

Phonics at Shawlands Primary School

At Shawlands Primary School, we are passionate about reading. We are determined to ensure that our children develop a life-long love of reading by being given the best possible start to their reading journey. To enable this, we follow the Read Write Inc phonics scheme for reading. The information below will give you an insight in to how phonics is taught at Shawlands and will help you to support your child's reading at home.

If you have any further questions after reading the information on this page, please do not hesitate to contact our phonics leader Miss Law.

What does RWI look like at Shawlands Primary School?

From Reception through to Year 2, all children are taught phonics in small groups. Nursery are taught phonics separately in their classes. Phonics sessions take place straight away on a morning at 9.10am for 20 minutes to start with in reception and building up to 50 minutes for Key stage 1. At the end of each half term, all children are assessed to track and monitor their progress. From these assessments children are grouped into stages, where they work with peers at the same reading level. Children working below expectations are assessed more regularly, and regrouped where necessary, in order to support them to make accelerated progress.

Below is a copy of the RWI speed sound chart. The chart displays all of the sounds that your child will learn through our phonics programme. We refer to this daily in our phonics teaching.

Complex Speed Sounds Chart												
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				
			gn		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		gu		ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				ā-e	ē-e	ī-e	ō-e				
					ai	y	ie	oa				
					a	ea	i	o				
						e	y	oe				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
ū-e			oor	are	ur	ow	oi					
ue			ore	er	er							
ew			ore									
			aw									
			au									

Phonics in the Early Years Foundation Stage

We teach phonics in a morning, at 9.10 – 10.00, as we find that this is the time when children are the most focussed and engage best in their learning. We are passionate about ensuring all children have the opportunity to become confident and enthusiastic readers. We value reading and writing as a life skill, and are dedicated to enabling our pupils to become lifelong readers. Through a consistent and structured approach to phonics, pupils will acquire phonic knowledge and build on previous learning. They will apply this knowledge when reading carefully matched texts.

Children in Nursery follow Letters and Sounds Phase 1 when they first come to our school, focussing on listening skills including listening for and distinguishing sounds in the environment. Initial sounds are also

introduced and explored. The staff use 'Fred Talk' daily with the children, with the expectation that the children will begin to encode the words. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog toy.

Before starting to teach Set 1 sounds children practise using 'pure sounds' and we teach children to name the pictures associated with the sounds e.g. "apple" for 'a', "tower" for 't'.

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that "d-o-g" makes "dog")

Typical activities for teaching Phase 1 phonics include **'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy**. This phase is intended to develop children's listening, vocabulary and speaking skills.

In the summer term in Nursery we start to teach the single letters in Set 1. We teach a new sound every day for about 15 minutes. We start teaching Nursery children to blend in small groups once the children can read all of the single letter Set 1 sounds speedily.

Reception children are taught in their registration groups for the first 5-6 weeks. There is then an assessment just before October half term and children are organised into phonics groups according to the phonics phase they are working at. Miss Law, the EYFS phonics leader, assesses all EYFS children every half term and organises groups accordingly.

What does a typical phonics session look like at Shawlands?

Children are taught the sounds in 3 sets. They will learn 1 new sound from that set each day while learning set 1 sounds. When they start to learn set 2 and 3 sounds they will learn a new sound for the first 3 days of the week and then on Thursdays and Fridays they will review the sounds taught that week to ensure that the sounds are retained. During a typical phonics session, children read 'green words' with the new sound in and will also have a go at writing these too. To help children sound out green words, we use 'Fred Talk' and 'Fred Fingers'. We have a Fred the Frog puppet to help us sound out words e.g. m-o-p, sh-o-p, ch-air. The following video is an example of blending sounds with



Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

thin	thick
this	zip
zag	chin

On the green word cards that we use in class, a line is placed under a **phoneme** that has more than one letter for the corresponding **grapheme** (a digraph, or trigraph). A dot is placed under a phoneme that has only one letter for the corresponding grapheme.

As part of our sessions, we also learn red words. These are words that are not easily decodable, so children should be asked to read them without blending. Click on the link below to download a copy of all of the green words that your child will learn throughout the RWI programme.

The word 'said' is written in a simple, black, sans-serif font inside a light pink rectangular box.

<https://shawlandsprimaryschool.co.uk/wp-content/uploads/2022/01/red-words.pdf>

Depending on their stage of learning, some children then read a RWI ditty sheet or guided reading book which is closely matched to the sounds they have recently learnt. They will read 'a ditty a day' or will read the book in class for 3 days or 5 days depending on the colour group they are currently in. They will also bring home a RWI ditty sheet or book-bag-book which is linked to the book they are reading in their phonics sessions. Children will follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this. Try not to worry if your child is finding reading tricky, they will all get there in their own time!































Books	Year Group Expectations
Sound blending books	Reception
Ditty sheets	Reception
Red Ditty 1-10	Reception
Green 1-10	Reception/Year One
Purple 1-10	Year One
Pink 1-10	Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One/Year Two
Grey 1-13	Year Two

Set 1

Set 1 Sounds are made up of the initial letters and are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. This set also introduces 10 digraphs. A **digraph** is two letters that make one sound. In school, we call these 'special friends'.

Set 1	
Sound	Rhyme
m	Maisie, mountain, mountain.
a	Around 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 insects body, dot for the head.
n	Down Nobby and over his net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroos body, tail and leg.
u	Down and under the umbrella, up to the top and draw a 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 horse's head to the hooves and over his back.
r	Down the robot's back, 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 the yak's head.
w	Down, up, down, up.
z	Zig-zag-zig.
x	Down the arm and leg and repeat the other side.
sh	Sh says the horse to the hissing snake.
th	The princess in the tower is rescued by the horse, she says thank you!
ch	The horse sneezes when the caterpillar's hairs get up his nose ch-ch-choo.

qu	Round the queen's head, up to her crown, down her hair and curl
ng	A thing on a string.
nk	I think I stink.
ff	
ll	
ss	
ck	Tick tock clock

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		sh		th		ch		qu		ng	

At this stage we do not use the letter names and it is important that sounds are pronounced in their pure form ('m' not 'muh', 's' not 'suh', etc.) Use the link below to support your pronunciation of sounds correctly.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

To help you practise at home, you can print off a copy of the set 1 sounds and their rhymes on flashcards from the phonics page on our website.

Set 2

After becoming confident with all of the sounds in set 1, children move on to set 2. In set 2 they are taught the long vowel sounds. They are also introduced to **trigraphs** (where three letters make one sound) Each sound has a corresponding phrase that we use to help the children remember the sounds.

Set 2 sound	Set 2 sound phrase
ay	ay: may I play?
ee	ee: what can you see?
igh	igh: fly high
ow	ow: blow the snow
oo	oo: poo at the zoo
oo (pronounced "u")	oo ("u"): look at a book
ar	ar: start the car
or	or: shut the door
air	air: that's not fair
ir	ir: whirl and twirl
ou	ou: shout it out
oy	oy: toy for a boy



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

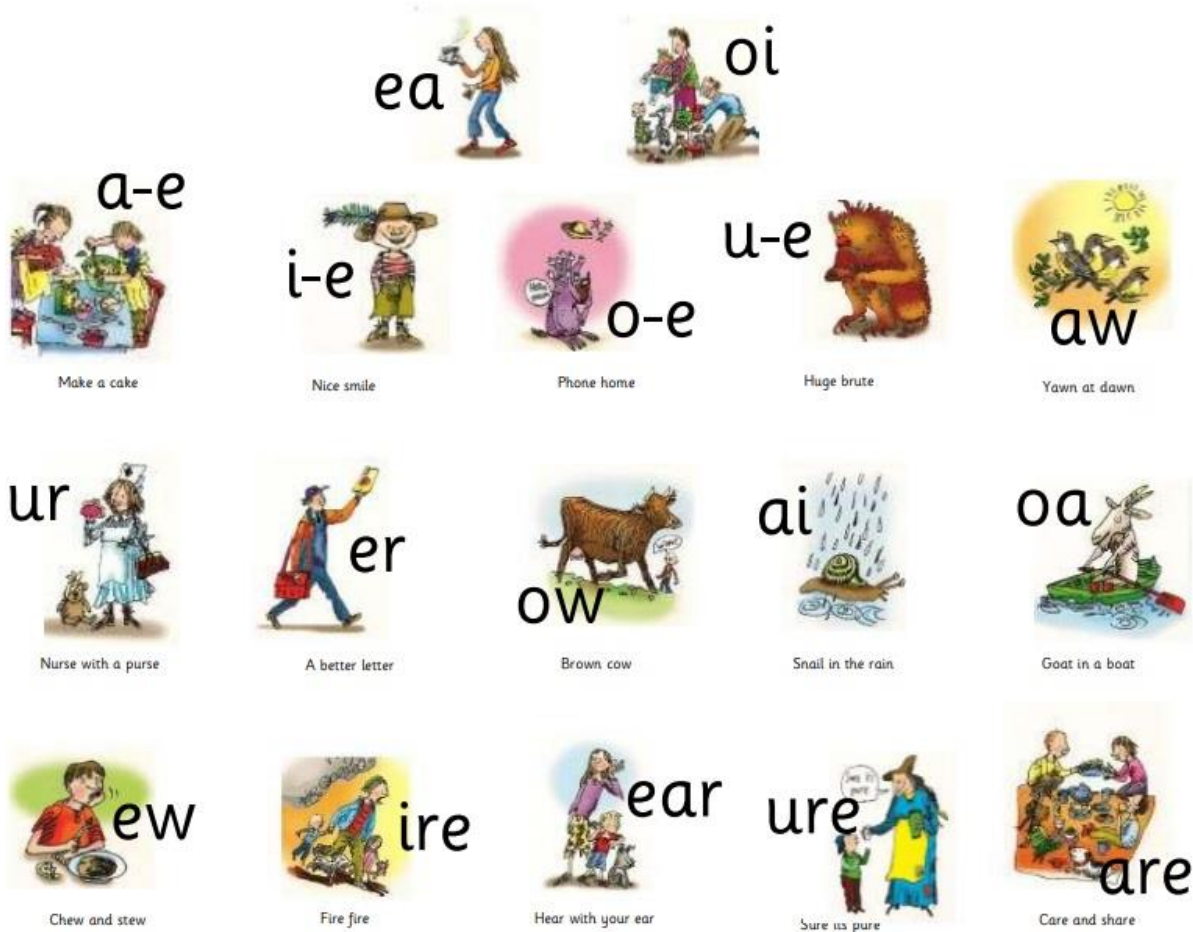
To help you practise at home, you can print off a copy of the sounds and their rhymes on flashcards on the phonics page on our school website.

Set 3

When children are very confident with all of set 1 and 2 they are taught set 3 sounds and then the additional sounds. This set introduces the children to alternative ways to pronounce sounds they may have previously been taught. It also introduces the children to **split digraphs** (where one sound splits the vowel and the final e). In school, we call these 'chatty friends'

Set 3 sound	Set 3 sound phrase
ea	ea: cup of tea
oi	oi: spoil the boy

a-e	a-e: make a cake
i-e	i-e: nice smile
o-e	o-e: phone home
u-e	u-e: huge brute
aw	aw: yawn at dawn
are	are: care and share
ur	ur: nurse with a purse
er	er: better letter
ow	ow: brown cow
ai	ai: snail in the rain
oa	oa: goat in a boat
ew	ew: chew the stew
ire	ire: fire, fire!
ear	ear: hear with your ear
ure	ure: sure it's pure
tion	tion: pay attention it's a celebration
tious cious	scrumptious delicious
e	e: he, she, we, me, be
Additional sounds	
au	au: Paul the astronaut
ue	ue: come to the rescue
ie	ie: terrible tie
ph	ph: take a photo
wh	wh: whisk, whisk
kn	kn: knock knock
e-e	e-e: go Steve and Pete!



To help you practise at home, you can print off a copy of the set 3 sounds from the phonics page on our school website.

Nonsense/alien words

As well as learning to blend real words children will have plenty of opportunities to apply phonic knowledge when reading 'nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

Set 1 Nonsense Words - Word Time 1.6

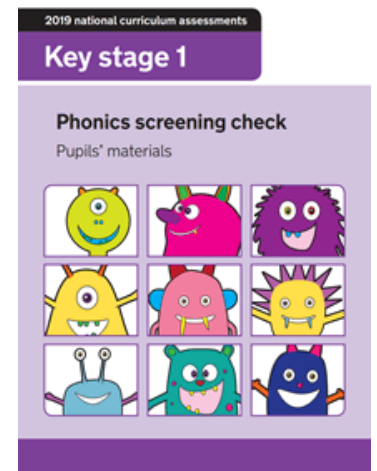


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Year 1 Phonics Screening Check

In June, Year 1 children will take the Phonics Screening Check. For the check, they will need to read 40 words (20 real words and 20 nonsense words). For more detailed information about the phonics check, please click the following link

<https://www.youtube.com/watch?v=LbKGLJPP6ww>. In the spring term, we also hold a phonics screening check information meeting for parents to give more details about what to expect and how to help prepare your child.



Please follow this link for more information about the Phonics Screening Check, which includes some sample test materials for you to get an idea of what the check involves.

<https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>

How can I help?

Parents are partners in their children's learning. At Shawlands, we pride ourselves on working closely with parents to support you to help your child with their learning. Regular practise of phonics sounds and home and daily reading will help your child to get the best start possible. Each day your child should come home wearing a sticker, which will tell you which sound they have learnt in phonics that day. Using the resources from the website, you could practise green words for the sound they have learnt that day as well as reading their phonics reading book and logging onto Oxford Owl to read their e-book and complete their phonics quiz.

Also, look out for our phonics workshops, where we will show you how a typical session is taught, share resources to help your child and answer any questions you may have. We also run an information

session in the Spring term to tell you all that you need to know about the Year 1 Phonics Screening Check.

Useful websites for parents and children:

<http://www.ruthmiskin.com/en/parents/>

<http://www.phonicsplay.co.uk/> - many games to play

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

Key vocabulary

Digraph – two letters that make one sound. In school, we call these ‘special friends’.

Trigraph - three letters that make one sound. In school, we call these ‘special friends’.

Split digraphs - where one sound splits the vowel and the final ‘e’. E.g. cake. We also call these chatty friends.

Phoneme – a unit of sound.

Grapheme – the way we write a phoneme.

Segment – splitting a word up in to separate sounds (phonemes).

Blend – joining together the sounds (phonemes) to make a word.

Oral blending – a child hears the sounds and says the word. E.g. an adult says c-a-t and the child can respond with ‘cat’.