



Phonics Policy

2019-2020

Audience:	Parents School staff Local Governing Bodies
Approved:	
Other related policies:	Curriculum
Policy owner:	Andy How
Policy model:	
Review:	
Version number:	1

What is Read Write Inc. Phonics?

Read Write Inc. Phonics is a literacy programme developed to help pupils learn to read. In the programme, pupils learn sounds and the letters that represent these sounds as well as how to form the letters. Then, they read books written using only the letters and sounds they have learnt (and a small number of separately taught 'red words'). This gives the pupils plenty of early success and builds up their reading confidence.

At Lower Farm, phonics is taught daily from Reception to Year 2, systematically teaching all of the common sounds in the English language, helping pupils to recognise the sounds and then 'sound-blend' them into words for reading. In doing so, pupils become fluent readers, confident speakers and willing writers.

How will my child learn to read?

The *Read Write Inc. Phonics* approach teaches pupils to read sets of sounds and then blend them to read words. The books that they read at school (and reading books that are sent home) will only contain the sounds they've already learned, so pupils learn quickly and confidently.

First, pupils will learn to read:

- Set 1 Speed Sounds (sounds written with one letter): **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** and sounds written with two letters (your child will call these 'best friends')*: **sh th ch qu ng nk ck**
- Words containing these sounds, by sound-blending, e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*, s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- At school, they will read *Read Write Inc. Phonics* Sound Blending Books and Red, Green and Purple Storybooks.

Whilst they are practising reading stories with words made up of Set 1 Speed Sounds, your child will also learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**
- Words containing these sounds
- At school, they will read *Read Write Inc. Phonics* Pink, Orange and Yellow Storybooks.

Whilst they are practising reading stories with words made up of Set 1 and Set 2 Speed Sounds, your child will also learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa er ire ear ure**
- Words containing these sounds
- At school, they will read *Read Write Inc. Phonics* Blue and Grey Storybooks.

It is really important to say the sounds clearly to help your child learn them accurately. We say 'mmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds. This really helps pupils when they learn to blend sounds together to read words.

For further information on the sounds taught, please visit <https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/#audio>

What is Fred Talk?

Teachers will introduce your child to a toy frog called 'Fred' when they are ready to start reading words. Fred can *only* say the sounds in a word and needs pupils to help him read the word. Fred will say the sounds and pupils will work out the word. For example, Fred will say the sounds **c-a-t**, and pupils will say the word *cat*. This is Fred Talk: sounding out the word.

Assessment and Recording

Pupils are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of pupils. The teacher assesses how pupils:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story
- comprehend the story

*At Lower Farm, we use the term 'best friends' rather than 'special friends' deliberately as 'special friends' is open to interpretation.

Annex A: Parent Information

Step 1:

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

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to 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 the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and 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.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

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



Step 2:

The pupils 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?	

Set 2 sounds



Set 3 sounds



Nonsense words (Alien words)

As well as learning to read and blend real words pupils 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.

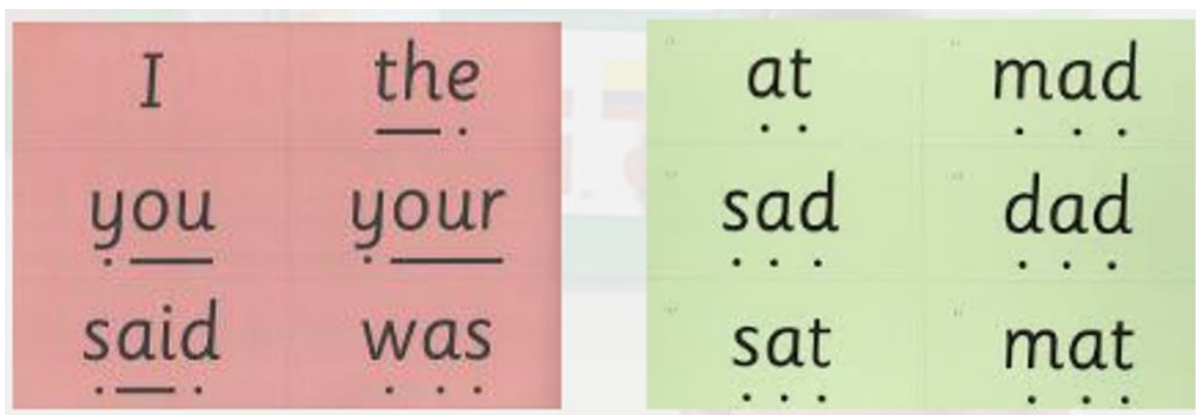
 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

Step 3:

Pupils will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Pupils use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Pupils will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books pupils will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend pupils' vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes. Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

During the RWI session pupils will read the book three 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 pupils to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give pupils the opportunity to create their own sentence that shows the meaning of a word and edit a sentence allows the pupils to critique a sentence using their knowledge of spelling, punctuation and grammar. Pupils complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.