

Phonics at Arlecdon and Thornhill

Phase 1 phonics

Before we begin linking letters to sounds children will practice speaking and listening using activities linked to the 7 areas of phase 1 phonics:

environmental sounds
instrumental sounds
body percussion
rhythm and rhyme
alliteration
voice sounds
oral blending and segmenting

Phase 1 activities will continue through Nursery until we are sure that children's speaking and listening is secure, then we will begin the next phase of phonics.

Read Write Inc

The next phase introduces letter sounds (phonemes) and how each sound is written (grapheme). This phase will normally begin around spring or summer term in the final year of Nursery (as children are around 4 years old). We use the Read Write Inc (RWI) scheme to ensure fidelity of phonics teaching across all classes. Phonics sessions are timetabled for each class every day.

Fred Talk

We use **pure sounds** (*m* not *s* not 'suh', etc.) so that all children will be able to blend the sounds into words more easily.

The scheme uses a puppet called Fred to demonstrate segmenting sounds- 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.



RWI teaching sequences

English has 44 Phonemes and RWI teaches these in 3 sets.

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. Each sound has a picture linked to the grapheme and rhyme. Set 1 sounds are taught in Nursery and Reception. We do not use the letter name or capital letters at this early stage



Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slither down the snake
d	Round the dinosaur's bottom, up his tall 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 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 to the heel and 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
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 curl 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.
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 past her earring and down her hair
x	Down the arm and leg and repeat the other side
ng	A thing on a string
nk	I think I stink

Set 2:

The children are then taught **Set 2 Sounds** - the long vowels. Set 2 sounds are taught in Reception.



Set 2 Sounds	Rhyme
ay	ay: may I play
ee	ee: what can you see
igh	igh: fly high
ow	ow: blow the snow
oo	oo: poo at the zoo
oo	oo: look at a book
ar	ar: start the car
or	or: shut the door
air	air: that's not fair
ir	ir: whirl and twirl
ou	ou: shout it out
oy	oy: toy for a boy

Set 3.

Set 3 sounds are taught when children are secure in recognising, reading and writing all Set 1 and 2 sounds, this would generally be in Year One.



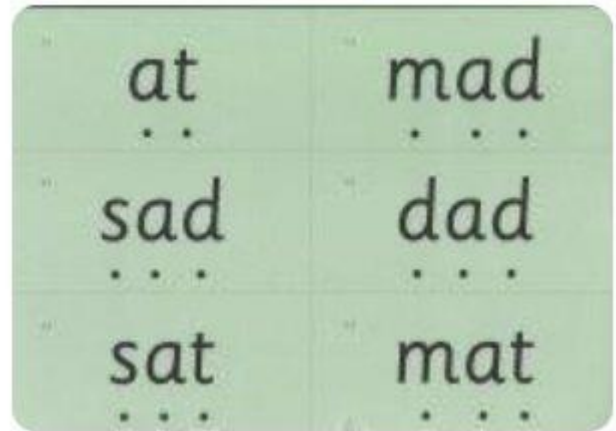
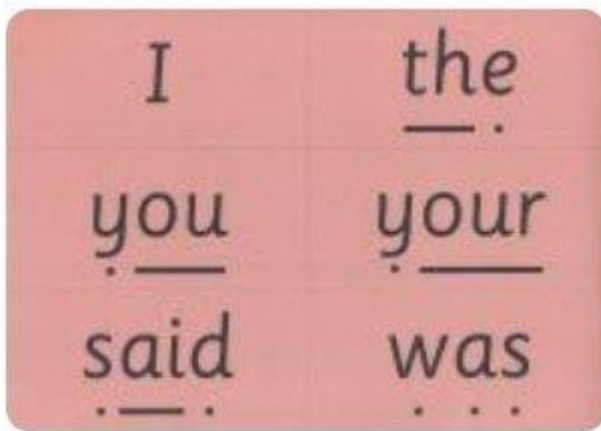
Set 3 sounds	Rhyme
ea	ea: cup of tea
oi	oi: spoil the boy
a-e	a-e: make a cake
i-e	i-e: nice smile
o-e	o-e: phone home
u-e	u-e: huge brute
aw	aw: yawn at dawn
are	are: share and care
ur	ur: nurse for a purse
er	er: a better letter
ow	ow: brown cow
ai	ai: snail in the rain
oa	oa: goat in a boat
ew	ew: chew the stew
ire	ire: fire fire!
ear	ear: hear with your ear
ure	ure: sure it's pure?

Reading and writing

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The stories within ditty books are short and children use sound-blending (Fred Talk) to complete shared reading activities for story green and red words and the ditty story. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Eg the, I, my, you

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 children have completed the Ditty book series they will move through the different colour coded levels.

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. Each book has a Get Writing book with linked writing activities. Some of the activities are:

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Proof read a sentence is an activity that encourages children to spot mistakes in a sentence and work with a partner to correct the errors.

Write about activities allow children to compose and write their own sentences linked to the book they have read.

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.

Spelling:

Each day the children are supported to develop their spelling skills (This will only start in Reception when children are ready to write and form their letters). Children will 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 they will continue to receive appropriate support and teaching to ensure they are secure in each stage and become successful readers

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

RWI reading at home:

Children can use RWI levelled books and Book bag books to practise reading 1:1 with teaching staff and at home. Books begin with simple sound blending books which use Set 1 sounds to create single words rather than story books. Children then move through colour coded reading books in the same progression as above

Assessment

All children's recognition of individual sounds and segmenting/ blending will be assessed each half term, however formative assessment takes place each lesson as sound knowledge and word reading is revisited during each daily sound session.