or group of letters that represents a single sound (phoneme) in a language.

Digraph: A digraph is two letters combined to make a single sound in written or spoken English.

Trigraph: A trigraph is three letters combined to make a single sound in written or spoken English.

Blending: The process of merging individual sounds together to pronounce a word.

Segmenting: The process of breaking a word down into its individual sounds.



Glossary

Split Digraph: A digraph that is separated by a consonant, such as "a-e" in "make." The "e" at the end changes the sound of the "a."

High-Frequency Words: Words that appear often in written text and may not follow standard phonetic rules, making them difficult to decode. Examples include "the," "was," and "said."

Synthetic Phonics: An approach to teaching reading that involves breaking words down into their individual sounds (phonemes) and then blending them to read the word.

Phonemic Awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words, which is crucial for developing reading skills.

