

Hardwick Primary School - Phonics Policy

Our aim at Hardwick Primary School is for children to develop a love of reading and to become confident, secure readers by the end of Key Stage 1. We want them to progress quickly from 'learning to read' to 'reading to learn'. They need to quickly master automatic decoding skills and to progress rapidly in their reading.

The ultimate goal of learning to read is comprehension. It follows that, in order to comprehend with written texts, children must learn to recognise – decode – the words on the page. The Rose Report (2006) identified that the teaching of an effective, systematic, synthetic phonics programme is the most effective approach to teaching children to read. The Department for Education reaffirms this view and requires all educational settings to implement such a programme.

We teach phonics through Read Write Inc. Phonics – one of the Government's approved providers.

Intent

At Hardwick Primary School, we aim to deliver high quality phonics teaching which secures the crucial skills of the sound/word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.

We do this by ensuring knowledge is taught through appropriate coverage, content, structure and sequencing and that our phonics programme is implemented effectively to the bespoke needs of our children.

We aim to establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.

We do this through responsive teaching, assessment and good subject knowledge and pedagogy, so that the curriculum is rich and varied to appeal to all learners.

Reception and Key Stage 1

Read Write Inc. Phonics (RWI) is one of the DfE's approved phonics programmes and aims to help all children to read by "injecting lessons with energy and enjoyment". RWI uses mnemonics to help children to learn sounds – graphemes and phonemes. Each class has their own 'Fred the Dog' – he can only sound out words orally, so he needs the children to be able to blend the words together (known as 'Fred Talk') They are introduced to 'Fred Fingers' to help children spell correctly.

As part of the programme the children have a daily 30 minute phonic lesson and during this lesson they will have;

- Speed sound lesson – introduced to new sound and recap all sounds (a new sound is taught every day working from Set 1, Set 2, Set 3 and Extra Sounds)
- Read Green Words (words that contain a new sound or a previously taught sound)
- Read Red Words (non-decodable high frequency words)
- Read 'Alien Words' (made up from all sounds)
- Fred Finger Spelling
- Spelling rule activity
- Hold a Sentence (dictation – based on new or previously taught sound)

Hardwick Primary School - Phonics Policy

In Read Write Inc. Phonics, sounds are taught in three sets, with each sound linked with a picture and rhyme, to help children learn and remember them:

Set 1 sounds: 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



Maisie, mountain, mountain



Around the apple and down the leaf



Slither down the snake



Around the dinosaurs bottom and up to his neck



Down the tower, across the tower



Down the insects body and a dot for his head.



Down Nobby and over his net



Down the pirates plait and around the pirates face



Round the girls face, down her hair and give her a curl



All around the orange



Curl around the caterpillar



Down the kangaroo's body curl his tail and leg



Down and under the umbrella, up to the top and down to the puddle



Down the laces, over the toe and to the heel



Down the stem and draw the leaves



Slice into the egg, go over the top, then under the egg.



Down the long leg



Down the horses head to his hooves and over his back



sh says the horse to the hissing snake



Down his back then curl over his arm



Down his body curl and dot



Down the wing up the wing



Down a horns, up a horn and under the yak's head



Down up, down up



The princess in the tower is saved by the horse, thank you!



Zig, zag, zig



The horse sneezes when the caterpillars hairs get up his nose



The queen never goes out without her umbrella



Down the arm and leg, repeat the other side



Thing on a string



I think I stink

Hardwick Primary School - Phonics Policy

Set 2 sounds: ay, ee, igh, ow, oo, oo (as in look), or, ar, air, ir, ou, oy



May I play?



What can you see?



Fly high



Blow the snow



Poo at the zoo



Look at a book



Start the car



Shut the door



That's not fair



Whirl and twirl



Shout it out



Toy from a boy

Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, ur, er, ow, ai, oa, ew, ire, ear, ure, are



Make a cake



Nice smile



Phone home



Huge brute



Yawn at dawn



Nurse with a purse



A better letter



Brown cow



Snail in the rain



Goat in a boat



Chew and stew



Fire fire



Hear with your ear



Sure is pure



Care and share

Hardwick Primary School - Phonics Policy

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Every classroom has a copy of the RWI Complex Speed Sounds poster on display. The complex speed sounds are split into consonant sounds and vowel sounds. Children can refer to the poster to help them with their reading and spelling.

Assessment and Progression

Every 6 weeks all the children who are on the RWI phonics programme are reassessed using the RWI assessment proforma. This enables the Reading Leader and class teacher to accurately ensure that ALL children are reading a book that they can phonetically decode. As the children progress through the programme, their fluency and accuracy is also assessed.

Home/School Partnership

RWI provides every child with a 'Book Bag Book' which is very closely matched to each child's phonic ability. It is expected that every child will read every night with an adult at home.

Each September, a Phonics Workshop is held for parents to attend, to familiarise them with phonics. They are also given two sound books to use with their children at home that have all of the sounds and mnemonics in. Parents are also guided to the RWI website, which has video clips for them to watch for pronunciation.

Role of the Reading Leader

- Ensure that ALL children are assessed every 6 weeks.
- That ALL children are making the minimum of 1 'Story Book Level' progress each term, and if the child is not, the Reading Leader speaks to class teachers.
- Report phonics progress to SLT and governors.
- Carry out mock and actual Year 1 Phonics Screening Check and Year 2 Recheck (when necessary)
- Identify children who require Early Birds Phonic Sessions (in-school intervention)

Hardwick Primary School - Phonics Policy

- Support and oversee RWInc. Fresh Start in Year 5 and 6 – (a phonics-based catch up programme for pupils who are reading below age-related expectations.)

Role of the Class Teacher

- Teach a daily 30 minute class phonics session
- Ensure that is lively, pacy and fun!
- Ensure that ALL children progress speedily through the sounds.
- Identify children that are not remembering all of the sounds and give them daily 1 top-up sessions to ensure they 'keep-up'
- Pinny Time – teachers wear a pinny that contains all sounds taught to date and they are used at opportunities throughout the day to recap and secure sounds.