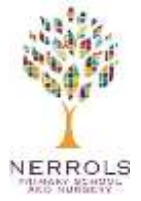


Phonics



# Phonics



## Intent

At Nerrols Primary School and Nursery, we aim to develop the full potential of all our pupils as confident, literate readers and writers; to enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. For children to develop as competent readers and writers, it is essential that they have a secure understanding of the letter sounds and spelling system of the English language. Phonics skills are developed through planned, systematic lessons, which then lead to the enjoyment of a variety of books, the appreciation of different genres and the ability to access information independently.

Our primary aims are:

- To develop a love of books including stories, poems, non-fiction and fiction texts.
- To develop phonetic skills which lead to fluency when blending and reading.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To give children strategies that will enable them to become fluent and confident readers and writers.
- To promote confidence and positive attitudes to reading.
- To monitor each child's progress using a range of assessment strategies; supporting those who are progressing slowly in acquiring reading skills through personalised interventions.

## Implementation

At Nerrols Primary School and Nursery, we follow the Read Write Inc phonics programme from Foundation Stage, through Key Stage One, and into Key Stage Two where needed. Phonics is a method of teaching reading and writing, which is centred around learning the phoneme (sounds) and the corresponding grapheme (letter) using simple picture prompts. Children learn to read words by blending the sounds together to read the word. The children will learn to write the words using Fred Talk (segmenting words into the individual sounds). The approach is systematic, rigorous and is carefully structured into phases – Set 1, Set 2 and Set 3. The aim is for children to have fluent reading skills, developing comprehension and good foundations for spelling by the end of Key Stage 1.

Phonics is taught in daily discreet sessions at Nerrols Primary School. In Nursery children follow a programme of oral listening and blending skills.

Apart from those children in the first six weeks of Reception, children are taught in phonics groups. The Read Write Inc lesson schedule is followed as laid out in the Read Write Inc Handbooks. All lessons include a speed sound lesson for children to learn and revise sounds, green and red words and spelling practise. All lessons then include story book reading and writing practise.

The principles of Read Write Inc are used to support spelling progression in Year 2 and beyond. For some children it is necessary for them to continue to receive Phonics teaching into Key Stage Two. These children receive carefully structured interventions to ensure they have the phonics skills needed for success.

Grapheme charts and mats are used to support the work undertaken during the specific phonics teaching sessions and support the children to successfully apply their phonetic knowledge in their writing. These show the different graphemes that can be used to represent given phonemes.

Children take home books to practise and celebrate what they have learnt at school. These 'Book Bag' books from the Read Write Inc Scheme are closely matched to the book they have read at school. We strongly believe in promoting a love of reading so the children also choose a library book to take home to read or have read to them, for pleasure.

## Scope and Sequence

### Nursery

The nursery environment is literacy rich ensuring that children have access to a broad range of texts including fiction, non-fiction, rhymes and traditional tales. Adults read to children throughout the day, individually, in small groups and as a whole. Fortnightly focus books enable the children to hear a story again and again, building repetition and providing them with the opportunity to feel as if the story 'belongs' to them. Our children visit the library throughout their week at nursery, learning how to look after and care for books, recognising familiar texts and building a love of books through choosing texts and bringing them into nursery.

Activities help children to develop their listening skills, learning how to differentiate between different sounds, experiencing rhythm and rhyme, alliteration and body percussion.

At the start of the summer term prior to starting school, children at Nerrols Nursery begin the Read Write Inc Nursery programme. Children learn the Set 1 sounds which include some 'Special Friends' (digraphs), the sounds are taught in a specific order:

**Set 1 - 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**

Phonics lessons are taught on a daily basis in small groups, focussing on:

- saying the sound
- reading the sound
- reviewing sounds
- air writing the letter
- Fred Talk

The lessons are fast paced and interactive for the children, progress is reviewed every 6 weeks and groups adjusted accordingly.

Children are provided with opportunities to practise their letter formation through continuous provision activities throughout the day.

Once children can read the single letter sounds speedily, practitioners then start to teach children how to read words using the Teaching Blending lesson plans and introduce the children to reading sound blending books.

### Reception and Year One

At the beginning of Reception Class, children learn and revise the Set 1 sounds. After the first half term, the children are assessed and organised into groups to ensure they receive the correct challenge and support to progress on their reading journey. Children learn Set 2 sounds when they move to Green books. The Set 2 sounds are:

**ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy**

When the children know all Set 2 sounds speedily, they learn Set 3 sounds:

**ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear**

Our children progress, throughout reception and Year 1, from learning speed sounds and blending words to reading photocopy ditties, red books, green books, purple books, pink books, orange books, yellow books, blue books and then grey books.

Depending on the book level, the groups follow either a one day, three day or five day programme of teaching.

#### Photocopiable and Red Ditty Timetable

Daily Speed Sounds Lesson and Word Time  
 Story Green Words  
 Red Word Cards  
 Partner Practice – Ditty Speed Sounds, Story Green Words, Red Words  
 Ditty Introduction  
 First Read – Children  
 Read Aloud – Teacher  
 Second Read – Children  
 Questions to Talk About  
 Hold a Sentence

Three Day Timetable – Green, Purple, Pink and Orange Level Books		
Day 1	Day 2	Day 3
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speedy Green Words	Think about the story
Story Green Words	Red Word Cards	Questions to talk about
Speedy Green Words	Partner practice – Speedy Green Words and Red Words	Hold a sentence 2
Red Word Cards	Second Read - Children	Proofread
Partner Practice – Speed Sounds, Story Green Words and Red words	Hold a sentence 1	
Story Introduction		
First Read - children		
Read aloud - Teacher		

Five Day Timetable – Yellow, Blue and Grey Level Books				
Day 1	Day 2	Day 3	Day 4	Day 5
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed sounds from the Storybook	Speedy Green Words	Partner Practice – Speedy Green Words and Red Words	Spell Check	Spell Test
Story Green Words	Red Word Cards	Third Read and Voice Choice	Grammar	Proof read spelling Proof read grammar
Speedy Green Words	Partner Practice – Speedy Green Words and Red Words		Vocabulary	
Red Word Cards	Second Read - Children	Questions to talk about	Build a sentence	
Partner Practice – Speed Sounds and Story Green Words	Fred Fingers – Spelling Green Words	Questions to Read and Answer		
Story Introduction	Red rhythms – Spelling Red Words			
First Read - Children	Hold a sentence 1	Hold a sentence 2		
Read Aloud – Teacher				

Activity Title	Children's Purpose
Speed Sounds from Storybook	To practise reading the sounds in the story.
Story Green Words	To practise reading the Story Green Words and learn the meanings of new words.
Speedy Green Words	To read the Speedy Green Words without sounding them out loud.
Red Word Cards	To read the Red Words speedily
Partner Practice – Speed Sounds and Story Green Words	To help our partners read the sounds and Story Green Words.
Story Introduction	To find out what is going to happen in the story.
First Read - Children	To help our partners read every word in the story correctly.
Read Aloud - Teacher	To enjoy listening the whole story
Partner Practise – Speedy Green Words and Red Words	To help our partners read the Speedy Green Words and Red Words without Fred Talk.
Second Read - Children	To read the story more speedily without Fred Talk
Think about the story	To think about what is happening in the story
Third Read – Children	To read the story in a storyteller's voice
Questions to talk about	To find answers to questions in the book.
<i>Writing Activities</i>	
Hold an Sentence 1 and 2	To hold a sentence in our heads before writing it with correct spelling and punctuation.
Build a sentence	To build a sentence out loud
Proofread	To correct spelling and punctuation errors

# Progression through the Read Write Inc. Programme

By	Some Set 1 sounds	Most Set 1 sounds	Photocopy Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
Rec Oct											
Rec Dec											
Rec Feb											
Rec Apr											
Rec May											
Rec July											
Yr 1 Oct											
Yr 1 Dec											
Yr 1 Feb											
Yr 1 Apr											
Yr 1 May											
Yr 1 July											
Yr 2 Oct											
Yr 2 Dec											

## Impact

Reading teachers continually assess children on a day-to-day basis, and more formally each half term, to ensure teaching is delivered at an appropriate level for progression. Our aim is for children to quickly becoming fluent readers with an understanding of what they read.

The reading teacher assesses how children:

- Match graphemes and phonemes
- Blend to read
- Segment words to spell
- Read and write red words (those which do not follow phonic patterns)

Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills for example during shared reading/writing activities. Regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress. Through careful monitoring and tracking, practitioners are able to identify children who need extra support to keep up with their peers. This may include additional one-to-one tutoring and / or small group sessions.

### Year 1 Phonics screening check

In the Summer Term, Year 1 children take the statutory DfE Phonics Screening Check. This is a progress check to identify those children who are not at expected level in their reading. The children read 40 simple, decodable words including nonsense words. Children will be re-assessed in Year 2 if they do not reach the expected level. As part of our assessment and preparation, the children in Year 1, and those in Year 2 who will be reassessed, will use past Phonics Screening Check materials.