



Phonics and Reading at Birchington Church of England Primary School

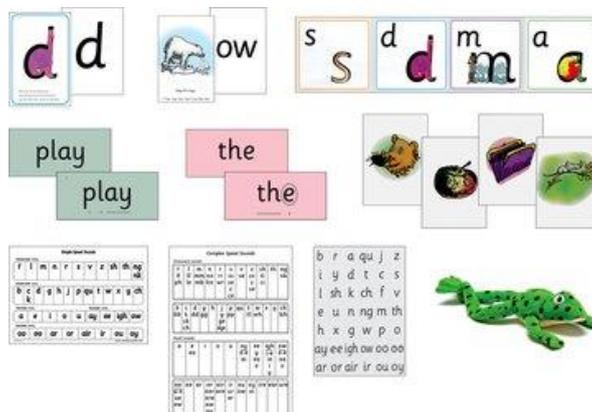
Read Write Inc - Our Phonics Scheme at Birchington CE Primary School

The Government strongly recommend the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

At Birchington CEP we use Read, Write, Inc. (RWI) an inclusive synthetic phonic programme to teach our children to read, to write and to spell. We have adopted this as our whole school approach as the programme teaches the basic sounds and letter formation before advancing to more complex sounds and reading for comprehension. The programme moves from learning to read to reading to learn.

Year 1 started the programme in February 2022 and the rest of the school joined the programme in September 2022.

In EYFS and KS1, RWI sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development. This method of phonics teaching is both systematic and repetitive in order to embed learning; the programme also offers plenty of opportunities for fun based, interactive learning using drama, role play and props to engage with and to enjoy texts and stories. In Year 1, the children work in groups according to their confidence and competence. These groups are monitored on a regular basis in order to match the pace and the progress of each child; this also allows class teachers to identify where 1:1 interventions may be required in order to meet the expectations of the Phonics Check.



How RWI is taught at BCEP

Early Year Foundation Stage

In the Early Years Foundation Stage, all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

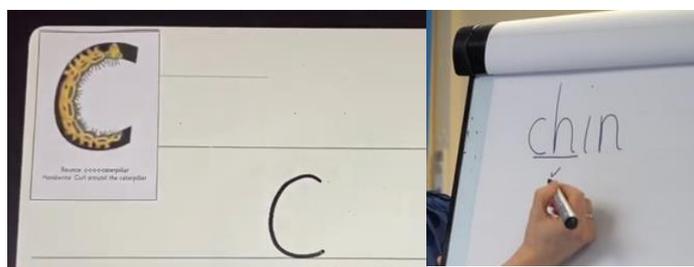
- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Work well with partners
- Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions



Writing

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- Learn to write words by using Fred Talk
- Learn to build sentences by practising sentences out loud before they write



Talking

The children:

- They work in pairs so that they:
- Answer every question
- Practise every activity with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.



Key Stage 1

Children in Key Stage 1 (Years 1 and 2) continue to be taught phonics in groups, depending on their stage. They have a daily RWI lessons which start with a 10/15 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words,

decoding 'alien' (pseudo) words, and spelling. In Year 1. children then read and comprehend a book which is carefully matched to their phonics knowledge following a 4-day plan.



Children are assessed regularly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional support is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the English Hub.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by the Spring term of Year 2.

The structure of RWI

Step 1:

The children are taught the sounds in 3 sets. (Speed sounds)

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insect body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girl's 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 the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl

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 the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

At this stage we do not use the letter names

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Step 2:

The children are then taught **Set 2 Sounds** - the long vowels. When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	



As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term. These words provide endless opportunities for children to apply and practice their thinking in a range of different context.

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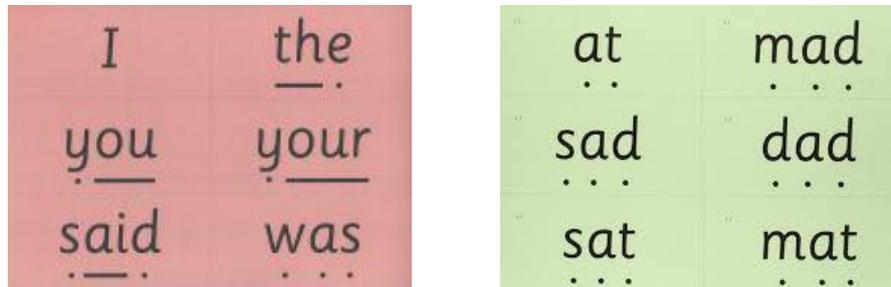


chawn



Step 3:

Within all the RWI sessions/books children will be exposed to **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable. Dots and dashes represent the sound each letter makes.



During the RWI Reading session, children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills.



Reading Books Sent Home

Children in Reception who are learning the first 44 letter sounds and are not blending fluently will bring home sound sheets, picture books and a library book for you to read with them. Once children can blend fluently and know the first 44 sounds they will bring home RWI Sound Blending Book, Ditty sheets or a RWI Book Bag Book based on their colour level. With the RWI Book Bag Books please encourage your child to read though the speed sounds page first, then the green and red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. Children continue to work through the colour stages of RWI through EYFS, Year 1 and Year 2 with the aim to be off of the scheme by the beginning of the Spring term in Year 2.



Speed Sounds



Ask your child to say the sounds (not the letter names) clearly and quickly, in and out of order. Make sure he or she does not add 'uh' to the end of the sounds, e.g. 'f' not 'fuh'.

Each box contains one sound. Focus sounds for this story are circled.

Consonants

f	l	m	n	r	s	v	z	sh	th	ng
										nk

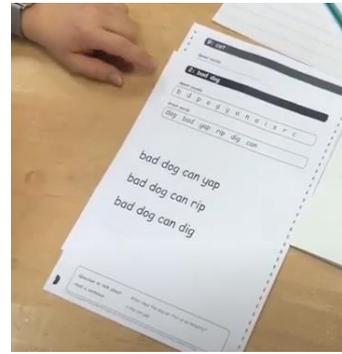
b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels

Ask your child to say the sounds in and out of order.

a	e	i	o	u
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An Oxford Reading Tree Book, Project X Phonics Book, Big Cat Phonics Book or a Floppy's Phonics Book may also be sent home to broaden your child's reading coverage. We encourage all the books to be read 3 times to improve fluency, comprehension and understanding.

Once the children have completed the RWI scheme they will move onto the Oxford Reading Scheme books.

Useful links

[Parents and Carers - Ruth Miskin Literacy](#)