

## Phonics in Errington Primary School

At Errington Primary School, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI). We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. Using the RWI phonics program we teach children to read easily, fluently and with good understanding and develop the habit of reading widely and often, for both pleasure and information.

### How RWI is taught

Children are taught in small groups which reflect their phonic knowledge and reading fluency. Children are assessed each half term and re grouped according to their progress. Reading teachers can request a midterm assessment if they have a child has made accelerated progress, the child can then be re grouped into the appropriate level. We make sure that pupils read books that are matched to their increasing knowledge of phonics and ability to read 'red words'; so they experience early reading success and gain confidence. The phonics groups are formed as below:

| Sounds and Books | What I will learn  | When I will learn  |
|------------------|--|--|
| A                | Read the first 16 Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e.<br>Learn to oral blend.<br>Learn to read simple words containing the sounds I have learnt.<br>Spell using Fred Fingers.   | Entry to Reception                                       |
| B                | Read 25 Set 1 single letter sounds 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.<br>Learn to blend simple words with the sounds I have learnt.<br>Spell using Fred Fingers  | I will know this by Autumn half term in Reception.       |
| C                | Read 25 Set 1 single letter sounds speedily<br>Blend simple words with sounds I have learnt with more independence.<br>Spell using Fred Fingers  | I will know this by the end of Autumn term in Reception. |
| Ditty            | Read Set 1 Special Friends, sh, th, ch, qu, ng, nk.<br>Read words with Special Friends:<br>Read 3-sound Alien words Spell using Fred Fingers   | I will know this by spring half term in Reception.       |
| Red              | Practice all Set 1 sounds speedily<br>Read 4 and 5 sound words<br>Read 3 and 4 sound nonsense words<br>Spell using Fred Fingers  | I will know this by the end of Spring term in Reception. |
| Green            | Read Set 2 sounds- ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.<br>Read matching Phonics Green Words including longer words.<br>Read nonsense words<br>Spell using Fred Fingers   | I will know this by summer half term in Reception.       |
| Purple           | Read Set 2 sounds and matching Phonics Green Words including longer words.<br>Words Read nonsense words<br>Spell using Fred Fingers<br>Once secure, read Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure.<br>Read matching Phonics Green Words | I will know this by end of Autumn half term Year 1.      |

|        |  |  |
|--------|--|--|
| Pink   | Read Set 2 sounds and matching Phonics Green Words including longer words.<br>Read nonsense words<br>Spell using Fred Fingers<br>Once secure, read Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure.<br>Read matching Phonics Green Words | I will know this by the end of the Autumn term in Year 1.      |
| Orange | Read Set 3 sounds sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure.<br>Read words containing the sounds including longer words.<br>Read nonsense words<br>Spell using Fred Fingers  | I will know this by the end of the Spring half term in year 1. |
| Yellow | Read Set 3 sounds sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure.<br>Read words containing the sounds including longer words.<br>Read nonsense words<br>Spell using Fred Fingers  | I will know this by the end of the Summer half term in Year 1. |
| Blue   | Read Set 3 sounds sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure.<br>Read words containing the sounds including longer words.<br>Read nonsense words<br>Spell using Fred Fingers  | I will know this by autumn half term in year 2.                |
| Grey   | Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily<br>Read nonsense words<br>Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words   | I will know this by spring half term in Year 2.                |

### Terminology

**Fred** - Fred is a frog puppet we use in sessions. He can only speak in sounds e.g. c-a-t

**Fred talk** - sounding out a word, saying each of the sounds before blending e.g. d-o-g

**Blending** –merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.

**Oral Blending** – listening to another person sound out, Fred talk a word and saying the word.

**Fred fingers** - ‘Pinching’ each sound from a word on your fingers to help spell a word. Also known as segmenting. This is used to write words.

**Green words** (Decodable words) – words that can be sounded out using phonics and blended (read).

**Red words** - Irregular words that cannot be sounded out. Also high frequency words that the children learn to read by sight.

**Alien Words** – nonsense words. Made up words that are used to practice reading skills.

**Fred in your Head** - still sounding out a word but doing so in your head rather than out loud and just saying the word out loud, this helps build fluency.

**Special friends** - Two or three letters working together to make one sound e.g. sh, ch, igh, air

**Split Friends** – two letters that make a sound but are separated by other letters e.g. o-e, i-e

| SET 1 |  | SET 2 |                   | SET 3 |                    |
|-------|--|-------|-------------------|-------|--------------------|
| Sound | Rhyme  | Sound | Rhyme             | Sound | Rhyme              |
| m     | Maisie, mountain, mountain.  | ay    | May I Play?       | ea    | Cup of tea         |
| a     | Around the apple, down the leaf  | ee    | What can you see? | Oi    | Spoil the boy      |
| s     | Slither down the snake   | igh   | Fly high          | a-e   | Make a cake        |
| d     | Around the dinosaur's bottom, up his tall 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 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, to the heel and around the toes.   |       |                   | ew    | Chew and stew      |
| f     | Down the stem and draw the leaves.   |       |                   | ire   | Fire fire          |
| e     | Lift off the top and scoop out 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 over his arm.  |       |                   |       |                    |
| 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  |       |                   |       |                    |

### How to support at home

- Make sure that they attend school every day, and that they are on time, as this will help your child to make the most progress.
- Listen to your child read, both their RWI storybook and other storybooks, every day.
- Read to them and always discuss the story you are reading to try to build your child's comprehension skills, inference and understanding.
- Practice the sounds they know at home. These are the sounds in the Speed Sound Chart at the start of the phonics storybooks.