Phonic Teaching and Learning at Coley Primary

At Coley Primary School we aim for all our children to become fluent, confident readers who are passionate about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.
We can achieve this together through:

- **Read Write Inc. a program to help to your child read at school**
- **Encouraging children to develop a love of books by reading to them daily, at home and at school**
- **Giving children access to a wide range of books at school and at home**

At Coley Primary School we use Read Write Inc. Phonics (RWI) to give your child the best possible start with English. We have put together a guide to how the RWI programme works together with some useful links.

What is Read Write Inc.?

Read Write Inc.(RWI) is a phonics complete programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at Coley Primary School we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading.
RWI was developed by Ruth Miskin and more information on this can be found at https://ruthmiskin.com/en/find-out-more/parents/.

How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they work with children at the same level. This allows complete participation in lessons.

Nursery

When appropriate, children will be introduced to the initial sounds in short five minute sessions.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fictions books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Talking

The children

- They work in pairs so that they:
- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Year One & Year Two

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for half an hour. Once children become fluent speedy readers they will move on to Comprehension Group in Year 2

Five key principles underpin the teaching in all *Read Write Inc*. sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk



We use **pure sounds** (‘m’ not’ muh’,’s’ not ‘suh’, etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, ‘Fred Talk’. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

The children are taught the sounds in 3 sets.

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children 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

Please do not use letter names at this early stage

https://www.youtube.com/watch?v=dEzfpod5w_Q
to hear how to pronounce sounds correctly.

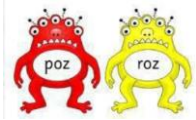
Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.



Step 2:
The children 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.**

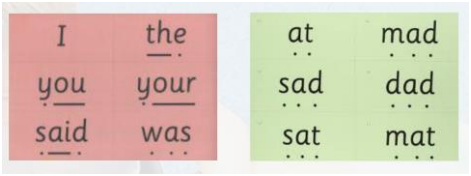
Long vowel sound	Set 2 Speed Sound cards **Teach these first**	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: 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?	

Nonsense words (Alien words)



As well as learning to read and blend real words children 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.
for further information on the Screening check.

Step 3:
Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:
Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.
Within all the books children 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 children's 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 children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills.

Spelling Quiz



A spelling quiz during phonic lessons will be held each week (This will only start in Reception when children are ready to write and form their letters). Children will use first use 'Fred fingers' to first sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.

Order of Story books: Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

<table>
<tr><th>Books</th><th>Year Group Expectations</th><th>Green Words in Books</th></tr>
<tr><td>Red Ditty 1-10</td><td>Reception</td><td>
Red Ditty books 1-10
Up to three Speedy Green Words are introduced per book.
<table>
<tr><td>Red Ditty book 1</td><td>it</td><td>on</td><td>a</td></tr>
<tr><td>Red Ditty book 2</td><td>him</td><td>big</td><td>in</td></tr>
<tr><td>Red Ditty book 3</td><td>sat</td><td>dog</td><td>cat</td></tr>
<tr><td>Red Ditty book 4</td><td>and</td><td>is</td><td>yes</td></tr>
<tr><td>Red Ditty book 5</td><td>up</td><td>can</td><td></td></tr>
<tr><td>Red Ditty book 6</td><td>got</td><td>sit</td><td>man</td></tr>
<tr><td>Red Ditty book 7</td><td colspan="3">No new Speedy Green Words in this book</td></tr>
<tr><td>Red Ditty book 8</td><td>get</td><td>an</td><td>us</td></tr>
<tr><td>Red Ditty book 9</td><td colspan="3">No new Speedy Green Words in this book</td></tr>
<tr><td>Red Ditty book 10</td><td>am</td><td>not</td><td></td></tr>
</table>
</td></tr>
</table>

Green 1-10	Reception	**Green story books 1-10** Up to **five** Speedy Green Words are introduced per book. Green Story Book 1: with, fat, thin Green Story Book 2: this, will, his, leg Green Story Book 3: had, fish, that, lot Green Story Book 4: bad, then, six, mix Green Story Book 5: ship, box, off Green Story Book 6: catch Green Story Book 7: bag, have, but, lots Green Story Book 8: black, long, pink, red, them Green Story Book 9: hot, cut, bit Green Story Book 10: went, milk, bed
Purple 1-10	Reception	**Purple story books 1-10** Up to **four** Speedy Green Words are introduced per book Purple Story Book 1: full, has, lost, left Purple Story Book 2: help, ran, wet, let Purple Story Book 3: at, shop, stop, chips Purple Story Book 4: swim, run, dad Purple Story Book 5: hid Purple Story Book 6: sang, job, thing, hat Purple Story Book 7: next, bug, log Purple Story Book 8: sand, back, stick Purple Story Book 9: cross, mum Purple Story Book 10: mat, mess, did
Pink 1-10	Reception/ Year One	**Pink story books 1-10** Up to **five** Speedy Green Words are introduced per book Pink Story Book 1: from, well, such, rest, best Pink Story Book 2: pet, smell, must, if Pink Story Book 3: sun, soft, hand, rock Pink Story Book 4: ask, cap, vest, sock Pink Story Book 5: along, drink, quick Pink Story Book 6: way, say, stay, day, yet Pink Story Book 7: green, keep, when, three, just Pink Story Book 8: night, right, might, play, feel Pink Story Book 9: follow, street, last, snow, throw Pink Story Book 10: grow, own, sleep, food, cool
Orange 1-12	Year One	**Orange story books 1-13** Up to **six** Speedy Green Words are introduced per book Orange Story Book 1: tell, may, think Orange Story Book 2: tree, teeth, fox, frog Orange Story Book 3: need, high, light, fright Orange Story Book 4: yellow, know, show, jump, slow Orange Story Book 5: too, low, cold, little Orange Story Book 6: Sunday, cook, good, feet, took Orange Story Book 7: car, smart, start, far, look Orange Story Book 8: sort, sing, floor, door, more Orange Story Book 9: which, hair, fair, party Orange Story Book 10: girl, shirt, birthday, fight, first, skirt Orange Story Book 11: out, about, see, round, house Orange Story Book 12: lucky, boy, away, join, lunch

Yellow story books 1-10

Up to **six** Speedy Green Words are introduced per book

Yellow 1-10 / Year One	Yellow Story Book 1	problem	began	wrong	spring	very	thanks
	Yellow Story Book 2	still	much	cannot	tomorrow	sweet	
	Yellow Story Book 3	bath	end	sell	himself	kitchen	king
	Yellow Story Book 4	pushed	head	bread	spread	bottom	
	Yellow Story Book 5	lived	giving	story	mind	foot	told
	Yellow Story Book 6	check	find	happy	kitten	holiday	being
	Yellow Story Book 7	funning	feeding	knee	body	creep	sheets
	Yellow Story Book 8	shook	seen	silly	tight	send	tonight
	Yellow Story Book 9	week	plant	window	lay	below	narrow
	Yellow Story Book 10	soon	glass	fresh	clock	slept	smooth

Blue story books 1-10

Up to **seven** Speedy Green Words are introduced per book

Blue 1-10 / Year One	Blue Story Book 1	until	beginning	apart	between	indeed	agreed	
	Blue Story Book 2	horse	animal	morning	before	across	chance	importantly
	Blue Story Book 3	fairy	unfair	children	stuck	almost		
	Blue Story Book 4	always	choose	upset	fantastic	thirsty		
	Blue Story Book 5	garden	ground	loud	stairs	found	sound	
	Blue Story Book 6	poor	hard	enjoy	marry	together		
	Blue Story Book 7	name	made why	take	mistake	same	place	instead
	Blue Story Book 8	please	really	least	leave	make		
	Blue Story Book 9	five	quite	time	life	smile	hide	while
	Blue Story Book 10	those	suddenly	alone	hole	wrote	home	

Grey story books 1-13

Up to **nine** Speedy Green Words are introduced per book

Grey 1-13 / Year One	Grey Story Book 1	likes	tune	use	June	nose	bite	rude	listen	
	Grey Story Book 2	saw	inside	pile	shadow	month	awful	angry	strange	
	Grey Story Book 3	space	often	square	prepare	scare	climb	chair	beware	
	Grey Story Book 4	remember	better	paper	never	heavy	clean	dirty		
	Grey Story Book 5	fetch	shout	noise	land	coat	doubt			
	Grey Story Book 6	straight	everything	face	afraid	complained	magic	these		
	Grey Story Book 7	pretty	lake	voice	spoke	ugly	owe	promise		
	Grey Story Book 8	knew	forget	blue	boat	white	rules	safe	mean	
	Grey Story Book 9	year	family	knock	dear	ready	Friday	nearly		
	Grey Story Book 10	picture	amazing	largest	behaviour	measure	mixture	parents	adventure	because
	Grey Story Book 11	station	celebration	invitation	congratulations	nurse	doctor	operation	middle	
	Grey Story Book12	dinosaur	forest	serious	enormous	delicious	dangerous	obvious	famous	
	Grey Story Book 13	silk	crowd	stupid	person	invisible	horrible	terrible	comfortable	

To help at home:

Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise!
If you have any other questions about RWI, please see your class teacher.

Phonics Screening Check Year One

What is the Year 1 phonics screening check?

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track pupils until they are able to decode.

Useful websites for Parents

Please find a list of websites that you may find useful in helping you and your child learn about phonics. Games and fun activity websites are also included.

http://jollylearning.co.uk/ - Games and information for parents
http://www.phonicsplay.co.uk/ - many games to play
http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/ - fun games for the children to play
http://www.ictgames.com/literacy.html - fun games for the children to play
http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm - fun games for the children to play and information for parents
http://www.ngfl-cymru.org.uk/ - fun games for the children to play
http://www.starfall.com/ - fun games for the children to play
http://www.firstschoolyears.com/ - fun games for the children to play
Sparklebox - lots of resources to print off and help you support your child at home
BBC Bitesize - many games to play covering all areas of the curriculum

Phonic Glossary

Glossary	Meaning
Phonics	A method of teaching children to read by correlating sounds with symbols (letters/ groups of letters).
Read Write Inc.	A published approach to teaching phonics written by Ruth Miskin
Phoneme	A single unit of sound which can be made using 1 or more letters e.g. 'ai' 'ee' 't'
Grapheme	Written letters which represent one single sound (phoneme) e.g. 'a' 's' 'ph' 'ai' Grapheme
Diagraph	Two letters which make one sound 'ea' 'ay' 'sh'
Split Diagraph	Two letters which make one sound but are split by another letter 'a-e' 'i-e' 'o-e'
Trigraph	Three letters which go together to make one sound 'igh' 'ear' 'air'
Segmenting	The opposite of blending. Splitting a word into individual sounds, used for spelling and writing.
Blend	Saying the individual sounds which make up a word and merging the sounds together to say the word.
Compound word	A word that contains two or more root words news+paper fire+work
Common Exception Word/ Tricky Word	Words that are tricky to sound out 'said' 'because' 'Mrs' or can't be phonetically decoded.
Pseudo/ Alien word	Words used to check phonics decoding skills which are not real.
Decoding	Breaking down a word into different phonemes to help read.
Sound Buttons	Dots which are written under a word to support reading. 