



Phonics

Subject Overview

Hensingham Primary School





Phonics

Teaching young people to become confident, competent readers and inspiring a lifelong love of literature is one of the most important jobs in education.

1. To provide the children with a high-quality start to their reading journey through supporting them in accessing a high quality, effective phonics curriculum.
2. To accurately assess children's sound knowledge to ensure they are placed in the correct phonics groups.
3. To ensure phonics tutors are provided with effective training and support to enable them to provide a quality phonics curriculum.
4. To identify children who are not progressing in phonics or are falling behind and provide support to close the gap.
5. To provide support to KS2 children who are not secure on phonics.

We view reading as the gateway to knowledge and the highest priority is given to ensuring every pupil receives this crucial life skill as soon as possible.

Phonics

Children from Reception - Year 2 are grouped into phonics groups based on their termly assessments. The groups are fluid and change each half term to ensure children are able to progress through the scheme as they are ready.


























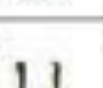


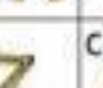



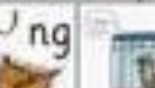
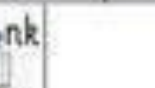
SET 1 SPEED SOUNDS LESSON

Children begin by learning Set 1 Sounds. Speed sounds lessons are vital in ensuring children learn the sounds graphemes make.



Children learn how to form the corresponding grapheme to the sound using a memorable rhyme.






Set 1 sounds are mostly one letter one sound. Towards the end of Set 1, the first 6 digraphs (two letters one sound) are introduced.

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

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Set 1 Group Progression

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk Maximum two weeks
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk

Implementation



Phonics

SET 2 SPEED SOUNDS LESSON

Once children are able to identify all Set 1 sounds, they move onto learning Set 2 sounds. Set 2 sounds introduce 12 more digraphs (two letters one sound).

These digraphs have a rhyme to support the children in remembering them.

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



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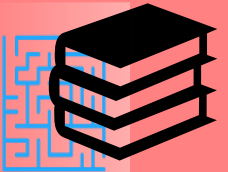
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Implementation

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Set 2 Group Progression

<p>Green</p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers</p>	<p>Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily</p>
<p>Purple</p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily</p>
<p>Pink</p>		<p>Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily</p>



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SET 3 SPEED SOUNDS LESSON

Once children are able to identify all Set 2 sounds, they move onto learning Set 3 sounds.

These sounds have a rhyme to help children remember them.

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



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Set 3 Group Progression

<p>Orange</p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words</p>	<p>Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily</p>
<p>Yellow</p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>
<p>Blue</p>		<p>Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
<p>Grey</p>		<p>Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>



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Weekly Timetable- Set 1 – Group A/B

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Introduce new sound	Introduce new sound	Introduce new sound	Introduce new sound	Introduce new sound
Say the sound	Say the sound	Say the sound	Say the sound	Say the sound
Read the sound	Read the sound	Read the sound	Read the sound	Read the sound
Review the sounds	Review the sounds	Review the sounds	Review the sounds	Review the sounds
Write the letter	Write the letter	Write the letter	Write the letter	Write the letter
Speed Write	Speed Write	Speed Write	Speed Write	Speed Write
Fred Talk	Fred Talk	Fred Talk	Fred Talk	Fred Talk

Implementation



Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently
New sound: m (stretchy)	Stretch mmmmm as you press your lips together hard "mmmmm"	Use picture sound cards. MTYT.  mmmmouse mmmmountain mmmmirror	 Draw Maisie and then the mountain on the board then write m next to it. Practice sound side and rhyme side.	Spot the new sound in the pack 	"Down Maisie Mountain Mountain" 	Select 3 sounds you have taught children so far. <u>Fred talk</u> m-a-n m-u-m m-a-d m-u-d	No word time yet.	No word time yet.

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Set 1 –

<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Introduce new sound	Introduce new sound	Introduce new sound	Introduce new sound	Introduce new sound
Say the sound	Say the sound	Say the sound	Say the sound	Say the sound
Read the sound	Read the sound	Read the sound	Read the sound	Read the sound
Review the sounds	Review the sounds	Review the sounds	Review the sounds	Review the sounds
Write the letter	Write the letter	Write the letter	Write the letter	Write the letter
Speed Write	Speed Write	Speed Write	Speed Write	Speed Write
Fred Talk	Fred Talk	Fred Talk	Fred Talk	Fred Talk
Word Time	Word Time	Word Time	Word Time	Word Time
Word Time- Spelling	Word Time- Spelling	Word Time- Spelling	Word Time- Spelling	Word Time- Spelling

Weekly
Timetable-
Group C



Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time <i>Learning to blend</i>	Word Time <i>Blending Independently</i>	Word Time <i>Fred Fingers Spelling</i>
Review previous sounds: m, a, s, d <u>New sound:</u> t (bouncy)	Tuck your tongue behind your teeth. "t-t-t-t"	Use picture sound cards. MTTYT.  t-t-t-teeth t-t-t-train t-t-t-tree t-t-t-tower	 Draw the tower on the board then write t next to it. Practice sound side and rhyme side.	Spot the new sound in the pack: 	"Down the tower across the tower." 	Speed write 3 sounds you have taught children so far. <u>Fred talk:</u> c-o-t g-o-t t-a-p t-o-p	Word time 1.1 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment	1. Green words (SP, FT, RW) mat, at, 2. Review (no dots & dashes) 3. Nonsense words	Fred fingers & pinch the sound. Write the word. m-a-t a-t

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Phonics

Weekly Timetable- Set 1 – Ditties



<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson
Story Green Words	Story Green Words	Story Green Words	Story Green Words	Speed Sounds Revision
Speedy Green Words	Speedy Green Words	Speedy Green Words	Speedy Green Words	
Red Word Cards	Red Word Cards	Red Word Cards	Red Word Cards	
Partner Practice	Read Aloud- Teacher	Partner Practice	Read Aloud- Teacher	
Ditty Introduction	Second Read- Children	Ditty Introduction	Second Read- Children	
First Read- Children	Questions to Talk About	First Read- Children	Questions to Talk About	

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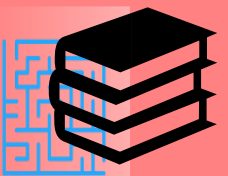
Phonics

Weekly Timetable- Set 1 – Red



<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>
Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson	Set 1 Speed Sounds Lesson
Story Green Words	Story Green Words	Story Green Words	Story Green Words	Speed Sounds Revision
Speedy Green Words	Speedy Green Words	Speedy Green Words	Speedy Green Words	
Red Word Cards	Red Word Cards	Red Word Cards	Red Word Cards	
Partner Practice	Read Aloud- Teacher	Partner Practice	Read Aloud- Teacher	
Ditty Introduction	Second Read- Children	Ditty Introduction	Second Read- Children	
First Read- Children	Questions to Talk About	First Read- Children	Questions to Talk About	

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Phonics

Weekly Timetable- Set 2/3- Green/ Purple/ Pink/ Orange/ Yellow/ Blue/ Grey



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Speed Sounds Lesson</p> <ol style="list-style-type: none"> 1. Introduce the sound 2. Speed sounds 3. Read words with today's sound (SF FT RTW) 4. Read review words SF FT RTW/ FIY RTW/ Speedy 5. Alien words (SF FT RTW) 6. Write the words- today's sound x2 7. Review write- review sounds x3 8. Final challenge- speed sounds 	<p>Speed Sounds Lesson</p> <ol style="list-style-type: none"> 1. Introduce the sound 2. Speed sounds 3. Read words with today's sound (SF FT RTW) 4. Read review words SF FT RTW/ FIY RTW/ Speedy 5. Alien words (SF FT RTW) 6. Write the words- today's sound x2 7. Review write- review sounds x3 8. Final challenge- speed sounds 	<p>Speed Sounds Lesson</p> <ol style="list-style-type: none"> 1. Introduce the sound 2. Speed sounds 3. Read words with today's sound (SF FT RTW) 4. Read review words SF FT RTW/ FIY RTW/ Speedy 5. Alien words (SF FT RTW) 6. Write the words- today's sound x2 7. Review write- review sounds x3 8. Final challenge- speed sounds 	<p>Speed Sounds Lesson</p> <ol style="list-style-type: none"> 1. Recap sounds if needed 2. Speed sounds 3. Read review words SF FT RTW/ FIY RTW/ Speedy 4. Alien words (SF FT RTW) 5. Review write- review sounds x5 6. Final challenge- speed sounds 	<p>Speed Sounds Lesson</p> <ol style="list-style-type: none"> 1. Recap sounds if needed 2. Speed sounds 3. Read review words SF FT RTW/ FIY RTW/ Speedy 4. Alien words (SF FT RTW) 5. Review write- review sounds x5 6. Final challenge- speed sounds
<p>Story Speed Sounds (using speed sounds chart- point to speed sounds in book)</p> <ol style="list-style-type: none"> 1. In order 2. Challenge- out of order 	<p>Speedy Green Words Special friends/ Fred talk/ Read the word- no dots and dashes Challenge- Fred in your head This section needs to be speedy.</p>	<p>Speedy Green Words Special friends/ Fred talk/ Read the word- no dots and dashes Challenge- Fred in your head This section needs to be speedy.</p>	<p>Speedy Green Words Special friends/ Fred talk/ Read the word- no dots and dashes Challenge- Fred in your head This section needs to be speedy.</p>	<p>Reading Book Bag Books Give out new books to take home- story book and Book Bag Book</p>
<p>Story Green Words Choose the ones that the children will struggle with- don't need to do them all- use dots and dashes side Special friends/Fred talk/ Read the word</p>	<p>Red Words Model reading some- identify tricky letter- show the tricky letter circled on the back- Speedy reading</p>	<p>Red Words Model reading some- identify tricky letter- show the tricky letter circled on the back- Speedy reading</p>	<p>Red Words Model reading some- identify tricky letter- show the tricky letter circled on the back- Speedy reading</p>	
<p>Speedy Green Words Special friends/ Fred talk/ Read the word- no dots and dashes Challenge- Fred in your head This section needs to be speedy.</p>	<p>Partner Practice 1. Sounds 2. Story Green- FT/RTW 3. Red words- speedy (P1- along P2- down)</p>	<p>Second Read- Children Children to focus on speedy reading at a glance- only use FT if necessary.</p>	<p>Third Read- Children Focus of this read is to use a story teller's voice and read for comprehension.</p>	
<p>Red Words Model reading some- identify tricky letter- show the tricky letter circled on the back- Speedy reading</p>	<p>First Read- Children Stop and swap each page- focus on this day is accuracy.</p>		<p>Questions Use Fastest Finger and Have A Think questions.</p>	
<p>Partner Practice 1. Sounds 2. Story Green- FT/RTW 3. Red words- speedy (P1- along P2- down)</p>	<p>Read Aloud- Teacher Children to focus on comprehension- children put effort into hear + thinking/ comprehending- close children's books so they are listening.</p>			
<p>Story Introduction Purpose is to try and excite + engage them. Include the children and ask questions.</p>				

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Phonics

Bottom 20% Readers



We aim for all of our children to 'Keep Up Not Catch Up'. But sometimes we need to give some children some additional support to ensure that they are progressing in their reading and become fluent readers.

Support in place for bottom 20% readers:

- AAP targets linked to all aspects of curriculum, including phonics
- 1:1 reading tuition in short bursts throughout the day, every day
- Fred Games/Pinny Time
- Promoting a love of reading
- Use of online reading programme 'Chapter One'
- Individual reading pathways to meet specific needs
- Fresh Start interventions
- Whole Class Reading
- Fast Track interventions



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Key Stage 2 Phonics Intervention

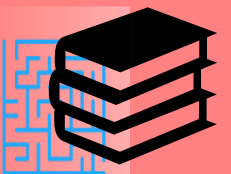
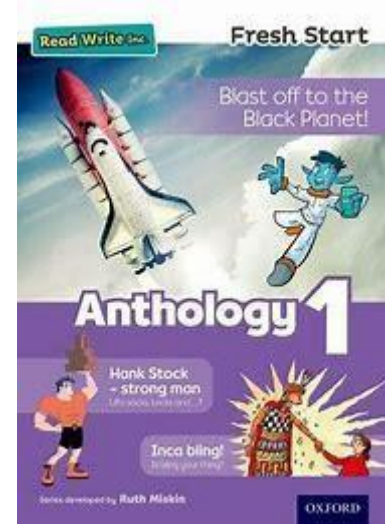
A small number of children in KS2 have not secured all of the phonics that they need to be successful readers. It is important that we put interventions into place to ensure they are able to close their gaps in learning and catch up.

Year 3:

Year 3 children who are assessed as needing to access a Read Write Inc group are placed in a group.

Years 4-6:

Children are assessed using the Fresh Start assessment. Children are then grouped into small groups for daily intervention. Fresh Start provides children with the opportunity to continue to develop their phonic skills but access age-appropriate texts rather than the KS1 aimed Read Write Inc texts.



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Monitoring

Phonics Leader- The Phonics Leader monitors phonics weekly through learning walks during phonics sessions as well as coaching following the instructional coaching approach.

Trust Phonics School Improvement Leader- The Phonics School Improvement from the Trust visits several times a term to monitor progress, suggest further developments and coach staff.

Weekly RWI meetings enable monitoring to be shared, actions to be suggested and further training accessed.



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Phonics

Training and Continued Professional Development

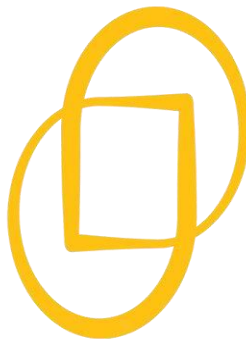


All phonics tutors have had Read Write Inc phonics training.

The school has access to the Online Portal with the full training to access - all new phonics tutors access this.

Instructional Coaching is undertaken with the phonics tutors by the Phonics Leader, School Improvement Lead and Phonics Improvement Lead.

**Ruth Miskin
Training**



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Phonics

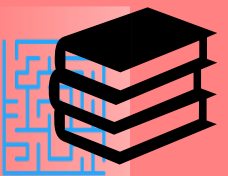
Home Reading

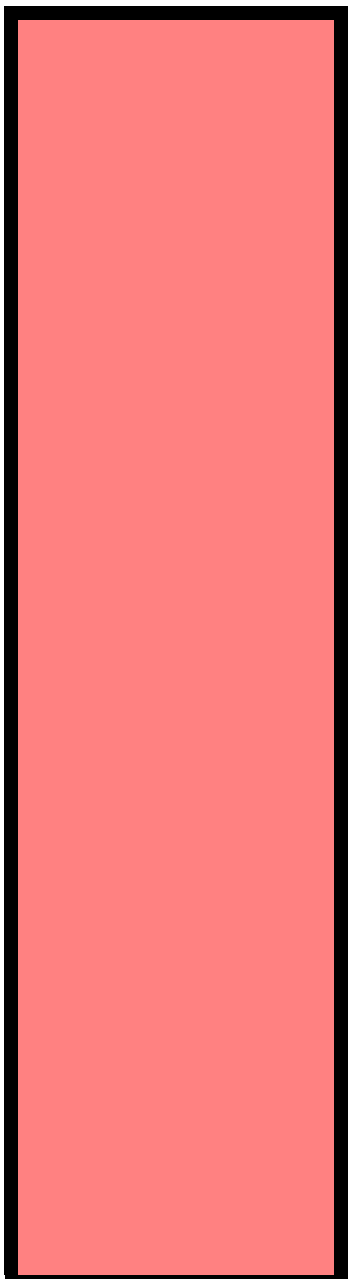
We recognise that parents share a vital role in their child learning to read. We engage with parents and encourage children to read at home as much as possible.

Our parents in Reception and Nursery often share videos of their children reading at home on Tapestry.

We have provided parent information sessions on our phonics scheme and will continue to do so to enable parents to have a good understanding of our strategies of teaching children to read.

Parents can access online videos on the portal to provide them with further support.





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Phonics

Consistency across all phonics groups is clear - this ensures that children are able to move between groups with ease due to the consistent expectations, vocabulary and teaching style.

Read Write Inc tutors have improved their knowledge, understanding and confidence in teaching phonics.

Most children are making good progress - this is shown in their assessment results.

Tutoring for the lowest 20% of readers is beginning to close gaps and support children in catching up.

Impact

cake ✓
hope ✓
dflute ✓
shake ✓
bfoke ✓
Jure ✓

Follow me and
I will show you
what to do.

burn ✓
parse ✓
spurt ✓
nurt ✓
Case ✓
Share ✓

2 | 3 | 23

Fair ✓
Chair ✓
Hair ✓
parse ✓
spurt ✓

Yaw ✓
craw ✓
Jaw ✓
please ✓
please ✓
dream ✓

