

Implementation

At Cherry tree Academy we follow the systematic synthetic phonics programme called 'Read Write Inc' created by 'Ruth Miskin'.

We begin, in Reception, by following the read write inc document 'Making a strong start in Reception', teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught how to blend independently using magnetic boards and letters. 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. In Read Write Inc phonics the individual sounds are called 'speed sounds'.

When children are taught new sounds, they will learn:

- The letters that represent a sound (single letters or special friends)
- Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray.
- Green words are decodable words that children can use their 'Fred Talk' to sound out and blend. They feature the sound that the children have been learning that day.
- In a phonics lesson, children cover new green words to support their reading of a new sound as well as review words they have previously read to help build 'speedy reading'.
- There is a handwriting phrase that supports each individual letter.
- From special friends 'ng' onwards there is a phrase that children are taught to help them learn the new sound.
- When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.
- Children are taught to read real words and nonsense words.
- Red words are introduced when children reach ditty level. These words are harder to read as they are not decodable until children learn to read different alternatives.

Set 1 sounds are the single letter sounds and set 1 special friend sounds. They are taught in the following order;

Set 1 single sounds	Handwriting phrase
m	Down Maisy, mountain, mountain
a	Around the apple and down the leaf
s	Slither down the snake
d	Around the dinosaur's bottom, up his tall neck and down to his toes
t	Down the tower, across the tower
i	Down the body and dot for the head
n	Down Nobby and over his net
p	Down the pirates plait and over his face
g	Around the girls 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 and around 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 the robots back and curl over his arm
j	Down his body, curl, and dot for his head
v	Down a wing, up a wing
y	Down a horn, up and horn and under his head
w	Down, up, down, up
z	Zig-zag-zig
x	Down an arm and leg, repeat the other side
Set 1 special friends	Phrase
sh	-
th	-
ch	-
qu	<i>Handwriting phrase for 'q'</i> Round her head, up past her earring, down her hair, and flick
ng	Thing on a string
nk	I think I stink

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. These are 'special friend' sounds. They are taught in the following order;

Set 2	Phrase
ay	May I play?
ee	What can you see?
igh	Fly high
ow	Blow the snow
oo	Poo at the zoo
oo	Look at a book
ar	Start the car
or	Shut the door
air	That's not fair
ir	Whirl and twirl
ou	Shout it out
oy	Toy for a boy

There are 19 Set 3 'speed sounds' these are taught the same way as set 2. They are taught in the following order;

Set 3	Phrase
ea	Cup of tea
oi	Spoil the boy

a-e	Make a cake
i-e	Nice smile
o-e	Phone home
u-e	Huge brute
aw	Yawn at dawn
are	Share and care
ur	Nurse with a purse
er	A better letter
ow	Brown cow
ai	Snail in the rain
oa	Goat in a boat
ew	Chew the stew
ire	Fire, fire!
ear	Hear with your ear
ure	Sure it's pure
tion	Pay attention, it's a celebration
tious/cious	Scrumptious/ delicious

Once children are able to read words containing learnt sounds they will begin to read reading books that support their current ability. The book order is as follows;

Set 1 blending books
Ditty sheets
Red ditty books
Green story books
Purple story books
Pink story books
Orange story books
Yellow story books
Blue story books
Grey story books

The majority of staff within school have been on the official 2 day Read Write Inc training to allow consistent and effective teaching of the scheme. The early reading lead ensures that in house training is completed with any new member of staff using the Ruth Miskin online training portal. The early reading lead provides regular training and support to staff delivering the programme, holding weekly practice sessions with all reading teachers. Throughout Early Years and Key Stage One, children are taught in small and focussed groups to target their specific needs for phonics, alongside children of the same ability. Any children in lower Key Stage Two that still need further phonics teaching and consolidation also engage in daily phonics sessions.

The groupings are based on Read Write Inc assessments that are carried out at the start of each school year and then continue half termly by the early reading lead who then collates this information and regroups children based on their current skill level allowing progression for most children but repetition and support for those that need more time on a specific set of sounds. This approach allows lessons to be focused and specific to the needs of the children. Lessons are taught by both teachers and teaching assistants who are supported by the early reading lead in their delivery. As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will

practise their decoding skills by sounding out nonsense 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 Phonics Screening Check that the children complete at the end of year 1. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics so that they can be successful and gain confidence. Children take home a Read Write Inc scheme reading book that they have been reading in school. This book is a decodable book that is matched to the children's phonics knowledge. Alongside this, children also take home a Read Write Inc book bag book that matches alongside their reading level which provides children with additional reading practise.

Through the consistent, systematic and daily teaching of the Read Write Inc Phonics programme, our aim is for children to become fluent, confident readers by the end of Key Stage One. Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify any sound gaps that the children may need further support with in Year 2. The children are assessed one to one by the early reading leader, who is a familiar adult to them. Those who do not pass the screening check at the end of Year 1 will continue their phonics lessons in Year 2. This allows for them to develop their phonics skills ready to retake the screening at the end of Year 2.

The early reading lead holds different phonics workshops with parents throughout the year to support parents with reading with their child. Reception parents have an introductory workshop in the Autumn term explaining how we teach children to read and write and what things they can do at home to support their child. There is also a phonics screening check meeting held in the Spring term and additional phonics workshops in the Summer term.

We want all children to achieve and be confident readers, we know for some children reading is not always easy. To ensure children keep up instead of having to catch up we work with some children 1:1 daily to help close the learning gaps. Children from Reception to year 4 who are working below the age appropriate expectation have daily 1:1 phonics tutoring with a trained reading teacher to develop their phonics knowledge. Any children in year 5 and 6 that need additional support also receive 1:1 tutoring. We have access to the Read Write Inc school portal where children can access the virtual classroom to engage in additional phonics learning, focussing on speed sound lessons and reading and reviewing words. Video links from the portal can also be sent home to parents to help support children at home.