Moorside Primary School

Phonics Policy

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At Moorside, we teach Phonics through the Read, Write Inc Phonics scheme. The children in Reception, Year 1 and Year 2 engage in daily Phonics lessons, each lesson lasts 30 minutes. Each lesson contains 2 parts: Speed sounds lesson and Storybook lesson (each lasting approximately 15 minutes).

Reception

Once children have completed the Reception baseline in Autumn 1, children in Reception are taught as a whole class following the RWI 'Making a Strong Start' programme. Here, children are taught the first 16 Set 1 sounds, correct letter formation and engage in a range of 'Fred Talk games' to support their oral blending skills. Although Set 1 sounds are taught in nursery, children join from different settings and experiences, so this ensures all children have the same starting point. Assessments take place at the end of each half term, from here children are grouped based on their outcomes.

Term	Length (weeks)	Sound knowledge	RWI books in lessons	Assessment
End of Autumn 1	Approx. 7 weeks	Read 16 single letter Set 1 sounds	-	Assessment 1
End of Autumn 2	Approx. 7 weeks	Read all 25 Set 1 single letter sounds	Blend sounds into words orally	Assessment 2
End of Spring 1	Approx. 6 weeks	Read all 25 Set 1 single letter sounds	Blend sounds to read words Read short Ditty stories	Assessment 3
End of Spring 2	Approx. 5 weeks	Read 31 sounds (Set 1 Special Friends)	Read Red Storybooks	Assessment 1
End of Summer 1	Approx. 6 weeks	Read 35 sounds (4 double consonant words)	Read Green Storybooks	Assessment 2
End of Summer 2	Approx. 7 weeks	Read 41 sounds (first 6 Set 2 sounds)	Read Green Storybooks	Assessment 3

By the end of Reception, children should be able to read all Set 1 sounds and the first 6 Set 2 sounds.

Set 1 single letter sounds: m a s d t i n p g o c k u b f e l h r j v y w z x

Set 1 Special Friends: th, sh, ch, qu, ng, nk

First 6 Set 2 sounds: ay, ee, igh, ow, oo, oo

Year 1

The assessment at the end of Summer 2 in Reception assigns the children to their groups ready for Autumn 1 in Year 1.

Term	Length (weeks)	Sound knowledge	RWI books in lessons	Assessment
End of Autumn 1	Approx. 7 weeks	Read 47 sounds (all Set 1 and Set 2 sounds)	Read Purple Storybooks	Assessment 1
End of Autumn 2	Approx. 7 weeks	Read 52 sounds (first 5 Set 3 sounds)	Read Pink Storybooks	Assessment 2
End of Spring 1	Approx. 6 weeks	Read 58 sounds (11 Set 3 sounds)	Read Orange Storybooks	Assessment 3
End of Spring 2	Approx. 5 weeks	Read 64 sounds (17 Set 3 sounds)	Read Yellow Storybooks	Assessment 1
End of Summer 1	Approx. 6 weeks	Read 69 sounds (22 Set 3 sounds)	Read Yellow Storybooks	Assessment 2 Phonics Screening Check
End of Summer 2	Approx. 7 weeks	Read 75 sounds (all Set 3 sounds and additional graphemes)	Read Blue Storybooks	Assessment 3

By the end of Year 1, children should be able to read all sounds.

Set 1 single letter sounds: m a s d t i n p g o c k u b f e l h r j v y w z x

Set 1 Special Friends: th, sh, ch, qu, ng, nk

Set 2 sounds: ay, ee, igh, ow, oo, oo, oy, ar, or, air, ir, ou, ph, wh, kn, ck

Set 3 sounds: ea, oi, a-e, e-e, i-e, o-e, u-e, aw, au, are, ur, er, ow, ai, ie, oa, ue, ew, ire, ear, ure, tion, cious/tious

Year 2

The assessment at the end of Summer 2 in Year 1 assigns the children to their group ready for Autumn 1 in Year 2.

Term	Length (weeks)	Sound knowledge	RWI books in lessons	Assessment
End of Autumn 1	Approx. 7 weeks	Read 75 sounds (all Set 3 sounds and additional graphemes)	Read Blue Storybooks with increasing fluency and comprehension	Assessment 1
End of Autumn 2	Approx. 7 weeks	Read 75 sounds (all Set 3 sounds and additional graphemes)	Read Grey Storybooks	Assessment 2
End of Spring 1	Approx. 6 weeks	Read 75 sounds (all Set 3 sounds and additional graphemes)	Read Grey Storybooks with increasing fluency and comprehension	Assessment 3
End of Spring 2	Approx. 5 weeks	Once children have completed RWI Phonics, they will access the RWI Spelling Scheme.		
End of Summer 1	Approx. 6 weeks			
End of Summer 2	Approx. 7 weeks			

Assessment

At the end of each half term, the children are assessed on a 1:1 basis with their class teacher. Once all children have been assessed, the Reading Leader regroups the children based on their outcomes. The Reading Leader will also meet with class teachers to identify the children who need further support, in addition to their daily phonics lesson.

At the start of the year, children who are identified in Year 1 and 2 as working below the expected standard will engage with the RWI 1:1 Tutoring programme to support their progress. These sessions will take place with a familiar teaching assistant at least 3 times a week to support progression.

Structure of Set 1 Speed Sounds lesson

One sound per day

Step	Action
1) Introduce the sound - say the sound	*Lots of repetition of the sound*
2) Read the sound	*Copy of simple version of picture side of sound card* *Write sound beside the picture* *Children to say sound or rhyme (flip the card)*
3) Review the sound (Speed sounds)	*Once a few sounds have been taught - children to spot the new sound in the pack*
4) Write the letter	*On white boards using the rhyme to support*
5) Speed Write	*When appropriate and enough sounds have been taught - on whiteboards*
6) Fred talk (oral) - blend the sound in words	*Using Fred, Fred (puppet) talks ONLY in sounds*
7) Final challenge	*Review flashcards*

Word Time lessons - children need to know sounds m, a, s, d, t

Review the sounds	
Blending orally without speed sounds cards	*Teacher to say sound in exaggerated manner* *Children to blend*
Blending with speed sounds cards	*Say word clearly, children to say sounds needed to put in pocket chart* *Teacher points to sounds and says word*
Blending with magnetic sound cards	*Teacher prepares magnetic boards with letters needed to spell*
Challenge	*Teacher puts Speed Sounds card in pocket chart, point and sweep under the sounds as children say the sounds and read the word*

Read Green Words Cards	*Read words with dots and dashes* *If 'Special Friend' has been taught, children to spot*
Review the words	*Children to read without dots and dashes as soon as possible*
Reading assessment (for Word Time 1.6-1.7)	*Nonsense words*
Spelling	*Show the correct number of fingers for the word* *Say the word* *Say the sounds as you pinch each finger* *Write* *Review - children to say the sounds as the teacher writes.* *Children to then tick or fix their spelling.*

Structure of Set 2 and 3 lesson

Day 1	Day 2	Day 3	Day 4
Daily Speed Sound (15 mins) New sound	Daily Speed Sound (15 mins) New sound	Daily Speed Sound (15 mins) New sound	Daily Speed Sound (15 mins) Review sounds from the week
Speed sounds from storybook (circled)	Speedy Green words	Speedy Green words	Partner Practice with book Speedy Green words Red words
Story Green words	Red word cards	Red word cards	Third read and voice choice*
Speedy Green words	Partner Practice with book Speedy Green words Red Words	Partner Practice with book Speedy Green words Red words	Questions to talk about
Red word cards	Story introduction	Second read - children	Questions to answer
Partner Practice with book Speed sounds Story green words Red words	First read - children Read aloud - teacher		

* Yellow, Blue and Grey only. Turn to a page, discuss how character is feeling and model reading with expression

Storybook time

During a Phonics lesson, 15 minutes are allocated for children to explore and read a phonetically decodable book in pairs (from Ditty group onwards).

During this time the teacher should ensure they have heard each child read some of this book. This book is to stay in school and one book should be read in 4 days. The whole phonics group will be reading the same book in the lesson.

Children will take home a Bookbag book based on the colour group they are taught in. Each child is also assigned to the Oxford Owl ebook library. Here the child is assigned the book they have practiced in their Phonics lesson to read again at home, this supports their fluency and comprehension skills.

Nursery

In nursery, we teach phonological awareness through 8 skills, as outlined below.

In the autumn and spring terms, our sessions are predominantly around developing listening and attention skills and recognizing rhyme, rhythm sound discrimination and alliteration.

Skill 1	General Sound Awareness • Develop listening skills and awareness of different sounds (environmental, instrumental, body and voice sounds) • Identify and name sounds • Identify and remember the differences between sounds • Recreate sounds • Locate the sound source • Talk about different sounds • Remember and sequence sounds
Skill 2	Sentence segmentation • Listen to sentences and recognise that a sentence is made up of words • Identify the parts in a sentence • Say the parts in a sentence
Skill 3	Visual skills • Notice the similarities and differences between things • Recall visual information • Know that an object is still the same despite changes in position, orientation, size or distance • Recall a sequence of objects and/or events in the correct order
Skill 4	Rhyme • Remember and repeat rhymes

	• Predict rhymes from known rhymes • Talk about words that rhyme and identify if two (or more) words rhyme • Talk about rhyming words and choose rhymes from alternatives • Produce rhymes in different contexts • Generate rhymes
Skill 5	Rhythm • Be aware of rhythm • Join in with rhythms • Copy rhythms • Generate rhythms
Skill 6	Alliteration • To build awareness of sentences with words starting with the same sound • To recognise initial phoneme in words • To discriminate initial phoneme in words and identify differences • Generate alliteration (two then more words)
Skill 7	Syllables • Say words and recognise a word is made up of syllables • Segment a word into syllables • Blend syllables into a word
Skill 8	Phonemic Awareness • Identify phonemes in a spoken word • Identify and recognise the differences between phonemes in words • Blend onset and rime to make a word • Say onset and rime in a word • Listen to phonemes in a word and remember the order • Oral segment and blend phonemes in words • Oral phoneme manipulation - delete the beginning phoneme - delete the final phoneme - add beginning phoneme to make a new word - add final phoneme to make a new word

At the beginning of the spring term, we introduce a RWI sound each week. This is placed up in provision and all children are introduced to it on a Monday and recap this daily. This sound is sent home for parents to share with the children and we encourage discussion and sound identification at home.

This week in our phonics sessions we are learning the sound:

We encourage that you help your child to practice this sound. This can be practicing to write it, spotting it in the environment (such as in books or on street signs), saying words with the sounds in and hearing it in words.

Here are some activities you could have a go at:

Can you say all of these 'c' words?

Can you point to the pictures that begin win 'c'?