



Phonics Rationale

Aim

At Beechwood our pupils learn to read and write effectively and quickly using the OFSTED recommended Read Write Inc (RWI) phonics programme. Early, effective phonics teaching and learning is essential for achieving high attainment in reading and writing. Additionally, children's confidence with phonics is integral to the curriculum and is used in all subjects. Consequently, achievement in this area benefits every area of pupils' development.

The Read Write Inc. Phonic programme:

The programme is for:

- pupils in Year R to Year 2 who are learning to read and write
- any pupils in Years 2, 3 and 4 who need to catch up rapidly.
- children in Years 5 and 6 who have additional needs
- children who start our school with little or no English

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' words on sight
- understand what they read
- spell quickly and easily by segmenting the sounds in words

At Beechwood, these skills are embedded within daily RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using a systematic and synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge to build on what they already know.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'tricky words'.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud

until they are confident to write independently. We make sure children write every day during phonics lessons.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Teaching and learning

Our daily speed sound lessons are taught by trained RWI teachers who follow a specific lesson structure to ensure that there is a consistent and clear approach to the way we teach phonics across all year groups at Beechwood (appendix 1.1). We ensure that the following principles are evident in all phonics lessons.

Praise: Children learn quickly in a positive climate.

Pace: Clear and consistent behaviour management signals allow a good pace to the lesson - essential to the delivery. **Purpose:** Every part of the lesson has a specific purpose.

Passion: This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation: A strong feature of RWI lessons is child participation. There is lots of talk and repetition between pupils and the teacher.

Perseverance: It is important to remember to never give up! Every child can learn to read if you persevere.

Alongside these principles staff rigorously model the correct enunciation of sounds during and outside of phonics lessons (appendix 1.2).

Organisation

Children begin being taught phonics in Reception as soon as their baseline assessments are completed. Children in year 1 and 2 resume phonics lessons as soon as the new academic year starts back. Each speed sound phonics lesson is twenty minutes and the sounds taught during these lessons match the needs of the children in the groups. Children are taught sounds in sets starting from set 1 to set 3. The sounds in these sets are taught in a specific order and are then reviewed depending on the needs of the children (appendix 1.3). In addition to speed sound lessons, Year R have twenty minutes of 'blending' which involves magnetic boards and oral blending. Once they are able to blend they move onto Ditties/RWI books. Children in the rest of the school have 30 minute daily guided reading sessions that support their reading and phonics level.

Reception

September - December	20 mins speed sounds 20 minutes blending
December - end	20 minute speed sounds 20 minute daily ditties or blending

Year one

Sept – July	20 minute daily speed sound lessons
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Year two/Pupils still receiving phonics

Sept – July	20 minute daily speed sound lessons
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Consistency

We ensure that the phonics teaching at Beechwood is not only good but also consistent by completing regular 'masterclass' sessions, learning walks and team-teaching sessions. Masterclass sessions are held to address any issues that may have arisen either from learning walks or assessments. Staff are asked to actively take part in masterclass lesson that may be in the form of either a modelled lesson by the reading leader, question and answer sessions or picking up on small, specific parts of a lesson to ensure clarity (appendix 1.4). Alongside masterclass sessions, RWI teachers are given a list of 'non negotiables' to once again ensure maximum consistency between all the different levels of groups from year R to anyone in KS2 that is receiving extra phonics sessions. The 'non negotiables' help to ensure we have clear expectations of classroom environments, resources, and lesson structures (appendix 1.5).

Tracking and assessment

We use the RWI tracking/assessment system to best assess the phonics progress of the children at Beechwood. At the end of every half term and term the children are assessed by their class teacher using RWI testing materials alongside the 'How to test document' (appendix 1.6/1.7). The materials assess a pupils' sound to grapheme correspondence and ability to apply phonic knowledge to decode regular words and nonsense words (appendix 1.8). Pupils' progress is tracked, to record their phonic knowledge and decoding skills, and this information is used to reorganise groups, RWI home reading book levels and the focus of the phonics input of the lesson. Summative assessment is used to update RWI tracking sheets, which monitors pupils' progress over time (appendix 1.9).

We have a separate tracking system for the children in year one and those in year two who need to retake the Governments Phonics Screening test. Children in year 1 and those in year 2 are tested using phonics screening test materials from previous years. These test results are tracked and analysed against the expected levels for specific points in the year (appendix 2.0) Any child not reaching the expected score is placed on an intervention specific to their phonics needs. Teachers use the RWI

test alongside the phonics screening test to see which sounds need to be reviewed/retaught during intervention time.

Progression

We have a clear map of progression through our phonics programme to ensure we know where our children should be at different points of the year. This progression map is shared explicitly with RWI teachers to ensure they are clear about the progress the children in their phonics group need to make. By having a clear map we are able to identify children that are not making enough progress (lowest 20%) and ensure they receive interventions specific to their phonics needs, supporting all children to become confident and fluent readers. We are also able to highlight children that are making speedy progress and provide them with appropriate challenge (appendix 2.1).

Inclusion

All children are entitled to access RWI resources and teachings at a level appropriate to their needs arising from race, gender, ability or disability. Through communication with the schools SENDCO, reading leader and senior leadership team, RWI teachers have embedded a range of inclusion strategies into their practice and are aware of the special educational needs of the children in their RWI group, as well as those who have English as an additional language. We take time to organise our seating plans to ensure children who may need additional support within a lesson are sat at the front of our 'V'. The 'V' is a term we use to create carpet seating plans with the children needing support at the front, closest to the teacher.

'Teach a child to read and keep that child reading and you will change everything.'

And I mean everything.'

Jeanette Winterson

Appendix 1.1

Lesson structures

Set 1	Set 2	Set 3
New/Review sound –	Hear and say the sound (don't show the card)	Hear and say the sound (don't show the card)
Hear it/Say it: MTYT into the new sound	Read the sound –	Read the sound –
Read the sound	Word time – Reading words using fred talk.	Word time – Reading words using fred talk.
Speed sounds Review (place the new card in with your pack – 'There you are!')	Read the card – Look for the digraph – Say the digraph and blend.	Read the card – Look for the digraph – Say the digraph and blend.
Write – Write the sound	Read review – Fred in your head.	Read review = FIYH
Speed write – Write other sounds to review	Alien words -	Alien words -
Spell – CVC words (mat, Sat Etc)	Spell – At tables – Model how many sounds are in a word eg – P, l, ay. 3 sounds – lets write it.	Spell – At tables – Model how many sounds are in a word eg – P, l, ay. 3 sounds – lets write it. USE
Fred talk orally – Blending with fred	Mark each spelling with the children after writing it – If you have a p give yourself a tick – One tick for the digraph.	ALPHABET NAMES Mark each spelling with the children after writing it – If you have a p give yourself a tick – One tick for the digraph.
Word time- Blending with boards.	Write words that are on the back of the RWInc card then review previous sounds in spellings.	Write words that are on the back of the RWInc card then review previous sounds in spellings.
Word time reading – Green cards set 1.1	Back to the carpet. Speed words – Children should have a box of green words that they can read at speed .	Back to the carpet. Speed words – Children should have a box of green words that they can read at speed .

Appendix 1.2

Enunciation of sounds

<u>Stretchy Sounds</u>	<u>Bouncy Sounds</u>	<u>Vowles</u>
<p>These first sounds should all be stretched slightly. Try to avoid saying uh after each one.</p> <p>e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.</p> <p>m – mmmmmountain (keep lips pressed together hard)</p> <p>s – ssssnake (keep teeth together and hiss – unvoiced)</p> <p>n – nnnnnnet (keep tongue behind teeth)</p> <p>f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)</p> <p>l – llllleg (keep pointed curled tongue behind teeth).</p> <p>r – rrrrrrobot (say rrr as if you are growling)</p> <p>v – vvvvvvulture (keep teeth on bottom lip and force air out gently)</p> <p>z – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)</p> <p>th – thhhhank you (stick out tongue and breathe out sharply)</p> <p>sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)</p> <p>ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)</p> <p>nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)</p>	<p>These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end ofthe sound:</p> <p>t – (tick tongue behind the teeth – unvoiced)</p> <p>p - (make distinctive p with lips – unvoiced)</p> <p>k – (make sharp click at back of throat)</p> <p>c - as above</p> <p>h – (say h as you breathe sharply out – unvoiced)</p> <p>ch- (make a short sneezing sound)</p> <p>x – (say a sharp c and add s – unvoiced)</p> <p>You will find it harder to avoid saying uh at the end of these sounds.</p> <p>d – (tap tongue behind the teeth).</p> <p>g – (make soft sound in throat).</p> <p>b –(make a short, strong b with lips).</p> <p>j – (push lips forward).</p> <p>y – (keep edges of tongue against teeth).</p> <p>w – (keep lips tightly pursed).</p> <p>qu – (keep lips pursed as you say cw – unvoiced)</p>	<p>a: a-a-a (open mouth wide as if to take a bite of an apple).</p> <p>e: e-e-e (release mouth slightly from a position).</p> <p>i: i-i-i (make a sharp sound at the back of the throat – smile).</p> <p>o: o-o-o (push out lips; make the mouth into o shape).</p> <p>u: u-u-u (make a sound in the throat).</p>

Appendix 1.3
Order of 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

Set 2

ay	ee	igh	ow	oo	oo	ar	or	air	ir	ow	oy
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Set 3

ea	oi	a-e	i-e	o-e	u-e	aw	are	ur	er
ow	ai	oa	ew	ire	ear	ure	tion	cious	tious

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



Extra sounds that need to be covered

au	oe	e-e	ie	ph	ue	wh
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Appendix 1.4

Example of masterclass notes.



Phonics Masterclass notes – 28th January 2020

Discussion points

- New non-negotiables – Is there anything on the new list that anyone needs support with?
- Resources – If you are lacking resources please see me. We probably have things in school
- Set 1, 2 and 3 lesson plans – These plans are quite detailed so that It makes it easy for you to follow – I have added even more detail, and these were emailed on Monday 27th January.
- Modelling of letters/digraphs/trigraphs – individual letters must have pre flicks and exit flicks and digraph/trigraphs must be joined up on cards and speed sound charts. When writing sounds please model them in cursive text.
- Next phonics masterclass – Is there an element of RWInc you would like to see covered/need help with?

- Today – 28th January – I am modelling a set 2 lesson – My aim is to teach it like I would with a group of children, but I will stop and explain parts if anyone needs me to!

Space for notes

Appendix 1.5

Example of non negotiables



Phonics - Non – negotiables

January 2020

Learning environment

- ALL Speed sound charts must be edited to show the correct cursive letter formation and must be referred to in a lesson so children make the link between the sounds taught and the speed sound chart.
- Speed sound cards must show cursive script with single letter showing pre-cursive and digraphs/trigraphs must be joined. (use a sharpie)
- Table top SSCHs must be appropriate for the group that you are teaching. EG if you are teaching set 2 the chart needs to have set 2 sounds on.
- Seating plans need to be used and in place to ensure no time is wasted.
- Staff must be using and wearing pinnies to promote and embed the sound taught that day.
- Remember that although Phonics is 20 minutes a day it should be talked about and addressed in all areas of learning. This can be directly linked to story time and the introduction of new vocabulary.
- Resources, cards and green cards should be prepared before the lesson to enable phonics lessons to keep their much-needed pace.

Lesson structure

- RWInc structure for set 1, 2, or 3 must be followed during a speed sound lesson.
- Green cards – When the children first read these, they need to say the new sound first before blending the word. There then should be an explanation of the meaning to help develop vocabulary.
- Slam down boxes need to be in use in ALL RWInc set 2 or 3 lessons. This is to increase the speed children read words they already know. This will also help to stop the children relying on blending all words.
- New sound needs to go into the pinny during the lesson so children are aware you will be checking their understanding later in the day.
- When modelling and teaching the sounds it is important that they are pronounced correctly, and children must be corrected when sounds are not pronounced right. See this website for sound pronunciation <https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>
- Praise should be evident in all lessons. A list of praise phrases are listed below...
 - Firework
 - Marshmallow clap
 - Smarty pants
 - Pat on the back
 - High 5 to a friend
 - Super sounds thumbs up
- PACE – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way.
- Staff need to promote a passion for phonics.

Appendix 1.6

How to test.

Completing the Read, Write INC screening

- Please use the most up to date screening test
- Each child must complete the screening unless they are already off phonics.
- Use the accompanying documents in order to place the child in the correct letter bracket (a, b, c, etc..)
 - All staff to keep their own test data in a labelled folder in their classroom
- Don't go through the entire test if children are heavily relying on blending/sounding out. Use the accompanying document to guide you.
 - When completing the test please use the following signs below
 - Please use the following colours to highlight off the sounds/words
 - Ensure all children's data is loaded on to the system by the date set.

Colours for each half term.

End of autumn 1	Orange
End of Autumn 2	Red
End of Spring 1	Green
End of spring 2	yellow
End of summer 1	Pink
End of summer 2	blue

The following signs/symbols must also be used when completing the test

Child can't sound out or does not attempt to read the word.	• (dot above word)
Child sounds out the word and blends it successfully	F/
Child sounds out but blends unsuccessfully	• F
Child reads the word or sound without blending or sounding out	Highlight through the word/sound with the colour that matches the term they read it in.

Appendix 1.7

Testing dates

Baseline	September
Autumn 1	October half term
End of Autumn	December- End of term
Spring 1	February half term
End of Spring	April-End of term
Summer 1	May half term
End of Summer	July-End of term

Appendix 1.8

Example of testing materials

7		Assessment and grouping	
Sound and Word Entry Assessment Placement Chart			
	Sound and Word Assessment	Degree of sound blending used	Speed sounds to teach and review
A	No or few sounds	No blending	Teach Set 1 sounds Word Time! 1, 2, 3
B	m a s d t i n p g o c k u b f e l h r j v y w v x z sad fan tap map cup bid run hen gep rup baf lid ved	Sounds out most real and nonsense words	Review Set 1 sounds (Focus upon th, sh, ch, ng, nk) Review Word Time! 1, 2, 3 Teach Word Time! 4, 5
C	sh th ch qu ng nk shop chip rush thin ring sink quan lash chup ling thip	Sounds out most real and nonsense words	Review Set 1 sounds Review Word Time! 1-5 Teach Word Time! 6, 7
D	splosh thick hand dress click scomp roll steff pand plick	Sounds out all words and can read approx. 6 B-D <i>real</i> words with instant sound blending	Review Set 1 sounds and Word Times. Teach Set 2 sounds. Review Green words in mixed sets.
E	ay ee igh ow oo oo play sleep flight blow spoon shook	Sounds out all words and can read approx. 12 B-E <i>real</i> words with instant sound blending	Review Set 2 sounds. Review Green words in mixed sets.
F	ar or air ir ou oy part horse fair whirl shout toy	Sounds out all words and can read most B-F <i>real</i> words with instant sound blending	Review Set 2 sounds. Review Green words in mixed sets. Start teaching Set 3 sounds and words for reading.
G	night round joy chair girl hard slorf slair flarf zay stoon trow ploun pleeg	Sounds out all words and can read most B-G <i>real</i> words with instant sound blending	Review Set 2 sounds. Review Green words in mixed sets. Teach Set 3 for reading and spelling.
H	ā-e î-e ô-e ea shake pipe smoke clean pake jike doke feap	Sounds out all words and can read most B-H <i>real</i> words with instant sound blending	Review Set 3 for reading and spelling.
I	ū-e ai oa ew oi ire ear er aw ow ure are ur slain float shrew spoil fire hear her claw brown pure share burn rude scur gloip slaw gler scare plare clowp smire skew scroap ruke graip hure	Sounds out all words and can read most B-I <i>real</i> words with instant sound blending	Review Set 3 for reading and spelling.
J	complain delay mistake disagree recognise tomorrow continue remark disappoint inspire admire attention delicious	Sounds out all words and can read most B-J <i>real</i> words with instant sound blending	Child can progress on to <i>RWI Spelling</i>

Appendix 1.9

Example of tracker

	Speed Sounds/ Word Time Group A WT1-3 Teach set1 sounds Word time 1,2,3	Group B WT 1-5 Review set 1 sounds (Focus on th, sh, ch, ck) Review WT 1, 2, 3 Teach word time 4,5	Group C WT 1-7 Review set 1 sounds Review WT 1-5 Teach word time 6,7	Group D WT 1-7 SS 2 Review set 1 sounds Review WT 1-7 Teach set 2: ay, ee, igh, ow, oo, oo	Group D WT 1-7 SS 2 Review set 1 sounds Review WT 1- 7 Teach set 2: ay, ee, igh, ow, oo, oo	Group E SS 2 Review set 2: ay, ee, igh, ow, oo, oo Teach set 2: ar, or, air, ir, ou, oy	Group F SS 2/3 Review set 1 and 2 sounds Teach letter names.	Group G SS 3 Review set 1 and 2 sounds Teach set 3: a-e, i-e, o-e, ea	Group H SS 2/3 Review set 2 and 3 sounds a-e, i-e, o-e, ea. Teach rest of set 3.	Group I SS 3 Review sets 2 and 3 sounds	No longer on phonics J RWI Get Spelling
Sept 2019 Receptio n											
Sept 2019 Year 1											
Sept 2019 Year 2											

Appendix 2.0

Government phonics screening test – Dates and expected progress.

<u>Government Phonics screening test</u>	
<u>Dates</u>	<u>Expected scores</u>
Baseline - November	15
February	23
April	30
May	35
June	35+

Appendix 2.1 Progress map



Phonics progress map

<u>Expected progress</u>	<u>Sounds</u>	<u>RWInc book colour</u>
Reception Aut 1	Set 1	No words
Reception Aut 2	Set 1 + reading word time 1-5	Blending books
Reception Spring 1	Set 1+ word time 6 and 7 + ditties	Ditties (RED)
Reception Spring 2	Set 1 + word time 6 and 7 + ditties	Ditties (RED)
Reception Summer 1	Set 1 Review – Teach Set 2 ay, ee, igh, ow, oo and oo	Green
Reception Summer 2	Set 2 ay, ee, igh, ow, oo and oo	Purple

Year one

<u>Expected progress</u>	<u>Sounds</u>	<u>RWInc book colour</u>
Year 1 Aut 1	Review of all set 1 and 2 When ready begin to teach set 2 ar, or, air, ir ow and oy.	Purple
Year 1 Aut 2	Set 2 review all.	Pink
Year 1 Spring 1	Teach letter names and begin to teach Set 3 beginning with a-e, ea, i-e, o-e	Orange
Year 1 Spring 2	Continue with set 3 following sound sequence.	Yellow
Year 1 Summer 1	Review set 2 and Set 3 (alternative digraphs)	Yellow/Blue
Year 1 Summer 2	Set 3	Blue

Year 2

<u>Expected progress</u>	<u>Sounds</u>	<u>RWInc book colour</u>
Year2 Aut 1	Set 3 + alternative digraphs	Blue/Grey
Year 2 Aut 2	Set 3 + alternative digraphs	Blue/Grey
Year2 Spring 1	Set 3 + alternative digraphs	Grey
Year 2 Spring 2	Off phonics	ORT
Year 2 Summer 1	Off phonics	ORT
Year 2 Summer 2	Off phonics	ORT

