

## What is Phonics?

### **Intent**

At Alec Reed Academy, we are committed to the delivery of excellence in the teaching of Phonics. We are passionate about ensuring all children become confident readers and writers. Phonics is a key skill that supports the development of early reading skills and our mission is to teach every child to read and write and to keep them reading.

Using the Read Write Inc. (RWI) programme, we aim to:

- Develop each child so that they are able to read with fluency and good understanding
- Develop a love of reading that will stay with children all their lives
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

### **Read Write Inc. (RWI)**

At Alec Reed Academy, we use the RWI programme to help children with their reading and writing. This is an extensive programme which begins from the Nursery and continues until the children are confident with phonics. Each class within Nursery, Reception and Year 1 will have a discrete lesson every day and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need. Children are grouped according to their phonic knowledge (assessed by the RWI coordinator) into smaller group sizes of no more than 20.

### **Teaching a sound**

In RWI, the individual sounds are called 'speed sounds', which are grouped into 2 sets:

- **Set 1** sounds are the initial letter sounds. There are the set one sounds with one letter (which are taught in the following order):

*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*

These are the sounds written with two letters (diagraphs):

*sh th ch qu ng nk ck*

- **Set 2** sounds are diagraphs as follows:

*ay ee igh ow (as in blow) oo (as in zoo)*

*oo (as in look) ar or air ir ou (as in out) oy*

- **Set 3** sounds are also digraphs with alternative spellings

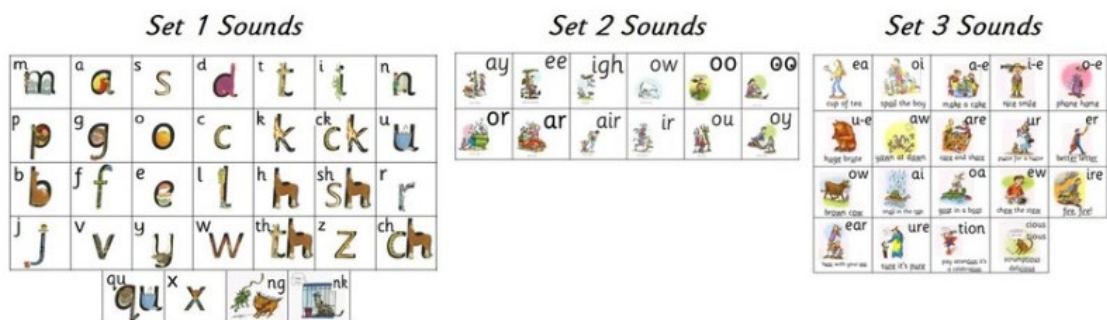
*ea (as in tea) oi (as in spoil) a-e (as in cake) i-e (as in smile)*

*o-e (as in home) u-e (as in huge) aw (as in yawn) are (as in care)*

*ur (as in nurse) er (as in letter) ow (as in brown) ai (as in snail)*

*oa (as in goat) ew (as in chew) ire (as in fire) ear (as in hear)*

*ure (as in pure)*



### What is Fred Talk?

Children will be introduced to a toy frog called Fred once he or she is reading to start reading words.

Fred can only say the sounds in a word and needs your child to help him read the word. Fred will say the sounds and children will work out the word. For example, Fred will say the sounds c-a-t, and children will say the word cat. This is Fred Talk: sounding out the word.

### Reading within sessions

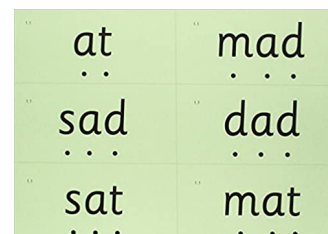
Whilst children are learning set 1 sounds, they will begin to read words containing those sounds by using Fred Talk (sound blending). For example,

m-a-t *mat*

f-i-sh *fish*

s-p-l-a-sh *splash*

This will continue with set 2 and set 3 speed sounds when they continue through the programme.



Once children have learnt set 1 sounds, they should be reading a book every week, starting from red ditties. This will progress dependent on the group that you are in. The order of the book bands can be found in the handbook: red ditties, green, purple, pink, orange and yellow.

### Writing within sessions

When learning a new sound, children should be encouraged to write down words with that sound. Children will learn to hold a sentence in their heads and write it down. They will also learn about grammar, punctuation and spelling when writing their sentences.

When modelling, all adults should continue to model their cursive handwriting showing the lead in. Children should be encouraged to write using the lead in from when they are first shown a sound.

