



**Swindon Academy**

The best in everyone™

Part of United Learning

# **How We Teach Phonics at Swindon Academy**

Updated September 2019

Pupils learn to read effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Spelling once they can read with accuracy and speed.

### **Read Write Inc. Phonics**

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

*In Read Write Inc. Phonics pupils:*

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency
- Spell quickly and easily by segmenting the sounds in words

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading. In Year R we emphasize the alphabetic code. Pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

### **Outcomes for Children**

#### *Assessing and Tracking Progress*

We assess all pupils following Read Write Inc. Phonics Assessment. Children are assessed at the end of each short term and regrouped according to the progress they have made. Assessments are carried out by the reading leader and one other trained adult. The reading leader is responsible for quality assuring the assessments. The reading leader will upload this data onto the school tracker and the RWI portal so that we can track the progress the children are making and provide intervention for those children that are not making expected progress.

In addition to the termly assessment, children will also sit a mock Phonics screening in January, March and May. Alongside this they will complete a nonsense gap analysis in November, February and April. This gives valuable data on how best to support them and inform teaching.

#### *Assessment Overview*

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
End of year expectation	Purple group	Yellow group	Children to be off Phonics by Christmas
	Sounds – Green: children are assessed at the end of each half term as a minimum. Children in lower groups should be	Sounds – Pink: children are assessed at the end of each half term as a minimum. Children in lower	Children starting the year Blue or below are assessed half termly. Children starting the year on Grey will

	<p>assessed when the teacher feels they have made sufficient progress.</p> <p>Once children reach purple group, they should complete a long term before being reassessed.</p> <p>No child in reception is to go higher than Orange.</p>	<p>groups should be assessed when the teacher feels they have made sufficient progress.</p> <p>Once children reach orange group, they should complete a long term before being reassessed.</p>	<p>complete one long term before being assessed.</p> <p>Year 2 children should complete the programme by the end of term 2 to be on track.</p>
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### Effectiveness of Leadership and Management

The role of the reading leader is critical. Alongside the Headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all staff and pupils follow the programme.

The reading leader's roles include:

- ensuring that teaching of reading is of the highest quality and that all pupils make progress
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to face feedback)

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.

Professional development is a key element of Read Write Inc. in ensuring consistent whole-school practice, underpinned by appropriate professional development. The Headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have Phonics training and the trainer returns to support us on subsequent development days. We hold at least two development days, per key stage, every year to ensure we are aware of up-to-date practice.

### Structure of Lessons

Lessons are structured to ensure that children have plenty of opportunity to recap and consolidate sounds but also build on prior knowledge. In order to make this as effective as possible we follow a structured lesson timetable. Different levels of phonics follow a different timetable.

Please see below for timetables:

#### Sounds groups A, B, C (1-day timetable)

Set A: 0-8 Group Word Time 1.1-1.3

Set B: 8 or more sounds 1.1-1.4

Set C: Teach gaps in sounds 1.1-1.5 Move to Green word cards

	Learning	Handbook reference
1	Introduce new sound (say the sound)	Pg 40
2	Introduce picture cards	
3	Draw the pictorial representation for grapheme then draw the grapheme	Pg. 33-34

4	Shows on large sound card	
5	Shows what grapheme looks like	
6	Flip card (sound and phrase)	
7	Puts into pack of previously taught sounds. Children point to sound. (max 10-15)	
8	Fred Talk a word and children orally blend (Help Fred)	
	Handwriting in books the sound for today and review of 2-3 letters	
9	Children get boards out.	
10	Fred Talk the word they are going to make. What was the word we were going to read?	
11	Make the word with small sounds cards in pocket chart. Help me. What sound do we need first?	
12	Model blending sounds together. Point to each sound and run finger underneath when blending	
13	Take sounds down and children make it on magnetic boards	
14	Do this for 3-4 words	
16	Recap and praise the learning for today.	

If your children are able to do this, please see pages 37-39 of the Handbook.

### Ditties group (1-day timetable)

Ditties Teach ch/sh/th/ng/nk Review Set 1 Focus on special friends. No magnetic boards unless agreed with reading lead.

Ditties Masters 1-20

	Learning	Handbook reference
1	Speed Sound Session including handwriting of lessons, blending and segmenting of green words.	
2	Story Green Words Blending	Pg. 2 Ditty Handbook
3	Red Words if in ditty	
4	Partner Practice	
5	Ditty Introduction (visuals or props to support)	
6	Children First Read	
7	Teacher Read Aloud	
8	Jump In	
9	Hold a sentence (if time) Adapt the sentence if too difficult for group	

### For children Unable to Access DSR

If a child is unable to access DSR they will complete an hour of Phonics the additional ½ hour will following the following format.

10-minute – story time

10-minute blending with magnetic boards

10-minute – high frequency game

### Red group (3-day timetable)

Day 1	Day 2	Day 3
Speed sounds (10 mins)	Speed sounds (10 mins)	Speed sounds (10 mins)
Story green, red words and speedy words – whole class and then partner read	Story green, red words and speedy words – whole class and then partner read	Children's third read
Partner read green and red words	Teacher read	Questions to talk about in back of book
Story introduction	Jump in	Hold a sentence.
Children's first read	Children second read	

### Green, Purple, Pink, Orange groups (4-day timetable)

Day 1	Day 2	Day 3	Day 4
Speed sounds (10 mins)	Speed sounds (10 mins)	Speed sounds (10 mins)	Speed sounds (10 mins)
Story green, red words and speedy words – whole class and then partner read	Partner practice for story green words	Jump in	Think about (optional)
Story introduction	Children first read	Children second read	Children third read
	Teacher read	Hold a sentence	Question to answer (back of the book)
			Linked text

### Yellow, Blue, Grey (5-day timetable)

Day 1	Day 2	Day 3	Day 4	Day 5
Speed sounds (10 mins)	Speed sounds (10 mins)	Speed sounds (10 mins)	Speed sounds (10 mins)	Speed sounds (10 mins)
Story green, red words and speedy words – whole class and then partner read	Green, Red, speedy words	Children 3 <sup>rd</sup> Read	Hold a sentence 2	GR style booklet
Story introduction	Spelling red words	Questions to read (back of the book)	Children 4 <sup>th</sup> Read – real focus on fluency and expression	
Children first read	Jump in	Hold a sentence 1	Spelling – red words	
Teacher read TOL, expression, explanation of punctuation	Children second read		Linked story	

## The Speed Sound Session

At the beginning of each session children complete a 10-minute speed sound session. This enables them to build on previous learnt skills. The structure is as follows:

### Set 1 sound session

**Blueprint lesson plan – stretchy sounds**

**Speed Sound: m**

**Say the sound**

- Stretch *mmmmmm* as you press your lips together hard. Ask children to repeat.
- Hold up the Picture Sound Cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat: *mmmmouse*, *mmmmountain*, *mmmmirror*, *mmmmoon*.

**Read the sound**

- Copy a simple version of *Maisie and the mountains* onto the board. (See example on the right.) Run your finger down *Maisie* and then over the two mountains, saying *mmmmmm*. Say *mountain* as you reach the end of the second mountain. Ask the children to repeat.
- Write *m* on the board beside *Maisie and the mountains*. Make it the same size. Run your finger down and then over *m*, saying *mmmmmm*. Say *m* just as you reach the end of *m*. Ask the children to repeat. Repeat Steps 1 and 2 a few times.
- Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell children that the letter is hidden behind the picture. Show the letter side. Say *m*.
- Ask children to say *m* or *mountain* as you flip the card a few times.

**Review the sounds**

Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Increase the speed as children gain confidence.

**Write the letter**

- Air-write *m*, saying *Maisie, mountain, mountain* as you go down *Maisie* and then over the two mountains. Ask children to copy. Repeat, writing *m* on the board. Ask children to say the phrase as they write *m* on paper, at tables. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
- Stretch *m* as you air-write *m*. Ask children to copy. Repeat, writing *m* on the board. Ask children to stretch the sound as they write *m* on paper.

**Speed write**

Once children have learnt enough sounds, choose three sounds to review at speed. Say each sound as children write them on paper.










**Fred Talk (oral)**

- Introduce Fred and explain that Fred can say words in sounds but not the whole word.
- Say each word in the box below in Fred Talk. Ask children to repeat. (Pause to allow children to 'Jump-in' and say the whole word – if they can.) For each word, ask children to repeat the Fred Talk and the whole word.

m-a-n man, m-u-m mum, m-a-d mad, m-u-d mud

34

### Set 2 and 3 sound session

Speed Sounds			Word Time					
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ay	See blueprint lesson on p.50.							
ee	 ee – what can you see?  Choose 3–4 words: see, three, been, green, seen, keep, need, sleep, feel	 ee Spot the new sound in the pack.	 ee Use Phonics Green Word Cards: see, three, been, green, seen, sleep	 see  spray Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): see, three, been, green, seen, sleep	 Ask children to write two or three previously taught words.	