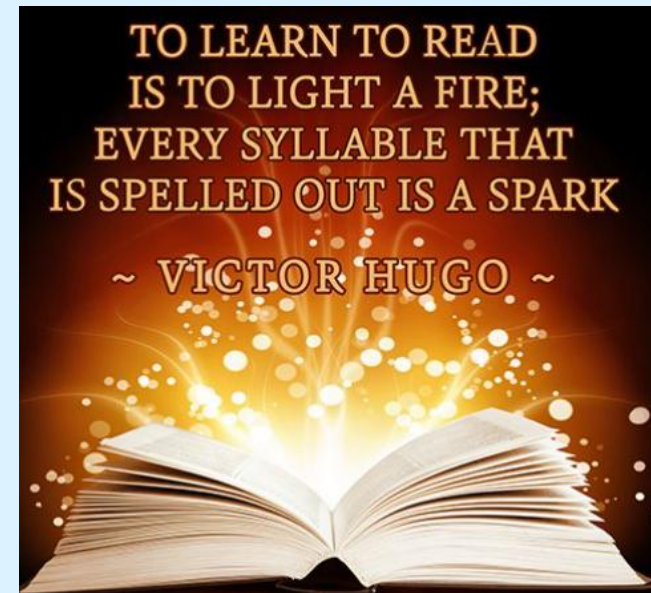
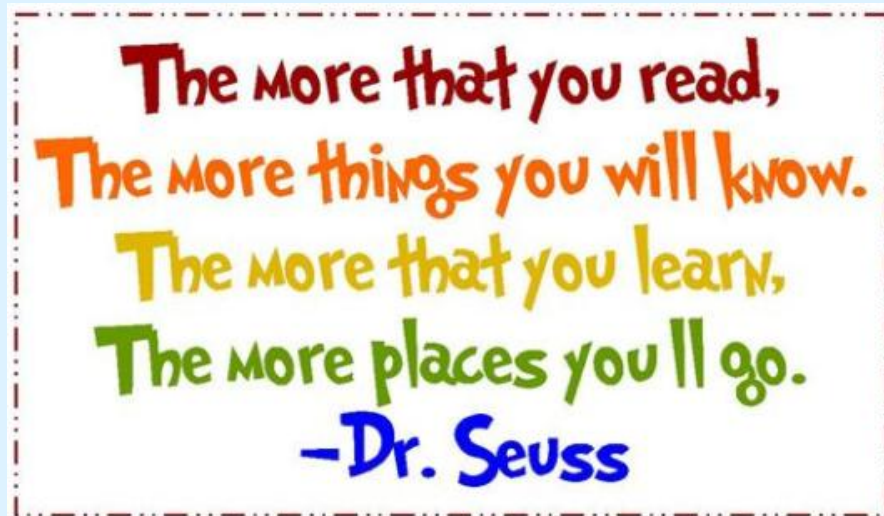




Phonics

Learning to read is an important part of every child's development.



Why is learning to read so important?

- Reading is essential for your child's future academic achievement and well-being.
- *'Teaching pupils to read as well as possible produces advantages for the individual. Without reading, it is much more difficult to access written information, on paper or online. Those who cannot read are also excluded from most social media. Crucially, being unable to read significantly narrows the range of work and life opportunities a person can access.'* (DfE *The Reading Framework*, 2023)
- Good reading, writing and language development is essential for future success.
- Being able to read has a significant impact on many other areas of the curriculum.
- Enjoying reading and choosing to read have social and emotional benefits.



What is phonics?

- Through phonics children are taught how to:
- Recognise the sounds that each individual letter makes
- Identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- Blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.



Our phonics programme

- Phonics is an effective way of teaching children to read.
- At St. Vincent's we use a scheme called Read, Write, Inc (RWI) to teach phonics. RWI is a systematic synthetic phonics programme. It is a DfE validated phonics scheme.
- Systematic synthetic phonics instruction is a method of teaching reading in a structured way.



Why is phonics important?

- Once pupils can decode using phonics, they are able to focus on their wider reading skills and develop a love of reading.
- Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.
- Phonics is a highly effective method of teaching word reading. Almost all children who receive high-quality phonics teaching will learn the skills they need to tackle new words.
- They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.
- Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as ‘look and say’. This includes children who find learning to read difficult, for example those who have dyslexia.

Phonics Terminology

- Phoneme - The smallest unit of sound. Phonemes can be put together to make words. E.g. c-a-t
- Grapheme - A way of writing down a phoneme. The most common are:
 - 1 letter example: p
 - 2 letters example: sh (Digraph - A digraph is a single sound, or phoneme, that is represented by two letters)
 - 3 letters example: igh (Trigraph – A trigraph is a phoneme that consists of three letters)
- There are 4 letter and multigraph examples
- A phoneme can be represented by different graphemes
- Segment – Splitting up a word into individual sounds
- Blend - Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word

RWI Phonics teaching sequence

- There is a structured order to the RWI phonics scheme to ensure that children can begin reading and writing words as quickly as possible:

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, (ck, ff, ll, ss, zz)

Set 2: ay, ee, igh, ow (blow), oo (zoo), oo (look), ar, or, air, ir, ou, oy

Set 3: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (cow), ai, oa, ew, ire, ear, ure, kn, tion, sion, cious, tious, e, ie, e-e, ue, au, ph, wh

- Set 3 introduces some new sounds and also shows alternative ways of making sounds learnt in Set 2 – ay, ai, a-e

How does phonics help with reading?

- If a child can memorise 10 words, then they can only read 10 words.
- However, if a child can learn 10 sounds (phonemes), they will be able to read **many** words.
- To help a child to use their phonics for reading words quickly, we teach the sounds in a certain order that has been proven by the RWI phonics scheme to be effective.
- The first 10 sounds that are taught are: m, a, s, d, t, i, n, p, g, o
- Learning the sounds in this set order enable children to quickly begin reading many words – these words can be read using the first 10 sounds

mop sat dot pin got dip map pot top tin pop din tap tip
dig and pad sit mat pat dad sad sip dog pig pit gas dim mad man
sin pan sand mint nip in is am as it

Phonics Sounds

Children are taught to say the sounds that they are learning as 'pure' sounds – often bouncy or stretchy.

Bouncy sounds are short sounds – avoid 'uh' at the end of the sound

Important: We say 'mmmm' not 'muh' and 'lllll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.

During Read, Write, Inc. lessons children learn to recognise graphemes and the phonemes they represent. The speed sound chart shows the phoneme-grapheme correspondences taught throughout the programme.

Complex Speed Sounds										
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		
			gn		c		se			
					ce					
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	y
	ck		gu		ge					ch
	ch				dge					tch
Vowel sounds										
a	e	i	o	u	ay	ee	igh	ow		
	ea				ā-e	ē-e	ī-e	ō-e		
					ai	y	ie	oa		
					a	ea	i	o		
						e	y	oe		
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							


RWI pronunciation and letter formation

- During Set 1 sessions children are taught phrases to help them remember how to form letters correctly – m not **m**.
- Children are taught to say the sounds that they are learning as 'pure' sounds – often bouncy or stretchy.
- In later sessions when learning Set 2 and 3 sounds, children are taught a short phrase to go with a picture prompt to help them remember the sound - 'ar – start the car'.
- It is extremely important that children pronounce sounds correctly.
- Phonics sessions support reading and writing (spelling), so it is vital for all children to take part.



Rhymes for letter formation - taken from Read Write Inc.

a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaur's bottom, up his tail neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girl's face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for the head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirate's plait and around his face.	qu Round her head, up past her earring, down her hair and flick.	r Down the robot's back and curl over his arm.
s Slither down the snake.	t Down the tower, across the tower.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under his head.	z Zig-zag-zig.				




 Ruth Miskin Training

Hand writing phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sat at a table, encourage your child to have a go
4. Praise your child for their efforts

m: Maisie, mountain, mountain
a: round the apple, down the leaf
s: slither down the snake
d: round his bottom, up his tail neck and down to his feet
t: down the tower, across the tower
i: down the body, dot for the head
n: down Nobby, over his net
p: down the pirate's plait and around his face
g: round her face, down her hair and give her a curl
o: all around the orange
c: curl around the caterpillar
k: down the kangaroo's body, tail and leg
u: down and under, up to the top and draw the puddle
v: down the laces to the heel, round the toe
f: down the stem and draw the leaves
e: lift off the top and scoop out the egg
l: down the long leg
h: down the head to the hooves and over his back
j: down his body, curl and dot
w: down a wing, up a wing
y: down a horn, up a horn and under his head
w: down, up, down, up
z: zig-zag-zig
q: round her head, up past her earrings and down her hair
x: down the arm and leg and repeat the other side

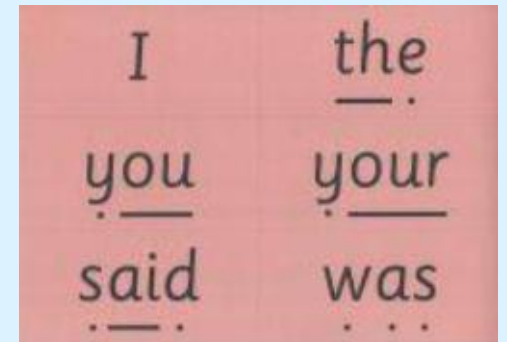
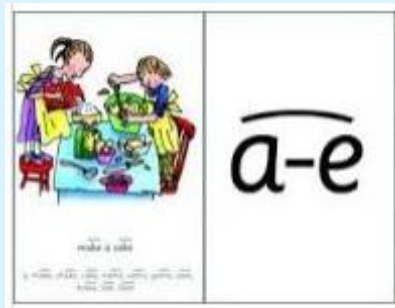




RWI session material

- **Red words** – words that cannot be sounded out e.g. I, said, they
- **Green words** – words that can be sounded out using our phonics
- **Fred talk** – (Fred is the frog) he can only talk in sounds e.g. sh-o-p
- **Fred Fingers** – Pinch the sounds on our fingers to help us spell.

spray

crawl



RWI Fred talk

- Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c-a-t”, not **cat**.

We call this *Fred Talk*.

He says “sh-i-p”, not **ship**.

This is known as segmenting.

We must ‘blend’ to put the word back together.



A typical phonics session



- Introduces a new sound – children learn to read and say the sound and they learn a rhyme to help remember it
- Revises previous sounds – children review previously learnt sounds to ensure that they can still be read and said correctly
- Uses Green Cards for reading skills – look for ‘special friends’ and read a range of words that feature the focus sound and previously taught sounds
- Decodes ‘Alien words’
- Reading – sentences with phonemes and tricky words that have been learnt
- Writing and spelling – writing words with the focus sound and previously taught sounds
- Learning/revising ‘tricky words’

spray

crawl



Alien words

- 'Alien words' are also known as nonsense words.
- As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense.
- During lessons each day children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge.
- This is an important part of the Phonics Screening Test children complete at the end of Year 1.

brend



throst



stret



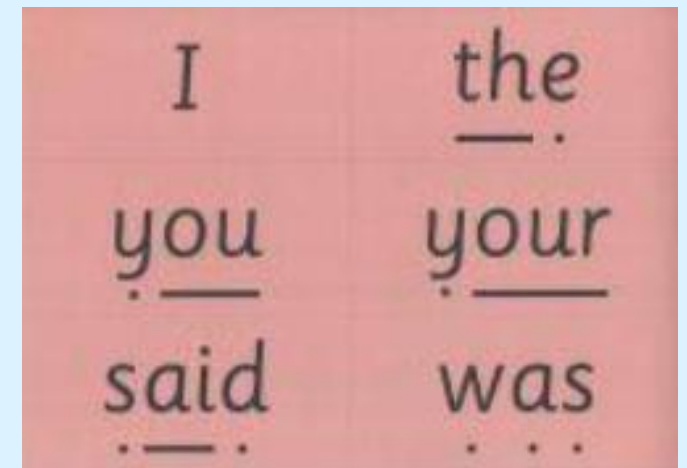
spraw



Tricky words

- Tricky words are words that are difficult to read as the sounds do not accompany the letters.
- They are not decodable using phonics alone as they have spellings that do not show grapheme-phoneme correspondence.
- For example, 'was' is a tricky word because the 'a' does not make its usual sound.
- Other examples of tricky words include:

my said the some

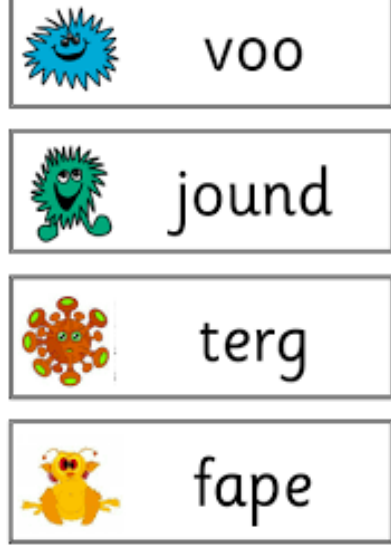


Assessment

- We formally assess the progress that children are making with their phonics skills each half term.
- Children are also assessed within each session, and this enables the best possible progress to be made.
- We put interventions into place swiftly to ensure that children are making expected progress, are learning and remembering the sounds that they are being taught and can decode and read effectively by segmenting and blending.
- We ensure that children can read and can write the sounds that they are learning.
- We teach children to write sounds with the correct letter formation.

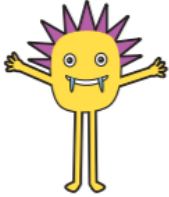
The phonics screening check

- The phonics screening check takes place towards the end of Year 1.
- Children are assessed on reading 40 words.
- 20 are real words and 20 are made up 'alien' words. This is designed to see how well children are able to use phonics to read words.
- The results of the phonics check are released with your child's end of year school report.
- The pass mark for the last few years has been 32 out of 40 words. This could change, but it is a good idea of how many words children are usually expected to read correctly.
- Children who do not achieve the pass mark will retake the phonics screening check when they are in Year 2.
- If a child does retake the screening check they will have additional phonics support during Year 2.



The phonics screening check

sut



plug

brend



label

yad



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throst



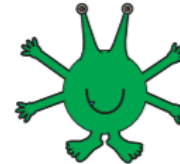
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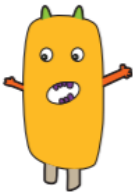
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yards

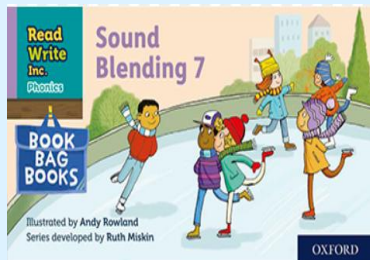
spraw



thankful

Reading

- Children will be heard reading in school, but daily reading at home is very important.
- It is beneficial to read a book a number of times:
 - First to work at decoding the words.
 - Secondly, to build fluency (pace, expression, understanding).
 - Thirdly, for comprehension – retelling, summarising.
- Children will read books in a progressive sequence until they can decode unfamiliar words confidently.
- Encourage your child to use their phonics skills, help them spot tricky words, re-read the book for fluency and talk about the book afterwards.



Reading Books

- **Wordless books** Share the story told through pictures with your child. Build up vocabulary, share ideas, make predictions, retell the story at the end.
- **Blending books** Help your child read the Sound Blending Books. Ask your child to read each word in sounds (Fred Talk) and then say the word. Then they can turn over and check if they're right.



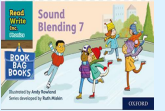
- **Book Bag books** These books build upon the phonics that is being learnt. Your child will need support in reading their book. Activities to support the reading process are included at the front and the back of the books. This includes recognising and decoding words at the start, retelling the story at the end and answering questions to check and develop understanding.



Reading Books

Reading Tips for RWI books:

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words inside the front cover before they read the story.
- When your child reads the story, ask them to sound out the words that they cannot read automatically.
- Do not allow your child to struggle too much. Praise your child when they succeed.
- Read back each sentence or page to keep the plot moving. (Your child's energy may be going into reading the words, not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!



The Reading Journey

- Please remember that children develop their reading skills at different times and children in each class will be reading books across a wide range of levels.
- A child's reading comprehension will also affect how they progress across a reading scheme.
- We assess children's reading regularly. As a result, we may adjust the level of the book which your child is reading or put interventions into place.
- If you have any questions about the level of book on which your child is on or how your child is progressing with their reading, please get in contact with the class teacher.



How to help at home

- Put phonics skills to the test when reading at home! Reading daily at home is important. This includes reading the books that are sent home (linked to our RWI phonics scheme) and sharing other books. Reading at home should be pleasurable, and children should feel confident accessing their RWI scheme book. There should also be time to listen to and enjoy other books and stories.
- Encourage your child to segment (sound out) words, spot 'special friends' and remind them to blend.
- 'Fred Talk' as much as possible! You can have fun with Fred Talk.

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"



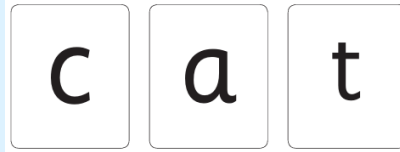


How to help at home



Support your child with segmenting and blending:

1. Make up a word with three cards that your child can read quickly, e.g. c-a-t.



Point to and say the sounds, and then say the word. Ask your child to copy you. Muddle up the cards. Ask your child to make the word again and then point to and say the sounds. Repeat with more 3-sound words, including some containing sounds made up of more than one letter, e.g. ch-a-t, sh-i-p, th-i-s.

2. Put out three cards. This time, ask your child to say the sounds. Help him or her to blend the sounds into the words, until your child can do it without your help.

3. Repeat with some 4-sound words, e.g. b-l-i-p, f-r-o-g, g-r-i-n, s-t-o-p, j-u-m-p, h-a-n-d, b-l-a-ck.



How to help at home

The Importance of Questions

- Ask your child questions about the text and ask them to retell stories in the correct order in their own words.

Who?

What?

Where?

When?

How?

Why?



How to help at home

- Use the handwriting rhymes to help ensure that letters are being formed the way that they are being taught in school.
- Check the understanding of new vocabulary.
- Help to learn to read and spell tricky (common exception) words.
- Learn to form uppercase and lowercase letters correctly. Complete any handwriting tasks that are sent home.
- Put phonics skills to the test when writing!
- Writing opportunities: days out, character descriptions, book reviews, facts, captions for pictures, labels, cards, lists, letters, stories, poems, diary entries, messages.

