

Our Lady of Victories

Curriculum Focus: Phonics



• Intent – Implementation – Impact

Intent

- To enable children to become competent, confident and enthusiastic readers from an early age
- To provide all children access to and challenge within the wider curriculum

Implementation

- Systematic, structured and “praise-focused” approach to teaching children phonic sounds, using Ruth Miskin’s ReadWriteInc scheme of work
- Clear understanding amongst all staff of how we support children to transfer from reading phonetically to reading fluently
 - Daily phonic Speed Sound lessons and x4 guided reading sessions*
 - Daily reading with the teacher, TA or knowledgeable parent readers*
 - Encouraged daily reading at home*
 - Close communication with parents through a home-school reading record*
 - Weekly visits between Reception and Year 6 “Reading Buddies”*
 - Dedicated story time at the end of each day so that teachers can share high quality texts to the children, full of rich vocabulary*
 - Library sessions once a week, again giving children access to high quality reading material*
- Structured, daily 1:1 interventions for children who fall behind and those who are new to English/the school
- Regular assessment of children’s phonic knowledge
- Books matched to each child’s phonics knowledge
- Information sessions for teachers, support staff, parents and parent readers (children who read at home do well at school)

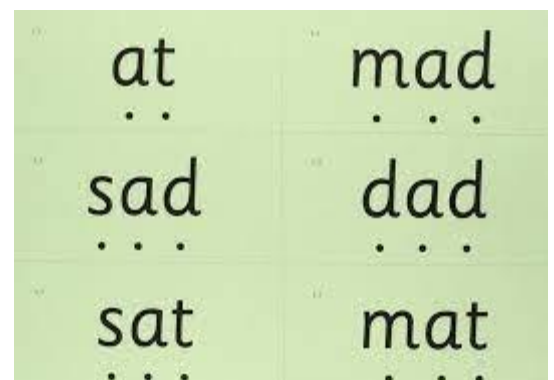
Impact

- Children who can read fluently from an early age
- Children who genuinely love to read
- Children who speak articulately
- Children who write and spell confidently
- Children who “have a go” – a positive attitude that they can apply to all other areas of the curriculum
- Children who attain highly in National Tests e.g. Phonics Screening Check/Statutory Assessment Tests in Years 2 and 6

• Curriculum Coverage – Nursery to Year 2 (including Sequence and Structure of Phonics Lessons)

Children in Reception:

- Learn Set 1 sounds, emphasis on **pure** pronunciation
- Learn to blend sounds to read words
- Read specially written books that are matched to their phonic knowledge – ongoing, regular assessment





- Children in Reception meet Fred. Fred can only talk in pure sounds.
- This is called “Fred Talk”
- e.g. “Can you find my p-e-n?”

- Following the sequence of teaching steps in the ReadWriteInc handbook, teachers will introduce children to letter formation **at the same** time as the letter sound.

- Children in Reception use “Fred Fingers” to spell.

- Children say the sounds.

- Children pinch the sounds.

- Children count the sounds.

- Children rehearse the graphemes.

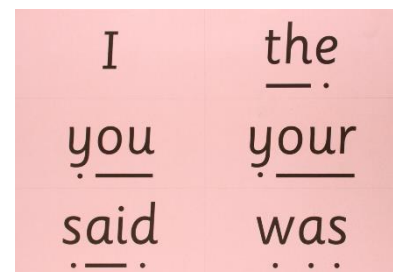
- Children record the graphemes.

- Teachers and teaching assistants remember to praise, praise, praise!

- Children learn to read and spell **red** (common exception) **words** by sight.

- Children are introduced to **letter names** so that they can build up knowledge and understanding of capital letters as well as small letters.

- Later on in Year 1, letter names help the children to distinguish between the spellings for the sounds they are familiar with in Set 2 and the **new, alternative spellings** for sounds in Set 3.



Children in Reception and Year 1:

- Learn that 2 or 3 letters can make 1 sound (*ay, ee, igh, ow, oo*)
- Learn the sound (by seeing, hearing and doing)

- Hear the sound in words
- Read the sound in **green words**
- Children also read **“alien” words**.

These are phonetically decodable but do not belong in the English language.

Alien words assess whether children

can decode effectively in a fun and engaging manner. This practise also helps to prepare the children for the Phonics Screening Check in Year 1.

Speed Sounds Set 2



Children in Reception and Year 1:

- Learn to record the graphemes for the phonemes (sounds) they know
- "Fred talk" the word on fingers
- Count the sounds
- Repeat the sounds
- Write the sounds with their magic writing hand
- Write the word on a whiteboard / handwriting book
- Check and correct



Children in Year 1:

- Learn that there are **new, alternative spellings** for sounds in Set 3.
- An **identical teaching process** is followed, but children are now encouraged to notice alternative spellings to sounds in words
- Children learn to write words containing Set 3 sounds
- Children are given strategies to begin to choose the correct spelling for words containing sounds that they know
- These include: RWI A4 sound mats and "trying" the spellings that you know and choosing the one that "looks" the best



Children in Year 1 and Year 2:

- Speed sounds are revisited for children in Year 2 who did not pass the Phonics Screening Check in Year 1 or who need further support
- Strategies for recalling the correct spelling for alternative sounds are reinforced
- Children begin to build up knowledge of the Complex Speed Sound Chart through discrete spelling lessons. **The chart is displayed in each classroom from Reception to Year 2.**
- By Year 2, children are confident in reading the Complex Speed Sound Chart to identify alternative spellings for sounds. Children add further spellings to the class chart as they are covered in Year 2 spelling lessons.

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

ReadWriteInc Sets, Sounds and Rhymes

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
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.				

• Scheme of Work

Teachers at Our Lady of Victories follow Ruth Miskin's ReadWriteInc scheme of work to teach Phonics. Teachers and teaching assistants use RWI resources on a daily basis. The A4 flashcards are used to introduce phonemes (initial sounds, digraphs and trigraphs) and practise them at speed, along with green word cards and red word cards to give children regular opportunities to apply their phonic sounds when decoding words. Whiteboards are used to enable children to sound out and spell words. A praise-centred approach is followed in all Phonics speed sound sessions.

Colour banded books from RWI are used in small group Guided Reading sessions in Reception and KS1. These are matched to a child's current phonic level through regular, speed sound assessment. Children in Reception begin with Sound blending books leading onto Ditty's then Red Ditty books. The children then continue through the following colours: Green, Purple, Pink, Orange, Yellow, Blue and Grey ending with Comprehension support, **Children do not necessarily complete every book within each colour. At the teacher's discretion, and supported by phonic assessment, groups may miss certain books and move up to the next band.**



Expectations of Progress

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes



• Monitoring and Assessment

The Phonics Lead provides ongoing support and training for staff in school through:

- Leading RWI refresher workshops for all staff at the beginning of each year
- Leading staff meeting/s to provide clear overview of intent, implementation and impact of Phonics at our school
- Informal meetings to discuss progress of children – offering advice for children who are new to English or at risk of not making expected progress
- Observing and/or assisting in a Phonics lessons in all classes
- Modelling Phonics/Spelling lessons to student teachers

Teachers are secure in their judgements of children's phonic knowledge by:

- Regularly assessing children's knowledge of sounds using RWI materials
- 1:1 reading
- Spelling tests
- Mock phonics screening checks (Year 1)

Parents are actively involved in the promotion of positive attitudes to reading and writing from Reception to Year 2 through:

- Annual Parent Phonics workshops
- Parent readers in school
- Home-school reading record for positive and constructive reading comments
- Spelling practice at home
- Regular communication with class teachers with regards to their child's progress in Phonics

