

## Phonics

At Abbey Road we follow the Letters and Sounds suggested coverage and teach phonics using the Read Write Inc resources. As a school, we aim to engage and enthuse children in their learning of phonics through ensuring a systematic approach to our explicit teaching sessions and providing wider application opportunities in the children's work and play. In EYFS we begin by recapping Phase One to ensure that all children are able to hear and discriminate different sounds. We use 'Jolly Phonics' to support in the teaching of this phase. We then move on to learning the Set 1 speed sounds using the Read Write Inc structure.

All Foundation and Year One children access a daily phonics session, which is then further embedded through planned English reading and writing activities. In Year 2, children initially recap previous phases before moving on to Phase 6. Those children who need further consolidation of phonics teaching also access regular phonic teaching alongside Read Write Inc spelling sessions.



Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words. We call this Fred Talk.

For example, Fred would say m-a-t and we would say mat. Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well. During lessons children are taught to hear sounds and *blend* them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

## Order of teaching sounds

In Read Write Inc phonics, the individual sounds are called 'speed sounds' because we want children to read them effortlessly. Children are taught to:

- Say the sound
- Read the sound
- Write the sound

Sound letter pictures are used to help children learn these sounds quickly.

Set 1 sounds are the initial letter sounds. They are taught in the following groups.

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

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. 'ay' as in play, 'ee' as in tree and 'igh' as in high.

When children learn their Set 2 sounds, they will learn:

- the letters that represent a speed sound e.g. 'ay'
- a simple picture prompt linked to the 'speed sound' and a short clause or phrase to say - e.g. May I play?

Every speed sound has a list of green words linked to it, so that children learn to 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

When learning Set 3 speed sounds, children are taught that there are more ways in which the same sounds are written - e.g. 'ee' as in tree and 'ea' as in tea.

The table below shows the sound, the associated clause or phrase and example green words.

<b>Vowel sound</b>	<b>Set 2 Speed Sound Rhyme</b>	<b>Green words</b>
ay	ay: may I play?	day, play, say, may, tray, today
ee	ee: what can you see?	seen, need, sleep, feel, three, green
igh	igh: fly high	might, light, sight, night, fright
ow	ow: blow the snow	snow, flow, know, show, blow
oo	oo: poo at the zoo	mood, fool, pool, stool, moon, spoon
oo	oo: look at a book	took, shook, cook, foot
ar	ar: start the car	bar, park, smart, sharp, car, spark
or	or: shut the door	sort, short, worn, horse, sport, fork
air	air: that's not fair	fair, stair, hair, lair, chair
ir	ir: whirl and twirl	girl, third, whirl, twirl, dirt
ou	ou: shout it out	mouth, round, found, loud, shout
oy	oy: toy for a boy	toy, boy, enjoy
	<b>Set 3 Speed Sound Rhyme</b>	
a-e	a-e: make a cake	shake, name, same, save, brave, late
ea	ea: cup of tea	neat, real, clean, please, dream
i-e	i-e: nice smile	hide, shine, white, nice, wide, like
o-e	o-e: phone home	hope, home, rose, spoke, note, those
u-e	u-e: huge brute	tune, rude, use, June, excuse
aw	aw: yawn at dawn	saw, raw, law, straw, dawn, crawl
are	are: care and share	bare, spare, scare, flare, square
ur	ur: nurse with a purse	burn, turn, hurl, burp, slurp, lurk
ow	ow: brown cow	howl, down, brown, drown, gown
oi	oi: spoil the boy	join, coin, voice, choice, noise
ai	ai: snail in the rain	paint, train, rain, plain, strain
e	e: he me she we	he, me, she, we, he
oa	oa: goat in a boat	toad, road, oak, loaf, throat, toast
ew	ew: chew the stew	new, knew, flew, blew, crew, newt

er	er: better letter	over, never, weather, hamster, after
ire	ire: fire fire	spire, bonfire, inspire, conspire, hire
ear	oar: hear with your ear	fear, dear, gear, spear, year
ure	ure: sure it's pure	picture, mixture, adventure, pure

## **Nonsense words (Alien words)**

As children build up their knowledge of sounds, they are able to apply their decoding skills to any unfamiliar word - may it be real or nonsense. During lessons each day, children practise their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the statutory phonics screening check children complete at the end of year 1.

## **Spelling with your Fred Fingers**

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds, children hold up 3 fingers; if it has 4 sounds, then 4 fingers etc. Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound. When using 'Fred Fingers' each finger represents one sound.

## **Letter formation**

Children are taught how to form letters using a handwriting phrase to help.

m: Maisie, mountain, mountain

a: round the apple, down the leaf

s: slither down the snake

d: round his bottom, up his tall neck and down to his feet

t: down the tower, across the tower

i: down the body, dot for the head

n: down Nobby, over his net

p: down the plait and over the pirate's face

g: round her face, down her hair and give her a curl

o: all around the orange

c: curl around the caterpillar

k: down the kangaroo's body, tail and leg

u: down and under, up to the top and draw the puddle

b: down the laces to the heel, round the toe

f: down the stem and draw the leaves

e: lift off the top and scoop out the egg

l: down the long leg

h: down the head to the hooves and over his back

r: down his back and then curl over his arm

j: down his body, curl and dot

v: down a wing, up a wing

y: down a horn, up a horn and under his head

w: down, up, down, up

z: zig-zag-zig

q: round her head, up past her earrings and down her hair

x: down the arm and leg and repeat the other side

## **Session structure**

Each daily phonic session has the following elements.

	Speed sounds – set 1		Speed sounds – set 2 and 3
Hear and Say	Do not show the card yet! Say the sound – bounce and stretch Use picture cards/objects with sound	Hear and Say	Say the sound. Children repeat. Explain the picture side. Say the sound and the picture phrase. Children repeat. Use words on the card. Say the word in sounds. Children copy and say the word.
Read	Copy picture sound onto board. Run your finger around the picture as you say the sound and then say the picture name eg. c-c-c-c-c Show picture side and explain letter is hidden behind. Show card and children say sound or picture name – turn and hide caterpillar / c-c-c-c-c	Read the sound	Show the speed sound card (picture side) say the phrase. Show the letter side and say the sound. Explain that when they see the two or three letters together they say one sound. Point to the new sound on the sound chart. Children say the sound or phrase as the card is turned.
Speed Sounds review	Hide the sound in the pack of sounds taught so far. Read sounds and 'spot' the new sound	Speed Sounds review	Hide the sound in the pack of sounds taught so far. Read sounds and 'spot' the new sound
Write	Air write saying handwriting phrase – children repeat Repeat on board- model Children write	Word time – reading	Say the word and children say the special friends. Children say the sound and read the word.
Speed Write	Choose 2 or 3 of sounds learnt so far. Children say handwriting phrase as they write	Reading review	Children read words with a previously taught grapheme using 'Fred in your head'
Oral Fred Talk	Say each word in sounds followed by word and children repeat. c/a/t/ - cat	Read nonsense words	Identify the special friends Read the 'alien' words

Blending with speed sound cards	Say sounds as place on the board/pocket chart/magnetic letters/sound buttons – point and sweep	Word time – spelling	Say the word. Children repeat. Children: Hide their fingers and count the sounds Hold up their fingers Pinch their fingers as they say the sounds Write the word and underline any special friends. Teacher writes the word on the board to check.
Blending assessment	Put sounds in and children say independently – point and sweep	Spelling review	Children write previously taught words using the steps above
Read the green word cards	New words – say sounds and read Previously taught words – Fred in your head Known words – no Fred	Reading red words	You can't Fred a red. Speed practice of red words.
Read the nonsense words	Alien language – say the sound and read the words		
Spelling	Tell children number of fingers to hold up Say the word Children repeat and pinch finger for each sound Write the word Write the word on the board and children tick each correct sound		
Game (optional)		Game (optional)	

In the classroom:

- Children are regularly assessed to ensure that they are retaining learning.
- All children should have access to a phoneme mat on their table to support with their writing in all subjects.
- All phoneme mats will match the Read Write Inc cards.
- A speed sound chart is displayed in each classroom