



Work Together, Learn Together, Grow Together

Langdale Primary Phonics policy

At Langdale phonics is taught according to the Read Write Inc (R.W.I) programme. R.W.I is an inclusive literacy programme for all children in EYFS and Year 1 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day as the continuity and pace of the programme is key to accelerating the progress of children's reading development.

Aims and Objectives

To teach children to:

- Apply the skill of blending phonemes in order to read words.
- Segment words into their constituent phonemes in order to spell words.
- Learn that blending and segmenting words are reversible processes.
- Read high frequency words that do not conform to regular phonic patterns.
- Read texts and words that are within their phonic capabilities as early as possible.
- Decode texts effortlessly so all their resources can be used to comprehend what they read.
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Teaching and Learning Style

This is based on the 5 Ps.

Praise - Children learn quickly in a positive climate.

Pace - Good pace is essential to the lesson.

Purpose - Every part of the lesson has a specific purpose.

Passion - This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation - A strong feature of R.W.I lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Planning

Pupils work within ability groups which are defined by their performance on R.W.I assessments. Pupils are assessed every half term and the groups are reorganised accordingly.

Delivery of Phonics

- Initial sounds are to be taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.



Fred Talk

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.

- Blends are to be declustered. E.g. bl is two specific sounds.
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

Children will be taught how to read as follows:

Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

Fred Talk

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.

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.

The following video is an example of blending sounds with Fred. https://www.youtube.com/watch?v=dEzfpod5w_Q

R.W.I across the school

What does this look like at Langdale?

❖ Nursery

See separate policy

❖ Reception

Phonics is taught 4x a week for 20 minutes in 4 ability groups led by Teacher and TA

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

The children will continually recap set 1 sounds but also be introduced to set 2 sounds as outlined below. Some children who are confident with set 2 sounds will be introduced to set 3 sounds.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
	Teach these first		
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?	

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:

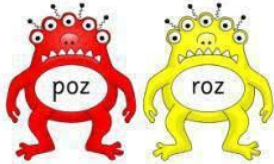
- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

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

Nonsense words (Alien words)



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'.

Expectations at the end of Reception

All children will be able to recognise, read and write set 1 sounds.

All children will be able to blend and segment set 1 sounds

The large majority of children will recognise, read and write set 2 sounds

Some children will be able to blend and segment set 2 sounds

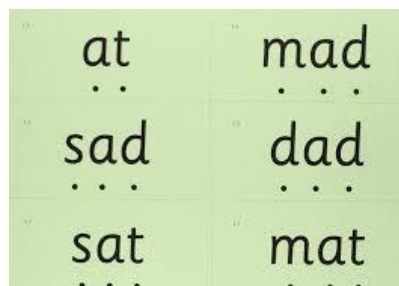
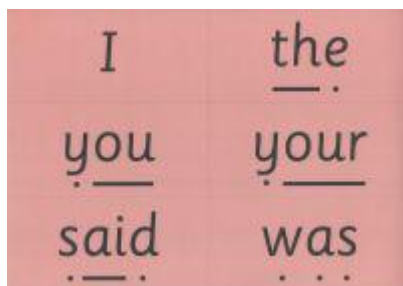
Some children will be able to recognise and read set 3 sounds.

❖ Y1

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour.

In year 1 Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **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.

Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

During the RWI 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. You may have heard your child talking about ‘**hold, edit or build a sentence**’.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Phonics is taught 4x a week for 1 hour in 4 ability groups led by the teacher and TA

Expectations at the end of year 1

The large majority of children will recognise, read and write set 1, 2 and 3 sounds

The large majority of children will blend and segment set 1, 2, and 3 sounds to form words.

The large majority of children will be able to apply their phonics knowledge to read or write a sentence.

We expect at least 80% of Y1 children to pass the Y1 phonics screening check at the end of the year.

❖ Y2

Phonics is taught as an intervention 3x weekly for the children who did not achieve the expected standard in the phonics screening check. Led by a TA.

Assessment

YN/YR Half termly phonics checks are carried out. The results of which will determine the ability groupings. These ability groupings are flexible.

Y1 Termly phonics screening checks are carried out using past papers. The results of which determine the ability groupings. These ability groupings are flexible.

In Y1 children who have not reached the expected standard in each screening test will be placed in an ELS intervention group led by a TA.

SEN Pupils

SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI manager if required.

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of her children. The teacher assesses how children:

- Read the grapheme chart
- Read the green and red word lists
- Decode the ditty/story
- Comprehend the story

Formal assessment is carried out every half term by the R.W.I manager using the R.W.I. assessments. This allows for achieving homogeneity within each group and indicates the correct access point for new entrants.

Monitoring and Review

The R.W.I manager:

- Assesses all KS.1 pupils and designates pupils to the correct groups (along with the English lead)
- Coaches R.W.I teachers and check that pupils are in the correct groups
- Attends up-date meetings when they occur and reports back to the R.W.I teachers.
- Speaks with the Head teacher and English lead regarding groups and a 1-1 "hot list" of pupils needing further support.
- Is responsible for reporting to the English lead about the quality of the implementation of R.W.I and the impact on standards.