

Phonics



At Hook Lane we teach phonics in EYFS and KS1 using Read, Write Inc. The scheme is also used for intervention groups in KS2 where necessary.

Children are taught in homogenous groups based on an assessment of their sound knowledge, decoding skills and fluency. This assessment is carried out on a half termly basis. Children are assessed to ensure that their phonics group and the books they are reading in school and at home are at the appropriate level of challenge.

All staff have training in the scheme and coaching is carried out throughout the year.

The daily phonics lesson

- Phonics lessons are timetabled every day for 35 minutes.
- The lesson consists of a 10 minute 'speed sound' lesson followed by a 25 minute reading session using the RWI scheme.
- During a 'speed sound' session the children learn or revise a sound and are then taught to apply this through 'Fred talk', 'Fred in your head' and speedy reading. The sound will also be applied in alien words.
- In the reading session children are taught to read new green (decodable) and red (tricky) words that will appear in the book. Children read and talk about the book in partners.
- Each book is read 3 times - 1 for decoding, 2 for building fluency and 3 for understanding.

Reading at home

- All children take home books to meet their current phonics knowledge.
- 2 books are sent home for children to read 3 times with an adult.
- Children's book colours are reviewed with each half termly assessment.
However, if a teacher feels that a child is making rapid progress the reading leader will assess sooner than this and move a child on if appropriate.

Expectations of progress

Our goal is for children to:

1. Work out unfamiliar words quickly – including new vocabulary and names.
2. Read familiar words speedily – that is, words they have been taught.
3. Read texts - including the words they have been taught – fluently.

Expectations of progress

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 9 Set 3 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Orange Storybooks Read 17 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks Read 4 double consonants	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Expected number of sounds

	YR	Y1
End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	25 sounds (all Set 1 single-letter sounds)	56 sounds (first 9 Set 3 sounds)
End of Spring 1	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Spring term	35 sounds (4 double consonants)	74 sounds (20 Set 3 sounds plus e-e, ie, ue, au, kn, wh, ph)
End of Summer 1	35 sounds	74 sounds
End of Summer term	41 sounds (first 6 Set 2 sounds)	74 sounds

RWI Glossary:

Term	Definition
Fred	Fred is a frog puppet we use in sessions. He can only speak in sounds.
Fred talk	sounding out a word, saying each of the sounds before blending
Fred fingers	'Pinching' each sound from a word on your fingers to help spell a word
Green words	Decodable words
Red words	Irregular words that cannot be sounded out
Story Green words	decodable words that will be included in the storybook
Speedy green words	decodable words in the storybook that children should be able to read at speed rather than fred talking first.
Fred in your Head	still sounding out a word but doing so in your head rather than out loud, helps build fluency.
Special friends	Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e.