

Teaching Phonics at St Peter and St Paul Catholic Primary Academy

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

Purpose – know the purpose of every activity and share it with the pupils, 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 pupils 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 pupils can be engaged emotionally.

Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that pupils 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.

As soon as pupils have learnt a few initial letter sounds they begin to learn to blend the sounds together to read real words in a Word Time session. Each word time session involves oral blending of known sounds before they are shown the words written down on green cards. Pupils practice Fred talking the words until they become able to read them on sight.

Stages	Sounds covered	Words covered
Word Time 1	m, a, s, d, t	at, mat, mad, sad, dad, sat
Word Time 2	m, a, s, d, t, i, n, g, o	In, on, it, an, and, pin, pat, got, dog, sit, tip, pan, gap, dig, top
Word Time 3	m, a, s, d, t, i, n, g, o, c, k, u, b	bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad
Word Time 4	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh	fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish
Word Time 5	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w	red, run rat jog, jet, jam, vet, yap, yes, yet, yum, web, win, wish, wet sock
Word Time 6	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk	thin, thick, this, zag, zip, chin, chop, chat, quiz, fox, box, fix, six, sing, bang, thing, wing
Word Time 7	m, a, s, d, t, i, n, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk,	bell, well, huff, mess, think, blob, brat, drip, send, dress, frog, gran, stamp, strop, stand, ticket, robin

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help pupils 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 insects 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 girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg

Step 2:

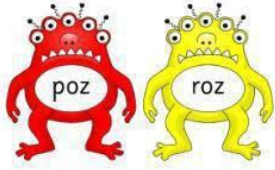
There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. When pupils learn their Set 2 sounds they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play.

Every speed sound has a list of green words linked to it, so pupils can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

Long vowel sound	Set 2 Speed Sound cards Teach these first
ay	ay: may I play
ee	ee: what can you see
igh	igh: fly high
ow	ow: blow the snow
oo	oo: poo at the zoo
oo	oo: look at a book
ar	ar: start the car
or	or: shut the door
air	air: that's not fair
ir	ir: whirl and twirl
ou	ou: shout it out
oy	oy: toy for a boy
ire	ire: fire fire!
ear	ear: hear with your ear
ure	ure: sure it's pure?

Nonsense words (Alien words)



As well as learning to read and blend real words pupils will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'.

The pupils 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**.

Step 3:

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea. The table below shows the sound, the associated phrase and example green words.

Set 3 Speed Sound cards	
a-e: make a cake	ai: snail in the rain
ea: cup of tea	e: he me we she be
i-e: nice smile	
o-e: phone home	ao: goat in a boat
u-e: huge brute	ew: chew the stew
aw: yawn at dawn	
are: share and care	
ur: nurse for a purse	er: a better letter
ow: brown cow	
oi: spoil the boy	
ire: fire fire!	
ear: hear with your ear	
ure: sure it's pure?	

In Reception, the children learn the set 1 and set 2 sounds. Then in Year 1, the children learn the 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading but also spelling and develops skills which are transferrable to their Literacy. In Year 1, there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling.

Children in both Year 1 and 2 are assessed using the RWI assessments test at the end of each half term. The test identifies the children's progress so far as well as their targets. In addition to this, children in Year 1 are also assessed using practise phonics screening check materials. Regular assessment using the phonics screening test, alongside the RWI assessment test, enables us to group children for phonics/RWI, ensuring the teaching they receive is tailored to the level they are at.

	Reception	Year 1	Year 2
Autumn 1	Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h r j v w x y z t h c h q u n g n k Read some single letter Set 1 sounds	Review Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Read all set 2 sounds Read all words containing set 2 sounds Read word time 1.6-1.7 words Read Purple level story books	Review set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read all set 3 sounds speedily Read all words containing Set 3 sounds speedily Spell set 2 and set 3 words Read Blue level storybooks
Autumn 2	Review single letter alphabet gaps from the sounds above. Children to read all set 1 sounds. Teach children to blend using single letter alphabet sounds Teach word time 1.1-1.5	Teach set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read all set 2 sounds speedily Read all words containing set 2 sounds speedily Read word time 1.6-1.7 words Spell set 2 words Read Pink level story books	Recap any missing sound gaps and build fluency when reading stories. Read all set 3 sounds speedily Read all words containing Set 3 sounds speedily Spell set 2 and set 3 words Read a passage at 70-80 words per minute Read Blue level storybooks with increasing fluency and comprehension
Spring 1	Review Set 1 Special Friends: sh th ch qu ng nk Read all set 1 sounds speedily Children to blend sounds to read words Teach word time 1.5-1.6 Read ditty stories	Review set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read all set 2 sounds speedily Read all words containing set 2 sounds speedily Read word time 1.6-1.7 words Spell set 2 words Read Orange level story books	Recap any missing sound gaps and build fluency when reading stories. Teach multi-syllabic words Spell multi-syllabic words Spell set 2 and set 3 words Read Grey level storybooks
Spring 2	Read all set 1 sounds speedily Children to blend sounds to read words Teach word time 1.6-1.7 Read Red level storybooks	Review set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read some set 3 sounds Read some words containing Set 3 sounds Spell set 2 and set 3 words Read Yellow level story books	Recap any missing sound gaps and build fluency when reading stories. They can read at a pace of 80-90 words per minute. Spell multi-syllabic words Spell set 2 and set 3 words Read Grey level storybooks with increasing fluency and comprehension
Summer 1	Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Read some set 2 sounds Read word time 1.6-1.7 words Read Green level storybooks	Review set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read most set 3 sounds Read most words containing Set 3 sounds Spell set 2 and set 3 words Read a passage at 60-70 words per minute Read Yellow level story books	
Summer 2	Review Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Read some set 2 sounds Read some words containing Set 2 sounds Build speed of reading words containing Set 1 sounds. Read word time 1.6-1.7 words Read Green/Purple level storybooks	Review set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious Read all set 3 sounds speedily Read all words containing Set 3 sounds speedily Spell set 2 and set 3 words Read Blue level story books	
End of year expectations	Children can read all Set 1 sounds and Set 2 sounds in words, including words with consonant blends. Children to build up speed of reading some of these words and read them without hesitation.	Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read Set 3 sounds in words without hesitation. They can read at a pace of 60-70 words per minute.	

