

Phonics Intent - Why is early reading so important for our children?

Learning to read is one of the most important skills your child will learn in school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. At Wrenthorpe Academy, we want all children to acquire the skills to decode, to establish a love of reading and ultimately to have the ability to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

Implement - How will our children learn?

At Wrenthorpe Academy, we follow the Read Write Inc Phonics scheme to give your child the best possible start.

In EYFS and KS1, a systematic and rigorous approach to phonics is applied through the delivery of the Read, Write Inc. programme. Robust, half-termly assessments are used to ensure that children are making at least expected progress and are placed in a group that is matched to their ability. Where children are not making expected progress, 1:1 tutoring sessions are swiftly put in place to address this and support children to keep up, not catch up.

To begin with, our children read sound cards and green word cards, once they are able to confidently decode, they progress onto books that are closely matched to their phonic knowledge. Once confidently decoding, children get the opportunity to take home a familiar text and an unfamiliar text to read at home, both of which match their increasing phonic knowledge.

In KS2, some children will continue to access RWI lessons. These children will continue to take home familiar and unfamiliar books that are closely matched to their phonic knowledge.

Staff delivering Read, Write Inc. lessons have access to quality training materials provided by the Ruth Miskin Portal to ensure that teaching is up to date, consistent and of a high standard.

What is Read, Write, Inc?

Read Write Inc (RWI) is a complete phonics and literacy programme which helps all children learn to read fluently so they can focus on developing their skills in comprehension and vocabulary. The programme is designed for children aged 4-7. However, at Wrenthorpe Academy we will continue teaching RWI to children as an intervention beyond the age of 7 if they still require support in their reading. RWI was developed by Ruth Miskin and more information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

Five key principles underpin the teaching in all Read Write Inc. sessions:

Purpose: know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

Participation: ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise: ensure children are praised for effort and learning, not ability

Pace: teach at an effective pace and devote every moment to teaching and learning

Passion: be passionate about teaching so children can be engaged emotionally.

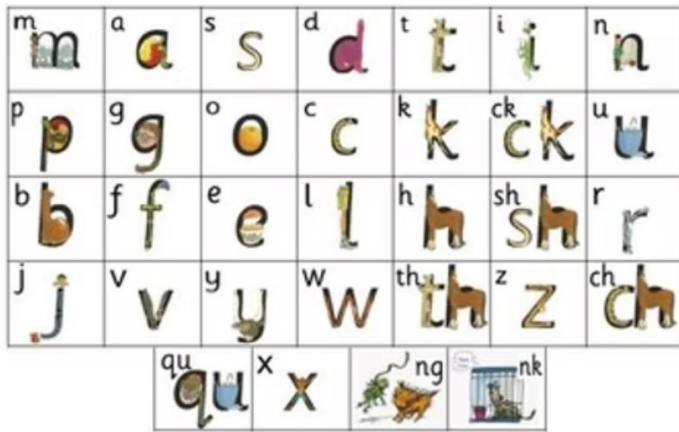
How will RWI be taught?

All children are assessed regularly by our RWI lead teacher so they are grouped with children at the same level. This allows lessons to be pitched at the correct level and ensures full participation.

Reception & Year 1

In Reception, children will learn how to 'read' the sounds in words and how those sounds can be written down. They then access short age appropriate texts daily. In Year 1 children follow the same format as Reception but will work on complex/alternative sounds and read longer books appropriate to their reading level.

Set 1 Sounds



Learning to blend with Set 1 Speed Sounds

Your child is learning to read words containing Set 1 Speed Sounds by sound blending. For example:

m-a-t mat
 c-a-t cat
 g-o-t got
 f-i-sh fish
 s-p-o-t spot
 b-e-s-t best
 s-p-l-a-sh splash



Set 2 Sounds

Your child will progress on to their Set 2 sounds.

These are the Set 2 sounds:

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






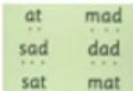
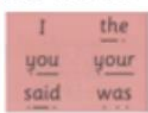

ea (as in tea)
 oi (as in spoil)
 a-e (as in cake)
 i-e (as in smile)
 o-e (as in home)
 u-e (as in huge)
 aw (as in yawn)
 are (as in care)
 ur (as in nurse)
 er (as in letter)
 ow (as in brown)
 ai (as in snail)
 oa (as in goat)
 ew (as in chew)
 ire (as in fire)
 ear (as in hear)
 ure (as in pure)

Read, Write Inc Terminology

At school, we use a puppet called Fred who is an expert on sounding out words!

The following video is an example of blending sounds with

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

<p>Fred talk</p>  <p>c-a-t</p>	<p>Saying each sound in a word out loud using pure sounds and blending them together to make the word. E.g. c-a-t → cat</p>
<p>Fred in your head</p> 	<p>Once children are secure sounding out loud, we encourage them to try sounding quietly in their head to aid fluency and speed.</p>
<p>Speedy read</p> 	<p>Familiar words that children instantly recognise - read by recognition.</p>
<p>Special friends</p> 	<p>When two or three letters make one sound we call them special friends, this helps children to recognise that the letters are often grouped together in words. As part of phonics sessions, children are trained to spot special friends within a word to support with sounding out. E.g., <u>blow</u> <u>light</u> <u>play</u></p>
<p>Fred fingers</p> 	<p>Counting the number of sounds in a word and pinching the sounds on our fingers to help with the spelling process.</p>
<p>Green words</p> 	<p>Green words are linked to the sounds children have been learning and are easily decodable when sounding out.</p>
<p>Red words</p> 	<p>Red words are words that are not easily decodable, they can't be sounded out. They were previously referred to as 'tricky words'.</p>
<p>Alien words</p> 	<p>Decodable nonsense words that can be read using knowledge of phonics. These words will feature heavily in the Year One Phonics Screening check in the summer term. E.g. g-l-o-a-m j-igh-t p-a-t</p>

Click on the links to read the RWI parent leaflets.

[Parent Booklet 01.indd](#)

[Parent Booklet 02.indd](#)

[Parent FAQs](#)

[Parent Sounds Guide](#)

[Fred Games](#)

Knowledge and Skills Progression Maps

Please note that knowledge and skill progression maps are available for parents/carers upon request, highlighting the learning journey in our school. However, we regret that publishing these maps online is not possible, as our school follows a purchased scheme of work. Please feel free to approach the

school office if you require further information regarding your child's progress in specific subjects.

Reading

The children:

- Learn letter sounds and the corresponding letters using simple picture prompts
- 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
- 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 and Fred Fingers
- Learn to build sentences by practising sentences out loud before they write

Talking

The children:

- Answer every question
- Practise every activity with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

Once children become fluent speedy readers, the RWI session will be replaced with a standard English lesson.

Impact - What is achieved through our early reading curriculum?

By following the Read, Write, Inc programme, our children feel confident in using their phonic knowledge and the skills that they have been taught to read and spell words. This helps them to access a range of texts and, in turn, promotes a love of reading. By taking home books that are both familiar and closely matched to their phonic knowledge, children can be successful in reading.

Based on 2023/2024 results:

In Year 1, 94% of our children reached Age Related Expectations for word reading, compared to National outcomes at 80%.

To help at home:

Your child will start to bring books home when they are confident at reading the sounds they know. Please find time to listen to them read, have patience and give lots of praise!



Recommended Websites

[PhonicsPlay](#)

[Letters and Sounds, English Games for 5-7 Years - Topmarks](#)

[NASA Kids' Club - NASA](#)

[ictgames || html5 English Games Page](#)