



Phonics Curriculum & Parent Information

Phonics Curriculum Statement



Intent

At Crossdale, we believe that reading is the key to all learning and we are fully committed to making sure that every child is a confident reader by the end of Key Stage One. We follow Read Write Inc Phonics which ensures that reading is taught in a systematic, discrete way and as the prime approach to teaching early reading.

Implementation

What is Read Write Inc Phonics?

Read Write Inc. is a DfE validated phonics scheme designed by Ruth Miskin, which through systematic teaching and consistent routines, enables ALL children to achieve high levels of reading success.

Who Teaches RWI Phonics?

We have a dedicated team of teachers and teaching Assistants who have all received RWI phonics training. They are passionate about achieving success and take part in regular practice meetings for coaching and training purposes. The scheme is overseen by the Reading Leader, who will monitor RWI sessions and ensure that all teaching is high quality and that children are focused and engaged.

What and When?

- Daily phonics sessions with children grouped according to stage, not age.
- Daily 'Storybook' sessions, *everyone reads books that match the sounds they know in a group every day.*
- Reading books that match sounds children know are sent home to be read independently to consolidate learning.
- Children can also take a 'reading for pleasure' book to be read with or by an adult to provide a broad and rich reading experience.

Planning:

- All planning follows the sequence of sounds and blueprint lessons plans from Read Write and use common habits and routines that include:
 - Spotting special friends (identifying digraphs and trigraphs)
 - Fred Talk (saying the sounds individually out loud then blending the word)
 - Fred in your head (saying the sounds individually in your head)
 - Speedy Reading
 - Reading alien words
 - Spelling using Fred Fingers



Impact

Assessment:

- Each child is carefully assessed and placed into a RWI group based their phonics sound knowledge and reading skills. This ensures that all children are working at the right level for their ability which is the best way to ensure progress and confidence in their reading skills. Your child might not be taught phonics by their own class teacher however all information and session notes are passed on from their RWI Tutor to enable further guidance and support in all subsequent lessons.
- Children are **assessed each half term** using Read Write Inc assessments. This ensures all pupils keep up and that gaps identified are re-taught in phonics sessions, 1:1 tutoring or in partnership with parents.
- Any children who are not making sufficient progress will be given targeted intervention or additional 1:1 support.
- At the end of Year Two all children complete a national curriculum test in English reading, this is know as the Year Two SATs (standard assessment test).

The scheme: the children follow this progression whilst learning phonics.

Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

Each sound has a sound and an accompanying rhyme - see the sound mat files on the school website.

Simple Speed Sounds Chart (for Set 1 and Set 2 Sounds)

Simple Speed Sounds

Consonant sounds - stretching												
f	l	m	n	r	s	v	z	sh	th	ng	nk	
Consonant sounds - joining												
b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											
Vowel sounds - stretching						Vowel sounds - stretching						
a	e	i	o	u	ay	ee	igh	ow				
Vowel sounds - stretching												
oo	oo	ar	or	air	ir	ou	oy					

Simple Speed Sounds Chart (for Set 3)

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Alongside these sounds they also learn red words (tricky words), which are difficult to blend but are key words they need to read and access texts (eg. the, said, your)



Green words:

Use Fred Talk - point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word.

Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly (Fred in your head) then saying the word out loud.

Red words:

The children should be told these words and practise sight reading them (without blending - remember, you can't Fred a red!).

Red Words (Tricky Words)

Red for a while words. These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word! Practise these so they can read them by sight (not blending). You could cut them out to use for games (laminating might be useful!).

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

Set 1 green words

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

up	cup	mud
kit	bed	get
met	bin	bad
cat	can	cot

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
s <u>h</u> o <u>p</u>	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	s <u>h</u> i <u>p</u>	l <u>e</u> t

1.5

j <u>e</u> t	w <u>e</u> t	v <u>e</u> t
y <u>e</u> s	w <u>i</u> sh	w <u>e</u> b
y <u>e</u> t	j <u>a</u> m	y <u>a</u> p
j <u>o</u> g	w <u>i</u> n	y <u>u</u> m
r <u>a</u> t	r <u>e</u> d	r <u>u</u> n

w <u>in</u> g	<u>ch</u> i <u>n</u>	<u>th</u> i <u>ck</u>
<u>ch</u> o <u>p</u>	<u>ch</u> a <u>t</u>	<u>qu</u> i <u>t</u>
<u>qu</u> i <u>z</u>	<u>s</u> i <u>ng</u>	<u>th</u> i <u>ng</u>
<u>b</u> a <u>ng</u>	<u>th</u> i <u>s</u>	<u>th</u> i <u>n</u>
<u>f</u> i <u>x</u>	<u>s</u> i <u>x</u>	<u>z</u> a <u>g</u>
<u>z</u> i <u>p</u>	<u>f</u> o <u>x</u>	<u>b</u> o <u>x</u>

st <u>in</u> k	w <u>in</u> k	b <u>ac</u> k
s <u>ki</u> n	s <u>li</u> d	s <u>li</u> p
g <u>ri</u> n	p <u>ro</u> p	p <u>ra</u> m
f <u>ro</u> m	c <u>li</u> p	g <u>ra</u> n
h <u>an</u> d	s <u>ta</u> nd	s <u>ta</u> mp
f <u>lo</u> p	f <u>ro</u> g	j <u>um</u> p
bl <u>ac</u> k	f <u>la</u> g	th <u>in</u> k
s <u>ki</u> p	b <u>es</u> t	tr <u>i</u> p
bl <u>o</u> b	br <u>a</u> t	dr <u>i</u> p
d <u>ro</u> p	bl <u>i</u> p	fl <u>uff</u>
d <u>re</u> ss	h <u>uff</u>	m <u>ess</u>
t <u>es</u> t	tr <u>a</u> p	sp <u>i</u> t
s <u>to</u> p	sp <u>o</u> t	s <u>tro</u> p

Set 2 green words

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

too	food	moon
zoo	pool	spoon

2.6

took	book	cook
look	shook	foot

2.7

car	part	hard
start	star	sharp

2.8

sort	short	horse
sport	fork	snort

2.9

f <u>a</u> ir	h <u>a</u> ir	ch <u>a</u> <u>i</u> r
s <u>t</u> air	<u>a</u> ir	l <u>a</u> ir

2.10

g <u>i</u> r <u>l</u>	b <u>i</u> r <u>d</u>	th <u>i</u> r <u>d</u>
w <u>h</u> ir <u>l</u>	t <u>w</u> ir <u>l</u>	d <u>i</u> rt

2.11

o <u>u</u> t	sh <u>o</u> <u>u</u> t	l <u>o</u> <u>u</u> d
m <u>o</u> u <u>th</u>	r <u>o</u> <u>u</u> <u>n</u> d	f <u>o</u> <u>u</u> <u>n</u> d

2.12

t <u>o</u> y	b <u>o</u> y	e <u>n</u> j <u>o</u> y
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Set 3 green words

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
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3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

r <u>u</u> d <u>e</u>	b <u>r</u> u <u>t</u> e	J <u>u</u> n <u>e</u>
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3.7

s <u>a</u> w	l <u>a</u> w	d <u>a</u> wn
c <u>r</u> aw <u>l</u>	p <u>a</u> w	y <u>a</u> wn

3.8

s <u>h</u> ar <u>e</u>	d <u>a</u> r <u>e</u>	s <u>c</u> ar <u>e</u>
s <u>q</u> uar <u>e</u>	b <u>a</u> r <u>e</u>	c <u>a</u> r <u>e</u>

3.9

b <u>u</u> rn	t <u>u</u> rn	s <u>p</u> urt
n <u>u</u> rse	p <u>u</u> rse	h <u>u</u> rt

3.10

n <u>e</u> v <u>e</u> r	b <u>e</u> t <u>t</u> er	w <u>e</u> ath <u>e</u> r
a <u>f</u> t <u>e</u> r	p <u>ro</u> p <u>er</u>	c <u>o</u> r <u>n</u> er

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> i <u>d</u>	t <u>r</u> a <u>in</u>	p <u>a</u> int
r <u>a</u> in		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
th <u>roa</u> t	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	b <u>lew</u>
f <u>lew</u>	d <u>rew</u>	g <u>rew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>on</u> f <u>ire</u>	in <u>sp</u> ire	con <u>sp</u> ire

3.16

h <u>ear</u>	d <u>ear</u>	f <u>ear</u>
n <u>ear</u>	y <u>ear</u>	<u>ear</u>

3.17

p <u>ic</u> t <u>ur</u> e	m <u>i</u> x <u>t</u> u <u>r</u> e	c <u>re</u> a <u>t</u> u <u>r</u> e
f <u>ut</u> u <u>r</u> e	a <u>d</u> v <u>e</u> n <u>t</u> u <u>r</u> e	t <u>em</u> p <u>er</u> a <u>t</u> u <u>r</u> e

3.18

d <u>e</u> l <u>i</u> c <u>i</u> u <u>s</u>	s <u>s</u> p <u>i</u> c <u>i</u> o <u>s</u>	v <u>i</u> c <u>i</u> o <u>s</u>
s <u>c</u> r <u>u</u> m <u>p</u> t <u>i</u> o <u>s</u>	p <u>r</u> e <u>c</u> i <u>s</u> i <u>s</u>	f <u>er</u> o <u>c</u> i <u>s</u> i <u>s</u>
t <u>r</u> a <u>d</u> i <u>t</u> i <u>o</u> n	a <u>t</u> t <u>e</u> n <u>t</u> i <u>o</u> n	c <u>e</u> l <u>e</u> b <u>r</u> a <u>t</u> i <u>o</u> n
c <u>o</u> n <u>v</u> e <u>r</u> s <u>a</u> t <u>i</u> o <u>n</u>	c <u>o</u> n <u>g</u> r <u>a</u> t <u>u</u> l <u>a</u> t <u>i</u> o <u>n</u>	e <u>x</u> p <u>l</u> o <u>r</u> a <u>t</u> i <u>o</u> n

Reading at Home

How can I support my child with reading?

Whilst your child is learning to read, we cannot stress enough how important it is for children to hear good stories being read to them. Loving reading and learning to read for pleasure is just as important as learning sounds. Hearing you read a book with expression (your voice choice) and talking about what they have read allows children to absorb the rich language and vocabulary, develop basic comprehension skills and learn to love books. Through Key Stage One the children should always bring a reading for pleasure book home for you to share together.

When your child is learning to blend, they will be given RWI Blending books. To help your child with these, ask them to try to 'Fred Talk' the word and blend it together ... when they turn the page they will see if they were right! Encourage them to sound out carefully using pure sounds and give lots of praise and support for effort and success.



Once confident in blending, children will begin to receive RWI bookbag books. These books are matched to the sounds they know and we ask that the books are read and re-read three times to build self-esteem and enjoyment in reading as well as to allow them to show off their reading skills to you! There are useful instructions for parents at the front of the book.

In the **first read** your child will be focussing on reading each word individually and it may seem robotic. In this phase very little comprehension of the story is likely. In the **second read**, their word recognition will become quicker allowing a faster pace and better understanding of the story. In the **third read**, the speed should be much quicker and therefore the child is using more brain power to understand the story rather than on reading each word. This is the point when the story becomes meaningful and pleasurable and they can answer questions based on the content. There are questions at the end of the book to check understanding and promote discussion of the story.

It should be relaxed and enjoyable and lots of praise should be given when children are successful. Please try not to get frustrated if your child is struggling as this likely to put them off trying, instead encourage them to sound out words using Fred Talk and help them to blend and then praise for being successful.

SEND Provision in **phonics**.

Cognition and Learning Needs

- *Adapted to stage-appropriate level.
- *Break new learning down into small steps.
- *Provide multiple examples of new concepts and where possible links to real life.
- *Use short, simple instructions, one at a time. Repeat and rephrase as required.
- *Use visuals to support task instructions and auditory instructions. Allow additional processing time.
- *Give pupils time to think before coming back for an answer to a question etc., 'Fred in your Head' (Altered pace.)
- *Visuals for key lists of graphemes (simple / complex sound charts) to support working memory etc.
- *Visual demonstrations, modelling examples; I, we, you.
- * Provide scaffolding materials pictorial aids / sound mats etc.
- * Coloured overlays / reading pens / talking cans etc.
- *Memory supported by explicit demonstration and modelling of memory techniques.
- *Direct teaching or sequencing as a concept to child.
- *Adapt reading texts / allow them to read to a familiar adult rather than the whole class.
- *Use peer support or focused group support with TA or CT.
- *Shared learning objectives / own target setting.
- * Checking pupils understand by asking them to repeat task back etc.
- *Working walls / displays to scaffold.
- *Adapted homework tasks – additional support sent home via links to chn who need further support. *Movement breaks provided.
- *Consider environment changes, seating arrangements etc. Alternate workstations away from distractions. *Regular adult check-ins.
- *Adapted assessments and planning from b-squared progression steps; broken down with additional breaks / use of cards rather than the online assessment
- *1:1 or group TA support which is planned for and used to maximise learning – they are aware of their role before the lesson and lesson content. E.G TAs are not trying to differentiate the lesson while it is taking place.
- *Access to specialist intervention e.g. precision teaching / phonics etc. Advice followed when provided by SFSS / EPS etc.
- *Phonics is a systematic and structured lesson.
- *Following the 'revise - teach – practice – apply' process for teaching a new grapheme-phoneme correspondence provides consistency and rigor.
- *Learners can anticipate the next steps, providing clear and safe boundaries for their engagement and focus.
- *Provide plenty of phonics resources in the reading area and writing area to help make phonics links within literacy explicit.
- *Be consistent with resources, i.e., the same sound mats used in carpet time as at tables, with the same pictures.
- *Encourage learners to listen in the outdoor area and explore the environmental sounds. • Teach phonics through adult-led games and independent tasks.
- *Phonics is taught discretely, daily.
- *Further opportunities are provided every day for pupils to practices what they have been taught.
- *A working wall that is used and updated daily, alongside lessons that includes HFWs, GPCs, key skills, and new vocabulary.
- * Consistent use of resources, i.e., use of the same sound mats across all curriculum areas.
- *Adults support phonetically plausible attempts and use the same vocabulary and questioning from phonics lessons to support in reading/writing tasks

Communication and Interaction Needs

- *Explicit teaching of listening skills; chn to tune in and listen to teacher modelling of the sound
- *Use pupil's name before asking a question or giving instructions.
- *Lesson format means that the lesson design is the same each day meaning less repetition of instructions
- *Have visual cues for listening and transitions (fingers 1-2-3)
- *Keep instructions short and simple.
- *Adapt language to be non-demanding / positive instruction / forces choice. Avoid figurative or metaphorical language.
- *Provide accurate language models and correct language following specialist advice – provide short, clear definitions for vocabulary
- *Allow additional processing time.
- *Explain new vocabulary – give short and succinct definitions
- *Support vocabulary with visual aids / vocab lists / word banks / signs and symbols / gestures etc.
- *Support oral work with talk frames / key phrases / cue cards / fill in the gaps etc.
- *Visual timetables / lesson structure visuals.
- *Make environmental adaptations – optimise listening conditions / seating positions / reduce sensory distractions / use working walls to support etc. – simple and complex sound charts

- *Movement and Sensory Breaks.
- *Working partnerships to support.
- *Support for times of transition and change.

If appropriate, use TA to provide 1:1 or group support to aid communication or interaction.
Pupil attends specialist SALT intervention.
SALT advice followed.

SEMH Needs

- *Allow the use of functional / fiddle objects.
 - *Adapt instructions to be short and simple.
 - *Check understanding and allow additional processing time.
 - *Make tasks shorter, with frequent breaks.
 - *Use timers.
 - *Task, organisational and planning checklists
 - *Increase positive comments and rewards. Targeted praise.
 - *Use visuals to support class and lesson routine.
 - *Scaffold learning with visuals to support instructions and working memory.
 - *Multi-sensory learning / linked to real life.
 - *Additional modelling of tasks.
 - *Clear expectations of what you want to see, adapted to child's level. Rules on display and referred to. Adapt sanctions.
 - *Use private signals for when they are off task or behaving inappropriately.
 - *Have all resources ready, avoid distractions or task avoidance.
 - *Shared target setting.
 - *Language – non-demanding / positive instruction / providing choice / reducing anxiety / deescalating / use humour.
 - *Plan so the child has a chance to show their strengths.
 - *Communicate all the achievements – group praise
 - *Give the child a responsibility to raise self-esteem eg collecting books in
 - *Movement and sensory breaks / safe space / calming box / thinking zone.
- Social Stories in use.
- *Restorative justice approaches in place.
 - *Alternate break provision
 - *Alternate SEMH / nurture curriculum.
 - *ELSA Interventions.
 - *Interventions – circle time / peer massage / direct teaching of social skills etc.
 - *TA support either 1:1 / child might be in smaller provision groups

Physical and Sensory Needs

Hearing Impairment:

- *Sit the pupil at the front of the class where they can see the board and lip read better.
- *Consider and adjust for factors affecting lip reading e.g., lighting / moving / facing the child.
- *Repeat what others say for the pupil.
- *Minimise background noise.
- *Shorter instructions / additional processing time. Check understanding. Repeat and rephrase where necessary.
- *Provide additional resources to explain new vocab.
- *Pre and post teaching sessions.
- *Use pupil's name before giving an instruction.
- *Allow additional time and consider tiredness and additional strain.
- *Use specialist technology provided by Deaf Team e.g., hearing aids and microphone / BSL signing or Makaton.

Use 1:1 TA to follow provision on Individual Support Plan or advice from SFSS.
Access to specialists Interventions advised by SFSS.
Interventions – time to talk / talking partners / ELSA.

Visual Impairment:

- *Avoid pupils having to look directly into a light source, e.g., don't stand with the light behind you. Adapt seating according to needs.
- *Use clear, well-spaced print, with a contrasting background. Enlarge texts. Enlarged lines, squares etc. Avoid shiny surfaces.
- *Give verbal instructions to replace pictures or facial expressions or written instructions etc.
- *Use pupil's name before talking to them and indicate who is talking in class before they speak.
- *Minimise the need for extensive handwriting.
- *Use tactile indicators to help the child locate things.
- *Allow additional time and prepare for tiredness and strain.

*Ensure the pupil has the best medium for recording work, for them e.g., record auditory instead of visually.

Pre and post Teaching.

*Give as many firsthand, multi-sensory experiences as possible.

*Use audio books / reading pens.

Follow specialist advice given by SFSS.

Use TA to implement specialist provision e.g., use of braille etc.

Use specialist equipment as advised by SFSS.

ELSA

Physical needs:

*Adapt the classroom and seating to cater for free movement and access. The environment supports the child to learn as independently as possible.

*Uses specialist equipment provided by PDSS / OT / Physio etc.

*Provide access to resources.

*Encourage oral presentation if writing is difficult.

*Consider adapting paper size, lines, marking a dot, using a chunkier pen, fix paper to the table, sponge instead of a paint brush etc.

*Avoid unnecessary copying.

*Allow additional time to complete tasks, if required. Consider tiredness and strain.

*Adapt physical activities e.g., PE according to needs follow advice from PDSS.

*Use technology to support and increase access.

*Access fine and gross motor interventions.

Follow specialist advice from PDSS.

Use TA support according to individual Support Plan.

Sensory Processing

*Make adaptations for sensory overload / slow or under responsive e.g., sensitive to noise (ear defenders or provide a quieter area to work) / sensitive to touch (adapt clothing / give gloves for messy work) / provide firm touch etc.

*Provide planned sensory breaks.

*Allow the use of functional objects / fiddle toys.

*Allow objects for chewing.

*Provide movement and calming breaks.

*Appropriate demand on/for eye contact.

*Prepare for sensory experiences.

*Consider adaptations e.g., special place in the line to avoid a sensory response.

*Allocated seating.

*Make environmental adaptations e.g., no need to go into assembly / lunch hall etc.

Follow advice from SFSS / EPS / SEMH team.

TA to support emotional regulation – follow individual support plan.

ELSA

NOTE: Where a pupil has additional funding and a 1:1 TA, follow the child's Individual SEND Support Plan for adaptations and provision details.