



'ad omnia paratus'

BURTON JOYCE PRIMARY SCHOOL



Phonics Curriculum &
Parent Information

Phonics Curriculum Statement



BURTON JOYCE
PRIMARY SCHOOL

Intent

At Burton Joyce Primary School, we believe that reading is the key to all learning and we are fully committed to making sure that every child loves reading and is a confident reader by the end of Key Stage One (Year Two).

We follow **Read Write Inc Phonics** which ensures that reading is taught in a systematic, discrete way with phonics as the prime approach to teaching early reading.

Implementation

What is Read Write Inc Phonics?

Read Write Inc. is a DfE validated phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables ALL children to achieve high levels of reading success.

Who Teaches RWI Phonics?

We have a dedicated team of teachers and teaching Assistants who have all received RWI phonics training. They are passionate about achieving success and take part in regular practice meetings for coaching and training purposes. The scheme is overseen by the Reading Leader, who will monitor RWI sessions and ensure that all teaching is high quality and that children are focused and engaged.

What and When?

- Daily phonics sessions with children grouped according to stage, not age.
- Daily 'Storybook' sessions, **everyone reads books that match the sounds they know in a group every day.**
- Reading books that match sounds children know are sent home to be read independently to consolidate learning.
- Children can also take a 'reading for pleasure' book to be read with or by an adult to provide a broad and rich reading experience.

Planning:

- All planning follows the sequence of sounds and blueprint lessons plans from Read Write and use common habits and routines that include:
 - Spotting special friends (identifying digraphs and trigraphs)
 - Fred Talk (saying the sounds individually out loud then blending the word)
 - Fred in your head (saying the sounds individually in your head)Speedy Reading
 - Reading alien words
 - Spelling using Fred Fingers



Impact

Assessment:

- Each child is carefully assessed and placed into a RWI group based their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Your child might not be taught phonics by their own class teacher however all information and session notes are passed on from their RWI Tutor to enable further guidance and support in all subsequent lessons.
- Children are **assessed each half term** using Read Write Inc assessments. This ensures all pupils keep up and that gaps identified are re-taught in phonics sessions, 1:1 tutoring or in partnership with parents.
- Any children who are not making sufficient progress will be given targeted intervention or additional 1:1 support.

The Scheme: the children follow this progression whilst learning phonics.

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	q	x	ng	nk	

Speed Sounds Set 2

ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy
----	----	-----	----	----	----	----	----	-----	----	----	----

Speed Sounds Set 3

ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious

Each sound has a sound and an accompanying rhyme.

Simple Speed Sounds Chart (for Set 1 and Set 2 Sounds)

Simple Speed Sounds

Consonant sounds - strictly

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonant sounds - journey

b	c	d	g	h	j	p	qu	t	w	x	y	ch
k												

Vowel sounds - beauty

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - strictly

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Simple Speed Sounds Chart (for Set 3)

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Alongside these sounds they also learn red words (tricky words), which are difficult to blend but are key words they need to read and access texts (eg. the, said, your)

Green words:



Use Fred Talk – point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word.

Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly (Fred in your head) then saying the word out loud.

Red words:

The children should be told these words and practise sight reading them (without blending – remember, you can't Fred a red!).

Red Words (Tricky Words)

Red for a while words. These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word! Practise these so they can read them by sight (not blending). You could cut them out to use for games (laminating might be useful!).

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

Set 1 green words

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
sh <u>o</u> p	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	sh <u>i</u> p	l <u>e</u> t

1.5

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	j <u>a</u> m	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

w <u>in</u> g	ch <u>in</u>	th <u>ic</u> k
ch <u>o</u> p	ch <u>a</u> t	qu <u>i</u> t
qu <u>i</u> z	s <u>i</u> ng	th <u>in</u> g
ban <u>g</u>	th <u>i</u> s	th <u>i</u> n
fix	s <u>i</u> x	zag
z <u>i</u> p	fo <u>x</u>	bo <u>x</u>

st <u>in</u> k	w <u>in</u> k	ba <u>ck</u>
sk <u>in</u>	sl <u>id</u>	sl <u>ip</u>
gr <u>in</u>	pr <u>op</u>	pr <u>am</u>
fr <u>om</u>	cl <u>ip</u>	gr <u>an</u>
h <u>an</u> d	st <u>an</u> d	st <u>am</u> p
fl <u>op</u>	fr <u>og</u>	ju <u>mp</u>
bl <u>ac</u> k	fl <u>ag</u>	th <u>in</u> k
sk <u>ip</u>	be <u>st</u>	tr <u>ip</u>
bl <u>ob</u>	br <u>at</u>	dr <u>ip</u>
dr <u>op</u>	bl <u>ip</u>	fl <u>uff</u>
dr <u>ess</u>	h <u>uff</u>	me <u>ss</u>
te <u>st</u>	tr <u>ap</u>	sp <u>it</u>
st <u>op</u>	sp <u>ot</u>	st <u>rop</u>

Set 2 green words

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

to <u>o</u>	fo <u>o</u> d	mo <u>o</u> n
zo <u>o</u>	po <u>o</u> l	spo <u>o</u> n

2.6

to <u>o</u> k	bo <u>o</u> k	co <u>o</u> k
lo <u>o</u> k	sh <u>o</u> o <u>k</u>	fo <u>o</u> t

2.7

ca <u>r</u>	pa <u>r</u> t	ha <u>r</u> d
st <u>a</u> r <u>t</u>	st <u>a</u> r	sh <u>a</u> r <u>p</u>

2.8

so <u>r</u> t	sh <u>o</u> r <u>t</u>	ho <u>r</u> se
spo <u>r</u> t	fo <u>r</u> k	sh <u>o</u> r <u>t</u>

2.9

f <u>ai</u> r	h <u>ai</u> r	ch <u>ai</u> r
st <u>ai</u> r	<u>ai</u> r	<u>ai</u> r

2.10

g <u>ir</u> l	b <u>ir</u> d	th <u>ir</u> d
wh <u>ir</u> l	tw <u>ir</u> l	di <u>rt</u>

2.11

o <u>u</u> t	sh <u>ou</u> t	l <u>ou</u> d
m <u>ou</u> th	r <u>ou</u> nd	f <u>ou</u> nd

2.12

t <u>oy</u>	b <u>oy</u>	en <u>joy</u>
-------------	-------------	---------------

Set 3 green words

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
------	-------	------

3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

r <u>u</u> d <u>e</u>	br <u>u</u> t <u>e</u>	J <u>u</u> n <u>e</u>
-----------------------	------------------------	-----------------------

3.7

s <u>a</u> w	l <u>a</u> w	d <u>a</u> wn
cr <u>a</u> wl	p <u>a</u> w	y <u>a</u> wn

3.8

sh <u>a</u> r <u>e</u>	d <u>a</u> r <u>e</u>	sc <u>a</u> r <u>e</u>
sq <u>a</u> r <u>e</u>	b <u>a</u> r <u>e</u>	c <u>a</u> r <u>e</u>

3.9

b <u>u</u> rn	t <u>u</u> rn	sp <u>u</u> rt
n <u>u</u> r <u>s</u> e	p <u>u</u> r <u>s</u> e	h <u>u</u> rt

3.10

n <u>e</u> v <u>e</u> r	b <u>e</u> t <u>t</u> e <u>r</u>	w <u>e</u> a <u>t</u> h <u>e</u> r
a <u>f</u> t <u>e</u> r	p <u>ro</u> p <u>e</u> r	c <u>o</u> r <u>n</u> e <u>r</u>

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> id	t <u>r</u> ain	p <u>a</u> int
r <u>a</u> in		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
t <u>hr</u> oat	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
fl <u>ew</u>	d <u>rew</u>	gr <u>ew</u>

3.15

f <u>ir</u> e	h <u>ir</u> e	w <u>ir</u> e
b <u>on</u> fire	in <u>sp</u> ire	con <u>sp</u> ire

3.16

hear	dear	fear
near	year	ear

3.17

picture	mixture	creature
future	adventure	temperature

3.18

delicious	suspicious	vicious
scrumptious	precious	ferocious
tradition	attention	celebration
conversation	congratulation	exploration

Reading at Home

How can I support my child with reading?

Whilst your child is learning to read, we cannot stress enough how important it is for children to hear good stories being read to them. Loving reading and learning to read for pleasure is just as important as learning sounds. Hearing you read a book with expression (your voice choice) and talking about what they have read allows children to absorb the rich language and vocabulary, develop basic comprehension skills and learn to love books. Through Key Stage One the children should always bring a reading for pleasure book home for you to share together.

When your child is learning to blend, they will be given RWI Blending books. To help your child with these, ask them to try to 'Fred Talk' the word and blend it together ... when they turn the page they will see if they were right! Encourage them to sound out carefully using pure sounds and give lots of praise and support for effort and success.



Once confident in blending, children will begin to receive RWI bookbag books. These books are matched to the sounds they know and we ask that the books are read and re-read three times to build self-esteem and enjoyment in reading as well as to allow them to show off their reading skills to you! There are useful instructions for parents at the front of the book.

In the **first read** your child will be focussing on reading each word individually and it may seem robotic. In this phase very little comprehension of the story is likely. In the **second read**, their word recognition will become quicker allowing a faster pace and better understanding of the story. In the **third read**, the speed should be much quicker and therefore the child is using more brain power to understand the story rather than on reading each word. This is the point when the story becomes meaningful and pleasurable and they can answer questions based on the content. There are questions at the end of the book to check understanding and promote discussion of the story.

Reading should be relaxed and enjoyable and lots of praise should be given when children are successful and putting in effort. Please try not to get frustrated if your child is struggling as this likely to put them off trying, instead encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful. If in doubt show them how and then let them have a turn!