



Phonics, Reading and Writing

Chieveley Primary School

September 2023



Technical Vocabulary

Phoneme: the smallest unit of sound in a word represented by letters or a group of letters e.g. 's'

Grapheme: a written letter or group of letters that represent a sound

Digraph: where two letters make one sound e.g. /ch/

Trigraph: where three letters make one sound e.g.
/igh/

In RWI digraphs and trigraphs are called 'special friends'

Technical Vocabulary

Decoding: reading a word by saying the sounds then joining, or blending those sounds together to read the word.

Blending: saying the individual sounds that make up a word and then putting them together to hear the whole word for reading e.g. /c/a/t/ becomes cat.

Segmenting: spelling a word by breaking it down into its sounds and deciding which graphemes represent those sounds e.g. breaking down cat into /c/a/t/

Technical Vocabulary

Green words: words that can be sounded out e.g. cat, ship, snow. Underneath each one is the 'dots and dashes' to show children the sounds

Red words: words that cannot be sounded and just need to be learned e.g. the, come, said

Orange words: These are the tricky words in Year 3-6 that replace red words

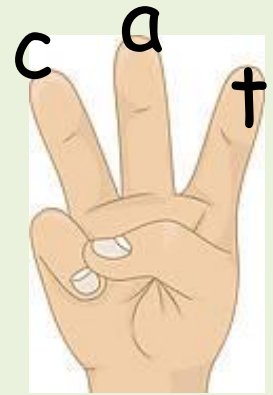
at • •	mad • • •
sad • • •	dad • • •
sat • • •	mat • • •

Let's meet Fred

Fred is a puppet who can only say and read words in **PURE SOUNDS**; he cannot say the whole word

Fred Talk helps children to:

- blend sounds together to read a word
- segment (break down) a word into its individual sounds to write
- Children use 'Fred fingers' to spell



**Remember: pure
sounds, no fuh, luh
or muh!**

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Have fun with Fred Talk

Practise using Fred Talk to help secure your child's ability to blend:

*“What a tidy **r-oo-m!**”*

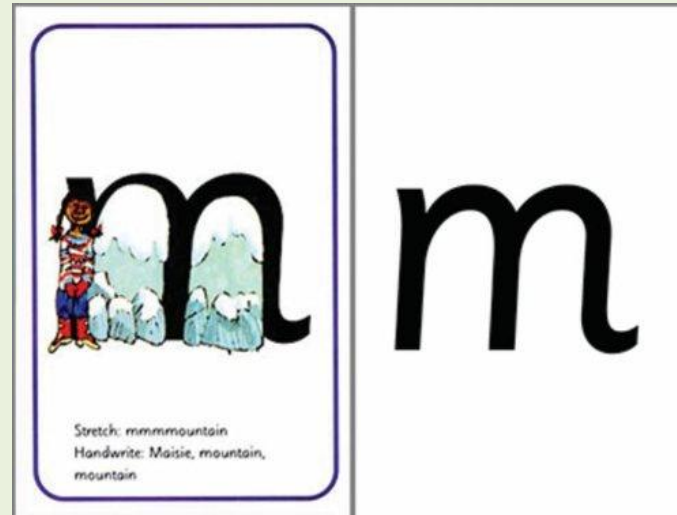
*“Where's your **c-oa-t?**”*

*“Time for **b-e-d!**”*



Learning the sounds

Sounds are introduced using a sound card which includes a picture and rhyme to support recognition and retention of the sound and its corresponding grapheme



What does a phonics session look like?

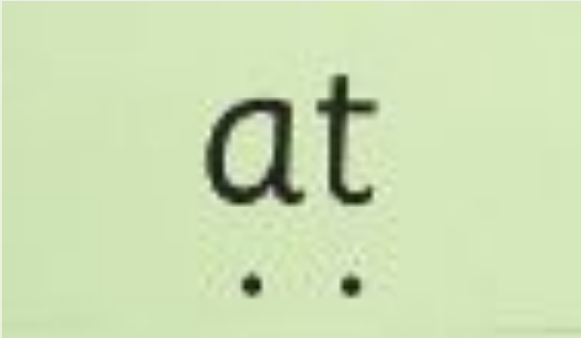
PART 1 - SPEED SOUNDS LESSON

- Recapping previous sounds
- Introduce new sounds
- Word reading (segmenting and blending)

PART 2 - STORY LESSON

- Pre-teaching green words and red words
- Reading the book together
- Developing speed (ie fluency) and confidence with the phonics book

Sound Buttons



at

ship

book

night

ring

wait

fair

Sound buttons are marking (dots or dashes) that can go underneath words to show the different sounds it contains. Sometimes, they are already on the page or card, and sometimes children can draw them on themselves. This supports segmenting and blending of words and acts as a visual reminder for children.

This is something you can encourage children to rehearse at home - can they add sound buttons on to words you write?

Fluency

The aim of the early reading curriculum is to develop fluency in reading. While a lot of the time, fluency can be heard when we read aloud, it can also be measured using words per minute.

As children progress through the RWI book colours, their fluency should progress too. Children with good phonic skills, but low fluency, will still struggle to access the higher-coloured book bands.

As part of children's termly assessments, we measure their fluency in words per minute and this helps dictate which phonics group they should be in to support them in becoming fluent readers.

Writing

- In KS1, only digraphs and trigraphs (special friends) will be taught using joined script
- Use lower case letters, unless for the start of someone's name or the beginning of a sentence
- Teach your child to 'hold a sentence'
- Use the letter formation rhymes to ensure your child forms the letter

Writing

- We use rhymes to ensure the children use the correct letter formation (always starting at the top - NO lead-in strokes!)

Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig-zag-zig-zag (zip)

Bouncy vowels	Bouncy consonants	Stretchy consonants
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a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Other Writing

- Encourage your children as part of their play, using the sounds they know.

Examples:

- Shopping lists, writing cards, invitations, stories etc.

‘Phonetically Plausible’ Writing

- Throughout Wrens and KS1, children are expected to use their phonetic knowledge within their writing.
- This means that some (often challenging or unfamiliar) words may be deemed to be ‘correct’ within a piece of work, even if they are spelled incorrectly, if they are written in a phonetically plausible way...

As a (rough) guide...

If you can read me out loud then I am phonetically
plausible

However, as children move into Year 2 and beyond,
this rule starts to fade away as they learn the
formal spelling rules (or if it is a **red word**)

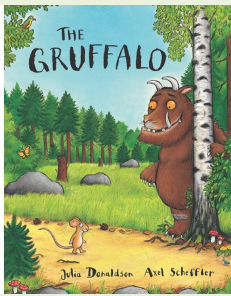
Reading Books

Children on the phonics programme will be issued with a RWI reading book and a matching book bag book each week, on a Friday. Reading books will not be issued until your child is secure with the sounds they need to access the book.

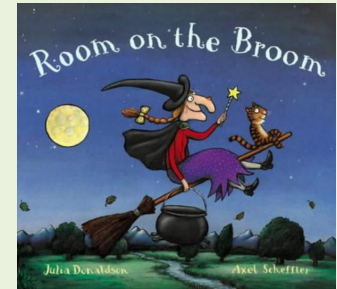
The assessments that are carried out half-termly determine which colour level your child needs.

Remember: school reading books are meant to be **accessible** for your child. If they are easy, that's good, it means your child is reading with ease! It is about **overlearning** and **consolidating** what has been taught in school, not learning something new! We want children to 'own' their reading book. If children find their school reading book too hard, they will not enjoy reading.

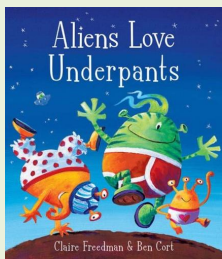
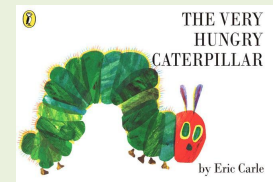
Children should have a love and enjoyment for reading!



Wider Reading



- support your child to develop a love for reading
- read lots of different texts at home - fiction and nonfiction
- visit the local library
- use bedtime stories as an opportunity for you to read higher level books to your child with greater vocabulary and depth
- read favourites over and over again
- make reference to environmental texts



Assessment: Our Termly RWI checks



Initial assessments- Years 1 and 2

These are to be completed every 6 weeks and children re-grouped accordingly.

To assist children using Assessment 1, follow the guidance on pp.68-69 of the Reading Leader Handbook.

Set 1 Sounds Group A
m a s d t i n p
g o c k u b f e

Set 1 Sounds Group B
l h r j v y w z x

Set 1 Sounds Group C
Oral blending: d-ug ch-af t-en pot t-in

Ditty Group (Photocopy Masters 1-10)
in am red bin yes

Red Group
ch ng nk qu sh th
chip shop sunk that
fas gip guk rab

Green Group
flat pink help thick
plut dimp criff slom

Purple Group
with off thin will
his them that have

Pink Group
ay ee igh ow oo oo
tray creep sight blow
skay spoom smoll fleep
lots black long this
them went that stop

Orange Group
ar or air ir ou oy
start horse stair house boy
norg ouf firb stoy
rest smell soft play
feel stay which about

Yellow Group
dorp pight clow thoob
hoy nair ploun gart
thing right night sleep boy
quick little think know smart

Assessment: The Phonics Screening Check

The screening check is carried out in Summer term in Year 1 (often June).

It is a check of children's phonics knowledge and ability to decode single words.

There is a national list of 40 words that children are asked to read - often 32 is the 'pass mark' at which children are judged to be at the expected standard.

Assessment: The Phonics Screening Check

Words are read in isolation and children are allowed to draw on sound buttons to support their phonic knowledge.

What the Phonics Check does NOT do, however, is help assess children's fluency or comprehension - it really is just a list of 40 words!

Section 1

sut



yad



dop



uct



Section 1

shop

yell

peel

check

brend



throstr



stret



spraw



label

vanish

blossom

thankful

The phonics check also uses 'alien' words - made-up words - to see if children are able to decode new and unfamiliar words successfully. As you can also see - towards the end of the check the words do get longer, too!

Pronunciation Poem

I take it you already know
of tough and bough and cough and dough?
Others may stumble, but not you,
on hiccough, thorough, laugh and through.
Well done! And now you wish, perhaps,
to learn of less familiar traps?

Beware of heard, a dreadful word,
that looks like beard and sounds like bird.
And dead -- it's said like bed not bead --
and for goodness' sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt)

A moth is not the moth in mother,
nor both in bother, broth in brother.
And here is not a match for there,
nor dear and fear for bear and pear.
And then there's dose and rose and lose --
just look them up -- and goose and choose,
and cork and work and card and ward,
and font and front and word and sword,
and do and go and thwart and cart --
come, come I've hardly made a start.
A dreadful language? Man alive.
I'd mastered it when I was five.

But remember...

Links

<https://www.oxfordowl.co.uk/>

<https://www.phonicsplay.co.uk/>