

# Phonics in Errington Primary School



This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer: Sarah Rule

SLT/EET: Sarah Rule/Claire English/Allan Fishpool

Governors/Trustees: Anthony Senior

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact? No

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised? yes

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. Learn to oral blend. Learn to read simple words containing the sounds I have learnt. 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. Learn to blend simple words with the sounds I have learnt. Spell using Fred Fingers	I will know this by Autumn half term in Reception.
C	Read 25 Set 1 single letter sounds speedily Blend simple words with sounds I have learnt with more independence. 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. Read words with Special Friends: 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 Read 4 and 5 sound words Read 3 and 4 sound nonsense words 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. Read matching Phonics Green Words including longer words. Read nonsense words 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. Words Read nonsense words Spell using Fred Fingers 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. 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.	I will know this by the end of the

	Read nonsense words Spell using Fred Fingers 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. Read matching Phonics Green Words	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. Read words containing the sounds including longer words. Read nonsense words 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. Read words containing the sounds including longer words. Read nonsense words 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. Read words containing the sounds including longer words. Read nonsense words 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 Read nonsense words 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.

<b>Date of Approval/Revision</b>	December 2023
<b>Review interval (years)</b>	3 yearly
<b>Responsible Officer</b>	CEO
<b>Approval/review body (ies)</b>	Local Governing Body
<b>Date of next review</b>	December 2026
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