

Our Phonics Curriculum

An overview of Early Phonics and reading at Sand Hutton and Warthill Primary Schools

Why do we teach Phonics?

Our Phonics programme is designed to ensure that all children learn to read quickly and accurately and have the intrinsic desire to keep on reading. We want everyone of our children to be fluent readers by the end of KS1 so that they can access the wonderful world of literature.

We ensure that we motivate the children so that they develop their own phonic skills. Pupils will use these to decode, segment and blend new words. Because of this skill they're able to read fluently at their level. Due to the embedded skills, our children do not give up when faced with trickier words. They have the confidence to apply decoding skills, allowing them to read. Our quality phonics teaching goes hand in hand with daily exposures to high quality texts which further build on our children's love of reading.



What is RWI?

We follow the Read, Write, Inc (RWI) phonics which is a systematic, consistent, rigorous and dynamic phonics programme. The RWI phonics is a complete programme which helps all children learn to read fluently and at speed. The programme is designed for children aged 4-7. However, we begin this programme in Reception and will continue teaching RWI to children aged beyond 7 if they still need support in their reading. Using this synthetic approach is a method for learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through phrases, learning and developing their phonic sounds and knowledge.

Phonics, when taught with fidelity ensures that by the time our children leave Sand Hutton or Warthill they are competent fluent readers who can recommend books to their peers, have a thirst for reading a range of genres and the ability to discuss books. Attainment in reading is measured using statutory assessments. These results are then measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year One. However, we firmly believe that reading is the key to all learning.

Our team of Phonic practitioners are trained and equipped with the skills to develop high quality RWI Phonic sessions every day.

We believe the five core principles which underpin the successful delivery of RWI phonic sessions are:-

Purpose- know the purpose of each activity

Passion- Emotional engagement is essential for children to learn something new

Preparation and pace- devoting every moment to teaching and learning

Participation- ensure that every child takes part

Praise- effort and progress, not ability.

How we teach Phonics

Each session consists of an introduction to a new sound, review of previous sounds, reading the sounds and applying the new sounds to words.

How we apply our Phonics teaching to our reading

As the children become confident with blending and have learnt the majority of the set 1 sounds, they will begin to read books in class so that they can practise their reading skills. These books will also be brought home for children to share with a grown-up.

We follow the RWI order of sounds:

Set 1 sounds	Set 2 sounds	Set 3 sounds
m a s d t l n p g o c k u b f e l h r j v y w x z s th ch qu ng nk ck	ay ee igh ow oo oo ar or air ir ou oy	ea oi a_e l_e o_e u_e aw are ur er ow ai oa ew ire ear ire ear ure tion tious/cious

RWI Phonic language

Single sounds- one letter that makes one sound e.g. m

Special friends- Two or three letter that make one sound e.g oa as in float

Chatty friends- Two letter that make one sound but are separated by another letter. E.g. a_e as in cake



Fred talk- Fred is a frog that can only talk in sounds so when he talks it is always sounding out each word- when we say a word in Fred talk we say m a t- then we blend the word and say mat. Fred is used in a lot of our teaching.

Fred fingers- The children hide their hands behind their backs and count the sounds in the word. The teacher then asks how many sounds are in the word by holding up the corresponding amount of fingers. The children then count the sounds by pinching their fingers.

Write it- Before a child writes a word, we Fred talk, Fred fingers then write it. The children then apply the dots and dashes to the word.

Fred in your head- When a child is using Fred talk more confidently – we move onto Fred in your head. This is where the children will sound out the word in their head, blend together then read the word. This stage is when you will see your child developing their fluency in their reading.

play

play

Dot- a small dot under a single sound

Dash- a line under special friends in words

Alien words- When children are at the end of set 1 they're introduced to alien words which tests their knowledge of the sounds in preparation for the phonics screening. Alien words are 'made up' so it is important that the children use their decoding and blending skills to read these words.

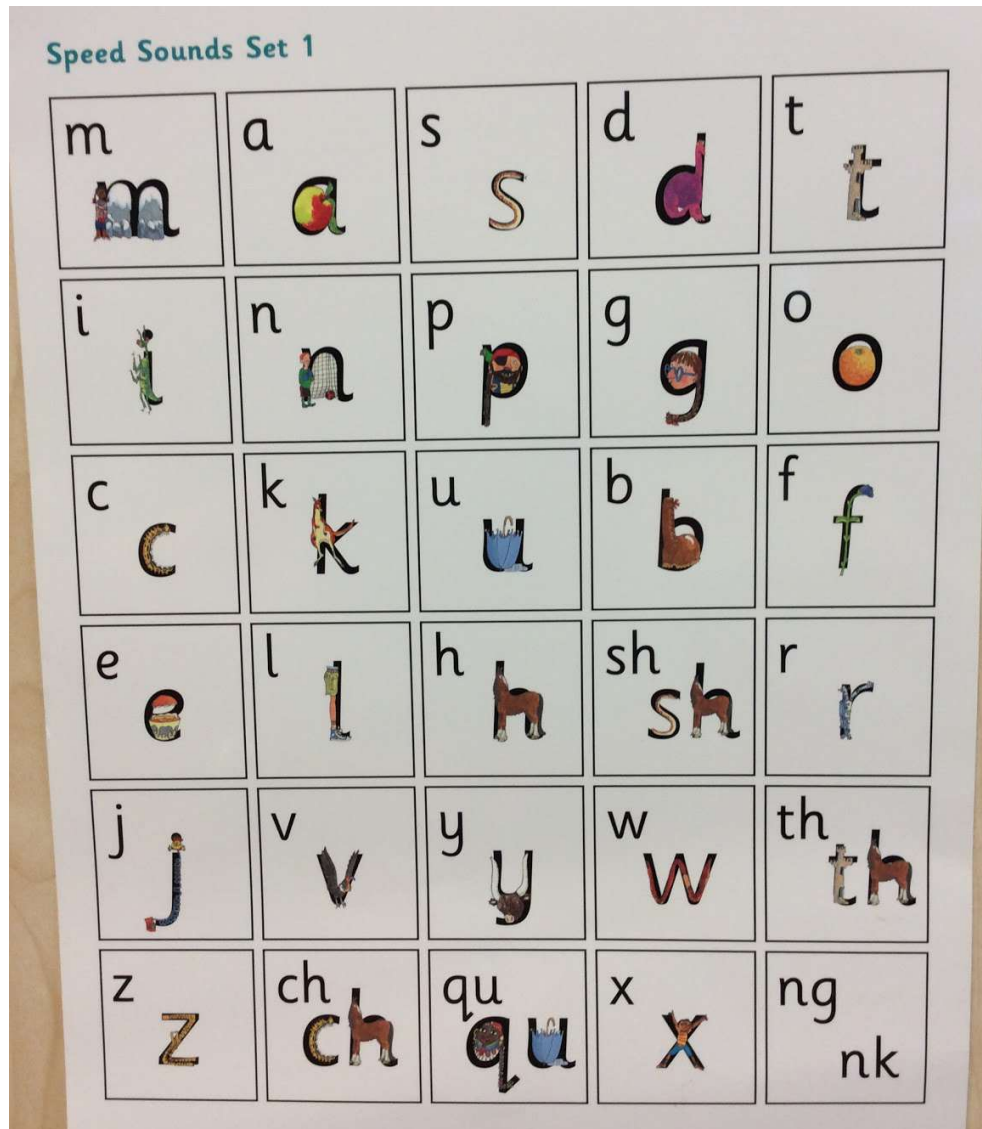
Red words- When reading our RWI books the children will come across red words. These are words that can't be decoded and the children have to simply remember them.

I

you

said

Set 1



Set 1, as we form the letters, we say a rhyme to help us remember to write it correctly

m	Down Maisie then over the two mountains
a	Round the apple, down the leaf
s	Slide around the snake
d	Round the dinosaur's back, up to his neck and down to his feet
t	Down the tower, across the tower
i	Down the insect's body and a dot for his head.
n	Down Nobby and over his net

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

Set 2 and 3

Speed Sounds Set 2



Speed Sounds Set 3



We remember these sounds with a 'ditty' (short phrase)

Set 2 speed sounds (we teach these first)	Set 3 speed sounds	
ay: May I play	a_e: make a cake	ai: Snail in the rain
ee: What can you see?	ea: Cup of tea	e: He she me we be
igh: Fly high	i_e: Nice smile	
ow: Blow the snow	o_e: Phone home	oa: Goat in a boat
oo: poo at the zoo	u_e: Huge brute	ew: Chew the stew
oo: look at a book		

ar: Start the car		
or: Shut the door	aw: Yawn at dawn	
air: That's not fair	are: Care and share	
ir: Whirl and twirl	u: Nurse with a purse	er: Better letter
ou; Shout it out	ow: Brown cow	
oy: toy to enjoy	oi: spoil the boy	
	Ire: Fire fire	
	Ear: Hear with you ear	
	ure: sure it pure	
	tion: Attention!	

What books will my child bring home?

Once Reception children are familiar with the first 16 set 1 sounds, they will bring home a blending book. This will support them with decoding and blending words. Once they can do this successfully they will move onto the RWI story books.

Once children are onto the RWI books they will regularly bring home:-

- The RWI book that they have read in class
- The corresponding 'book bag' book
- A Library book

Top tips for helping your child with their reading:-

- Try not to read the book aloud before the child reads it to you.
- Ask your child to read the sounds and words at the front of the book before they read the story.
- When your child reads their book, ask him or her to sound out the words that he or she can't read automatically
- Don't allow your child to struggle too much and praise when they succeed
- Read back sentences or a page to keep the plot moving
- Little and often is the key to success in the early stages

Please remember that children learn at different paces and we will always ensure that we are teaching your child at the level that is the most appropriate for them. We continually assess your child throughout the year to ensure their reading books are the correct level and they are in a phonic group which best meets their needs. There are many free RWI resources on the Oxford Owl website, this is free for parents to sign up to.

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