

Phonics



At St John Henry Newman Catholic Primary School we use Read Write Inc Phonics (RWI) to give your child the best possible start with their literacy. We have put together a guide to how the RWI programme works together with some useful links.

Mrs Lopez is our Read Write Inc lead teacher, so if you have questions about RWI, contact school who can refer you to her.

Please take the time to read the information as it will provide invaluable information as to how you can help and support your child in reading.

Understanding Phonics: [Parent video: Understanding Phonics - YouTube](#)

What is Read Write Inc?

Read Write Inc (RWI) is a phonics 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, we begin the programme in Reception 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/>

[Parent video: What is Read Write Inc Phonics - YouTube](#)

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- Only during transition visits to school

When appropriate, children will be introduced to the RWI characters and the initial sounds in short five minutes sessions during their visit.

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
- 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 'Fastest Finger' and 'Have a Think' 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. The four sessions a week of RWI phonics last for 45 minutes.

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.

What to expect and When in RWI

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.

Please follow the link: [Parent video: How to say the sounds - YouTube](#)

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.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>

The children are taught the sounds in 3 sets.

Step 1:

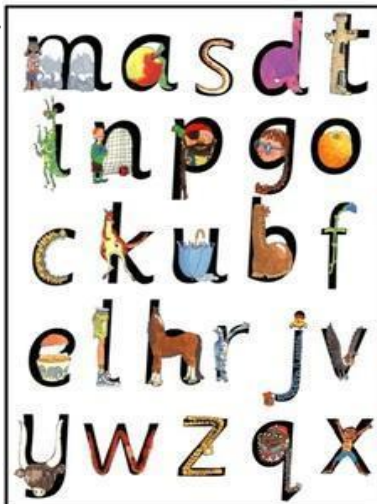
Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Set 1 sounds are taught in Reception.

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.

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. Set 2 sounds are taught in Reception and the beginning of Year One.

When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**. Set 3 sounds are taught in Year One.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
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.

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. You may have heard your child talking about '**hold or proof read a sentence**'.

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.

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 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.

Books	Year Group Expectations
Pre-Ditty Sheets and Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception/Year One
Pink 1-10	Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One and Year Two

RWI BookBag Books:

At the end of each week children will bring home a RWI BookBag book linked closely to the sounds that they have been learning at school and the RWI book they have been reading in school. This is called the **Phonics Reading Books** and is designed to develop fluency and accuracy of reading.

Please ensure all books are returned to school on Friday in good condition inside the plastic wallet, if any damaged occur, please speak to your child's class teacher.

RWI useful Links

- [Parent video: Understanding Phonics - YouTube](#)
- [Parent video: How to say the sounds - YouTube](#)
- [Parent video: Reading the stretchy sounds with your child - YouTube](#)
- [Parent video: Sound blending - YouTube](#)
- [Parent video: Reading the digraphs with your child - YouTube](#)
- [Parent video: Reading the bouncy sounds with your child - YouTube](#)

Phonics Screening at Year One and Year Two

The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year One pupils and is a quick and easy check of your child's phonic knowledge. It comprises of a list of 40 real words and nonsense words. It will assess the phonic skills and knowledge learnt through Reception and Year One. Your child will read one-to-one with their teacher. Your child will read up to 4 words per page and the check will last approximately 10-15 minutes. They will be asked to 'sound out' a word and blend the sounds together. The check is very similar to tasks the children already complete during phonic lessons. Below are some examples of previous years words.

Previous Phonics Screening Checks

- [2016 Phonics screening check pupils materials - standard STA167501e .pdf](#)
- [2017-pupils-materials.pdf](#)
- [2018 phonics pupils materials standard.pdf](#)

Resources from Phonics Screening Meeting

- [phonemes graphemes list.docx](#)
- [picnic-on-pluto-stage-3 \(1\).docx](#)
- [Picnic on Pluto Stage 4.docx](#)
- [snakes and ladders phonics revision.docx](#)

At Home

Phonics games will help your child to practise sounding out words, which will help them to read. Initially, children will learn basic letter sounds, such as "c-a-t" for "cat".

Later they will move on to sounds such as "th", "sh" and "ch", then "oo", "oa" and so on. Once they recognise a few basic letter sounds, they will be able to work out what a written word says for themselves, a skill which they will be very proud to show off! Follow the links below to the free phonics games. Your child will have lots of fun while developing their phonic knowledge and skills.

- [Reading Eggs](#)
- [Phonics Play](#)
- [Phonics Bloom](#)
- [Family Learning](#)
- [Read with Phonics](#)