

CHERRY TREE ACADEMY

PHONICS



Our Phonics Approach

Implementation

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	
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	Phrase
sh	-
th	-
ch	-
qu	-
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 reading lead ensures that in house training is completed with any new member of staff using the Ruth Miskin online training portal. The phonics lead provides regular training and support to staff delivering the programme. 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. The phonics lead 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 phonics 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 practice 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 as well as a book bag book that matches alongside their reading level.

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 within Year 2. The children are assessed one to one by the 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.

Through the Read Write Inc programme, our aim is for all children to become confident, fluent readers by the end of Key Stage One. Children can then focus on developing their fluency and comprehension as they move through school. They will have the ability to decode and work out unfamiliar words in any new texts they encounter. Reading is the heart of our school and hopefully we embed a love of reading in all of our children.