



Phonics

“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

Phonics Intent Statement

At Sunnyside Spencer Academy, we use a synthetic phonics programme called Read, Write, Inc. Read, Write, Inc. is a method of learning based upon a knowledge of how letters and sounds blend together to enable us to read and write words. Using this strategy, the children will learn to recognise a wide range of grapheme-phoneme correspondences and will start to read with greater accuracy and fluency. Throughout the programme, they will learn how to use their knowledge of phonemes to select the correct graphemes, in order to encode correctly for spelling. This will encourage children to focus on composing what they write. The children are assessed regularly, and grouped according to their phonic ability and level of fluency, and will learn to read in a small group with a teacher or teaching assistant. The Reading Leader will monitor teaching and learning consistently, providing targeted support, where necessary, to ensure that the children move through the programme at a good pace. At the end of each half termly assessment, the children will move into their new groups based on their progress. By the end of the year, most teachers will have had the opportunity to teach a range of different groups and as a result, have a clear vision of where the children have come from and what they need in order to progress.

<p>The Five Principles</p>	<p>Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about</p> <p>Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning</p> <p>Praise – ensure children are praised for effort and learning, not ability</p> <p>Pace – teach at an effective pace and devote every moment to teaching and learning</p> <p>Passion – be passionate about teaching so children can be engaged emotionally.</p>

Intent	Implementation	Impact
<p><u>Word reading</u> Children learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know.</p> <p><u>Language comprehension</u> We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again.</p> <p>We use similar emphases and intonation on each reading, so children can join in the retelling.</p> <p>Our picture books are for all children, whether they can read or not. For those who are still</p>	<p><u>Word Reading</u> We organise Read Write Inc. books and resources in a central area.</p> <p>All books read in RWI lessons progress according to the children’s phonic knowledge and skills.</p> <p>We also provide RWI book bag books for the children to take home.</p> <p>All home reading books are decodable, linked with each stage of the children’s phonic knowledge.</p> <p>We also implement ‘creative phonics’ to ensure pupils have the opportunity to use and apply their</p>	<p><u>Word reading</u> We aim for Read Write Inc. phonics to be redundant for the majority of our children, by the end of the Autumn Term in Year 2. However identified Year 2 and KS2 children who still require further support with phonics, also access RWI.</p> <p><u>Language comprehension</u> Teachers;</p> <ul style="list-style-type: none"> - Know the importance of reading stories to their children every day. - Know how to engage children in stories when reading aloud. <p>Parents;</p> <ul style="list-style-type: none"> - Know the importance of reading stories to their children at home

learning to read, we help them retell the story. For children who are able to read, we encourage them to enjoy reading and to retell the story events.



phonic skills in a fun and creative approach.

Language Comprehension
Each RWI story book includes key comprehension questions.

As a staff, we share stories to children with love, confidence and enjoyment, every day.

We organise parent workshops and 'breakfast with a book' sessions to support parents and ensure that they understand how important story time is at home.

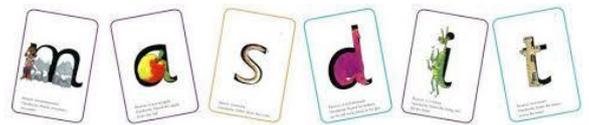
- Know how to read stories to their children.
- Read with their children most evenings.

Children;

- Are able to read books in line with their phonic knowledge and with increasing fluency.
- Enjoy listening to stories and poems.
- Can join in with many stories and poems.
- Learn new vocabulary.

Read, Write, Inc. Lessons

Reading



We begin by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

Order of teaching sounds

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. Set 1 sounds are the single letter sounds and set 1 special friend sounds. They are taught in the following order;

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. These are 'special friend' sounds.

When children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. may I play
- the letters that represent a sound (special friends)
e.g. ay



Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray.

When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

The tables below show each sound, the associated phrase and example green words for set 1 special friend sounds, set 2 and 3 sounds and additional sounds that are taught.

Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh	<i>*handwriting phrase</i>	ship, shop,
th		thing, thin,
ch		chip, chop, champ,
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	Stink, think, link, sink

Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool
oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That's not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt
ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ, joy

Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	make, cake, flake, bake
ea	Cup of tea	neat, real, clean, please
i_e	Nice smile	hide, shine, white, nice
o_e	Phone home	phone, bone, home, spoke
u_e	Huge brute	tune, rude, June, perfume
aw	Yawn at dawn	saw, law, raw, straw
are	Share and care	bare, spare, scare, flare
ur	Nurse with a purse	burn, turn, hurl, burp, lurk
ow	Brown cow	howl, down, brown, frown
oi	Spoil the boy	join, coin, voice, choice
ai	Snail in the rain	paint, train, rain, pain
e	e: he, she, me, be, we	he, she, we, be, me
oa	Goat in a boat	coat, throat, boat, float
ew	Chew the stew	flew, blew, crew, new
er	A better letter	over, weather, never
ire	Fire, fire!	spire, conspire, hire, fire
ear	Hear with your ear	fear, dear, gear, spear
ure	Sure it's pure	picture, mixture, adventure

Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	rescue, blue, glue, clue
ie	Terrible tie!	ties, tried, pie, lie
au	Paul the astronaut	Paul, August, author, pause
e_e	Go Steve and Pete!	even, Steve, Pete, theme
kn	Knock knock, who's there?	knight, knee, knock, knit, knot
ck	Tick tock clock	clock, pick, black, snack

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out nonsense 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 Check that the children complete at the end of year 1.



Learning to blend and Ditty Books



As soon as children have been taught a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session.

Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Children practice Fred talking the words until they become able to read them on sight. Ditty lessons follow on from this where children who are becoming excellent at reading single words are introduced to reading short sentences. Once children are confident reading the short sentences they are challenged to use their developing phonic knowledge to write a sentence.



Storybook Lessons

After ditty books, the next stage is storybooks. These books are closely matched to their developing phonic knowledge. The storybooks consist of green words linked to the sounds that they have been learning, red words and challenge words to extend the children's vocabulary. After children have practiced these words individually they are prepared to see them in context in the story. Comprehension activities, partner discussion and writing activities based on the book, follow on from reading.



Reading into writing

We use the following teaching strategies outside of the phonics session to help link what they have learnt in phonics to their writing. Writing activities include;

'Hold a sentence' which encourages the children to remember a whole sentence while focusing on spelling and punctuation

'Build a sentence' which gives the children the opportunity to create their own sentence to that shows the meaning of a word

'Edit a sentence' which allows the children to critique a sentence using their knowledge of spelling, punctuation and grammar.

Children also complete longer pieces of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Learning environment



Simple Speed Sounds												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												
a	e	i	o	u	ay	ee	igh	ow				
oo	oe	ar	or	air	ir	ou	oy					

Complex Speed Sounds												
z	l	m	n	r	s	v	z	sh	th	ng	nk	
ff	ll	mm	nn	rr	ss	vv	zz	tt	ll	kk		
ph	le	mb	kn	wr	se	ce						
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg	h	j	pp	qu	tt	wh	x	y	tch
ck						ge						
a	e	i	o	u	ay	ee	igh	ow				
ea					ai	ee	ie	oa				
					ea	ee	ie	oa				
					ee	ie	oa					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
ue					oor	are	ur	ow	oi			
ew					are	aw	er					
					ou							



Speed Sounds Set 1

m	a	s	d	t
i	n	p	g	o
c	k	u	b	f
e	l	h	sh	r
j	v	y	w	th
z	ch	qu	x	ng
				nk

