



Phonics

Clarity Document



Rationale

As a school, we recognise the difference that being able to read has on a child's life chances. Being dedicated to giving children the best start in life, it is vital we set out clearly what we expect for our children's phonic and reading teaching.

As well as being explicit in what we expect from the teaching of phonics and reading we are also focusing on children's ability to speak and be clearly understood. One of the ways in which we hope to do this is through the expectation that children always answer in full sentences in all lessons.

Speaking and Listening

Make a claim, state an observation, ask a question, construct an argument, cite evidence. **What do all of these have in common? They can only be answered in a complete sentence.**

Changes to the National Curriculum in 2014 fundamentally increased the sophistication and complexity of language required of our children at every year group.

It is vital for our children who perhaps don't have the opportunity to engage in conversations at home with rich and challenging vocabulary to be challenged to consistently communicate their thinking in complete sentences when in school.

Changing your habits.

Ask an adult to sit in your classroom for three or four minutes. Draw a simple chart on a whiteboard and tally the number of complete sentences compared to incomplete sentences you hear from the children.

Once you are aware of the number of conversations that happen in your classroom that don't contain complete sentences, challenge yourself and the children to speak in complete sentences. Choose a signal with your class that represents an incomplete sentence. Each time someone responds using an incomplete sentence, the class should make that signal so that whoever was talking will know to go back and repeat but in a complete sentence.

You will be amazed how quickly these higher expectations will be taken on by the children and the changes to the conversations you have in your classroom.

As well as expecting children to speak in full sentences you should also encourage them to listen and respond to each other. Asking children if they agree or disagree with the previous answer or if they have anything to add will make children listen to each other more and use rich vocabulary in their response.



Phonics

Progression through the Phases

Year Group	Phase
Nursery	Phase 1.
Reception – Year 2 (Spring)	Follow the RWI programme of study
Year 2	Spring onwards – Reading comprehension & RWI spelling

Planning

We follow the Read, Write, Inc. programme for teaching phonics and early reading. We work alongside the Jerry Clay English hub and Ruth Miskin RWI team to ensure staff receive regular high-quality training which ensures our teaching of reading and phonics is the best it can be.

Phase 1 letters and sounds is taught in Nursery. Read, Write, Inc. is taught daily in reception until the children have completed the programme in Year 2. When the programme is completed, Year 2 children teach shared reading skills using the KS2 shared reading format alongside RWI spelling.

When planning phonics, teachers use the Read, Write, Inc. lesson templates alongside the sound grids and progress expectations of their group to ensure children are being challenged at the correct level and make rapid progress.

Please see the RWI website for examples of lesson plans and the format these lessons take.

Reading in Phonics

In order to consolidate learning RWI have produced a book band system that allows children to develop fluency practising sounds they are secure and familiar with while learning new sounds. Children are grouped and follow each speed sounds with reading a book at the correct challenge level for them.



Assessment

The reading leader completes half termly formal assessments for all pupils to inform groupings and check for slower progress from any pupils. These assessments are shared with class teachers and the teacher or teaching assistant leading that group for the next half term.

Where children are either struggling or doing particularly well, an informal assessment can take place at any time to see if the child needs regrouping. This ensures children are always met at their challenge level.

The slowest progress children and those not on track are checked and regrouped every 2 weeks to accelerate progress.

Where a child has been identified as working below the expected standard or making slower progress, tutoring is put in place to support this child. This tutoring takes place daily and aims to cover sound gaps, provide extra practise and build confidence. It is around 5-7 minutes and works to ensure the child can keep up rather than having to catch up. Where significant gaps are in place. Tutoring is used twice daily to close the gaps to their peers.



Appendix 1 - Key Stage 1 – Sample Phonics Planning Sheets

Set 1 Blueprint

Blueprint lesson plan – stretchy sounds

Speed Sound: m



Say the sound

1. Stretch *mmmmmm* as you press your lips together hard. Ask children to repeat.
2. 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



1. 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.



2. 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.



3. 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*.



4. 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

1. Air-write *m*, saying: *Maisie, mountain, mountain*. Ask children to copy. Repeat, writing *m* on the board. Ask children to say the phrase as they write *m* on paper, at tables.
2. 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)



1. Introduce Fred and explain that Fred can say words in sounds but not the whole word.
2. 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

Final challenge

End with 'one final challenge' to check children can read the new sound in the pack of sounds so far.



Set 2/3 blueprint

Blueprint lesson plan

Speed Sound: ay



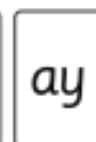
Say the sound

1. Say the sound *ay*, without showing the Speed Sound Card. Ask children to repeat.
2. Show the Speed Sound Card (picture side). Explain the picture, e.g.
This little girl wants to play. She says ... may I play? Say: ay – may I play?
Ask children to repeat.
3. Say one of the words listed on the Speed Sound Card in Fred Talk. Ask the children to repeat in Fred Talk, and then to say the whole word. Repeat for three to four words.



Read the sound

1. Show the Speed Sound Card (picture side). Say: *When we look at this side, we say the phrase: ay – may I play?*
2. Show the letter side. Say: *When we look at this side, we say the sound: ay.*
3. Explain that when there are two or more letters together they make just one sound, e.g. *ay*. Tell the children that these letters are 'special friends'.
4. Point to the sound on the Simple Speed Sounds poster. Say the sound.
5. Flip the card a few times and ask the children to say the sound or the phrase.



Review the sounds

Hide the new sound in the pack of sounds taught so far. Include some Set 1 sounds which need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

Word Time



Read the words

Use the Phonics Green Word Cards listed.

spray, play, day, way, may, say

1. Hold up the first card (dots and dashes side), e.g. *spray*, and ask children to tell you the sound of the 'special friends', e.g. *ay*.
2. Ask them to say the sounds in Fred Talk, e.g. *s-p-r-ay*, and then say the word, e.g. *spray*.
3. Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
4. Repeat for all the words.



Review the words

Ask children to read without dots and dashes as soon as possible. For all of the words:

1. Ask children to tell you the 'special friends' or to shake their head if there aren't any.
2. Ask children to say the sounds in Fred Talk and then read the word. (If necessary, flip to the dots and dashes side of the card to help children.)
3. Use 'Fred in your head' to gain speed. Gradually increase the speed.



Reading assessment



1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 2 Nonsense Words in *Read Write Inc. Phonics Online*.) Tell children that the word they are about to read belongs to an alien language.
2. Show the word and ask them to tell you the sound of the 'special friends', if applicable.
3. Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.



Spell with Fred Fingers

spray, play, day, way, may, say

1. Say the word, e.g. *spray* and ask children to repeat it.
2. Ask children to:
 - Hide their fingers as they count the sounds on them.
 - Hold up their fingers, palms facing them, when you say *fingers*.
 - Repeat the word, then pinch their fingers as they say the sounds, e.g. *s-p-r-a-y*.
 - Write the word as they say the sounds, underlining any 'special friends'.
3. Ask children to say the sounds as you write the word on the board, underlining any 'special friends'.
4. Ask children to tick/correct the spelling of each sound in their own work.
5. Repeat with two or three words from the list provided.

Speed Sounds review lesson



Review the sounds

1. Review the three focus sounds taught on days 1–3, along with previously taught sounds.
2. If children are not confident with any of the three sounds, re-teach the full Speed Sounds lesson for that sound using the blueprint lesson plan.



Read the words

1. Ask children to read the hardest Green Word Card for each of the three focus sounds. Challenge children to read these words without dots and dashes.
2. Challenge children to read longer words containing each of the three focus sounds.

Read all words using Special Friends, Fred Talk, read the word.



Review the words

Ask children to read six other Green Word Cards. Include words containing the focus sounds, previously taught sounds, and 4 and 5 sound words.



Reading assessment

Ask children to read a few nonsense words, each containing one of the three sounds.



Spell with Fred Fingers

Spell four to six words read in the session.

Please note: we only ask children to spell longer words once they can spell Set 3 sounds in single-syllable words.



Set 1 planning grid

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
m (stretchy)	See blueprint lesson on p.34.						
a (bouncy)	See blueprint lesson on p.35.						
s (stretchy – see p.34)	 Keep your teeth together and hiss.	 Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack.	 Slither down the snake	 Select 3 sounds you have taught children so far.	 s-a-d sad s-a-t sat s-i-t sit
d (bouncy – see p.35)	 Tap your tongue gently behind your teeth.	 Use Picture Sound Cards: d-d-d-dog, d-d-d-dinosaur, d-d-d-doll, d-d-d-duck	 Draw the dinosaur on the board, then write d next to it.	 Spot the new sound in the pack.	 Round the dinosaur's bottom, up its tail neck, down to the feet	 Select 3 sounds you have taught children so far.	 d-a-d dad d-i-d did d-o-ll doll d-i-g dig
t (bouncy – see p.35)	 Tuck your tongue behind your teeth.	 Use Picture Sound Cards: t-t-t-teeth, t-t-t-train, t-t-t-tree, t-t-t-tower	 Draw the tower on the board, then write t next to it.	 Spot the new sound in the pack.	 Down the tower, across the tower	 Select 3 sounds you have taught children so far.	 c-o-t cot g-o-t got t-a-p tap t-o-p top
Now teach Word Time Lesson 1.1 (see pp.37–39).							

Set 2 planning grid

Speed Sounds				Word Time			
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Spell with Fred fingers	Hold a sentence
Review previous set 1 sounds. New sound: ay Monday	Say the sound without showing the Speed Sound Card. MTYT. Show the Speed Sound Card (picture side) Explain the picture. Say: ay- may I play? Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTYT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound. 	Spot the newsound in the pack. 	Use Phonic Green Word Cards. Special friends, Fred talk, read the word. day, play, may, way, say, spray,	6 Word Time 1.7 word cards. 2 nonsense words with ay	d-ay p-lay m-ay w-ay l-ay s-p-r-ay	Can a cat play?
Review previous sounds: ay New sound: ee Tuesday	Say the sound without showing the Speed Sound Card. MTYT. Show the Speed Sound Card (picture side) Explain the picture. Say: ee-what can you see? Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTYT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound. 	Spot the newsound in the pack. 	Use Phonic Green Word Cards. Special friends, Fred talk, read the word. see, three, been, green, sleep, seen	4 word Time 1.7 word cards + day, stay 2 nonsense words with ee.	s-ee th-r-ee b-ee-n g-r-ee-n s-ee-n s-l-ee-p	Keep off the grass.
Review previous sounds: ay, ee New sound: igh Wednesday	Say the sound without showing the Speed Sound Card. MTYT. Show the Speed Sound Card (picture side) Explain the picture. Say: igh- fly high Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTYT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound. 	Spot the newsound in the pack. 	Use Phonic Green Word Cards. Special friends, Fred talk, read the word. High, night, light, fright, bright, might.	4 word Time 1.7 word cards + three, sleep 2 nonsense words with igh.	h-igh n-igh-t l-igh-t f-r-igh-t b-r-igh-t m-igh-t	I sleep at night.
Focus sounds ay, ee, igh Thursday Lesson 1	ay, ee, igh, ng, nk, qu, th, z, x, sh	Read the words day, three, light, spray, seen, high		Review the words 6-8 Word time 1.6/1.7 cards		Reading assessment vray, treek, glight	
ay, ee, igh Friday Lesson 2	ay, ee, igh, ch, sh, nk, qu, th, j, v	may, been, might, play, sleep, bright		6-8 Word time 1.6/1.7 cards		shay, cheeth, quigh	



Appendix 2 - Key Stage 1 – Sample phonics assessment.

Read Writing Phonics

Assessment 2

Assessment 2

To assess children using Assessment 2, follow the guidance on pp.72–75 of the *Reading Leader Handbook*.

Sound Knowledge

Set 1 single-letter Sounds

d a s m t o n p g i
k u b c f e
l h r j x y w z v

Set 1 Special Friends

ch qu sh th ng nk
ff ll ss ck

Set 2

oo ee ay ow oo igh
ou or air ir ar oy

Set 3

ea oi a-e i-e o-e u-e
aw are ur er ow ai oa
ew ire ear ure au e-e ue ie
ph wh kn tious tion cious e



Oral blending

Set 1 Sounds Group C

r-e-d f-u-n h-o-t b-a-t w-i-n

Reading words using 'Special Friends, Fred Talk'

Ditty Group (Photocopy Masters 1-10)



at jam bad wet

Red Group



chat quit ring shut



vot keb pon yab

Green Group



wind sack bank then



ress zell jaff melp



Purple Group



fill lunch smash spend



quev vack glez frenk

Pink Group



clay tree right hook



choog klow sceeb gright

Orange Group



march torch proud stir



coyb blout slair flarm

Yellow Group



foolish yellow feeding destroy



lorp upkem stran chayp



PHONICS

Blue Group



neat escape rope flute



sloin chake pide blode

Grey Group



straw spare curl dinner

brain soap screw spire

unsure clear



plaw jeler glowp whape chire

Read Write Inc. Comprehension Group



drinkable possible solution

feature containing ambitious

precious electric explode

nervous



Speedy Reading

Purple Group



bag had bed him
leg that six lot

Pink Group



fish sing bug have
back mess lost will

Orange Group



hand sock vest snow
street must along cool

Yellow Group



need fair light party
may which sort teeth
join round



Fluency Passages



Blue Group

Robin said, "Let me get past, will you?"

8

"I will not," grunted John.

13

"Then I will shoot an arrow at your chest!" Robin took an arrow from his belt.

24

29

John shook his head. "I have only a stick in my hand," he said. "I don't mind having a contest, but you must put that arrow back and find a strong stick. Then I will set upon you, and I will win!"

41

52

64

71

So Robin cut himself a stick. He swung it at John.

82



Grey Group

The King of Hamelin had a problem with rats. A stranger offered to help. "I am the Pied Piper. I hope you will let me help you."

11

24

27

The King rose from his throne, grand in his crimson robes. He said, "If you can get rid of those rats, I will pay you five bags of gold."

38

52

56

The stranger nodded and strode out, playing his pipe.

65

Sweet notes filled the air and, noses twitching, the rats – all the rats – came out of their holes and followed him.

75

86

They followed him across the meadow and into the river!

96



Read Write Inc. Comprehension Group

“Look what I’ve brought you from the market!” said Anansi, holding up the bunch of bananas.

“They look delicious, Anansi. But there are only four bananas,” replied his wife. “There are five of us.”

“Oh, don’t worry about me,” said Anansi. “I will go hungry today. Eat one banana yourself, and give the other three to the children.”

“You are so kind, my dear Anansi. But you must eat! You can have half of my banana.”

“And you can have half of mine,” squeaked the oldest spider baby.

“And half of mine!” squawked the middle spider baby.

“And half of mine!” squealed the youngest spider baby.

Each of them gave Anansi half a banana. Anansi ate two whole bananas.

10

16

25

34

45

56

58

70

76

86

88

97

106

117

119



Assessment 2 individual record

Pupil Date

<p>Sound Knowledge Set 1 single-letter Sounds d a s m t o n p g i k u b c f e l h r j x y w z v</p> <p>___ out of 25 (Set 1 single-letter Sounds only)</p>	<p>Sound Knowledge Set 1 Special Friends ch qu sh th ng nk ff ll ss ck</p> <p>___ out of 10 (Set 1 Special Friends only) ___ out of 35 (Set 1 single-letter Sounds and Special Friends)</p>
<p>Sound Knowledge Set 2 oo ee ay ow øø igh ou or air ir ar oy</p> <p>___ out of 12 (Set 2 only) ___ out of 47 (Set 1 and Set 2)</p>	<p>Sound Knowledge Set 3 ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure au e-e ue ie ph wh kn tious tion cious e</p> <p>___ out of 28 (Set 3 only) ___ out of 75 (Set 1, Set 2 and Set 3)</p>

Grouping

Set 1 single-letter Sounds	d a s m t o n p g i k u b c f e l h r j x y w z v
Set 1 Sounds Group C	r-e-d f-u-n h-o-t b-a-t w-i-n
Ditty Group	at jam bad wet
Red Group	chat quit ring shut vot keb pon yab
Green Group	wind sack bank then ress zell jaff melp
Purple Group	fill lunch smash spend quev vack glez frenk bag had bed him leg that six lot
Pink Group	clay tree right hook choog klow sceeb gright fish sing bug have back mess lost will
Orange Group	march torch proud stir coyb blout slair flarm hand sock vest snow street must along cool
Yellow Group	foolish yellow feeding destroy lorp upkem stran chayp need fair light party may which sort teeth join round



<p>Blue Group</p>	<p> neat escape rope flute sloin chake pide blode Robin said, "Let me get past, will you?"...</p> <p>_____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)</p> <p>Comment: _____ _____</p>
<p>Grey Group</p>	<p> straw spare curl dinner brain soap screw spire unsure clear plaw jeler glowp whape chire The King of Hamelin had a problem with rats...</p> <p>_____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)</p> <p>Comment: _____ _____</p>
<p>Read Write Inc. Comprehension Group</p>	<p> drinkable possible solution feature containing ambitious precious electric explode nervous "Look what I've brought you from the market!"...</p> <p>_____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)</p> <p>Comment: _____ _____</p>



Assessment 2 teacher key

Use the **Assessment 2 teacher key** below to place children in an appropriate group on the Grouping grid (search online for 'Grouping grid from week five').

See pp.72–75 of the *Reading Leader Handbook* for further guidance.

Group	Start the child in the group when they can read:	Teach:
Set 1 Sounds Group A	Fewer than 16 Set 1 single-letter Sounds	Teach Set 1 single-letter Sounds and Word Time 1.1–1.3
Set 1 Sounds Group B	16 or more Set 1 single-letter Sounds (cannot blend orally)	Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.4
Set 1 Sounds Group C	20 or more Set 1 single-letter Sounds and can blend 4 out of 5 words orally	Teach gaps in Set 1 single-letter Sounds and Word Time 1.1–1.5
Ditty Group	All Set 1 single-letter Sounds speedily 3 out of 4 words	Teach Set 1 Special Friends Review Set 1 single-letter Sounds Review Word Time 1.1–1.5 Teach Word Time 1.6 <i>Ditty Photocopy Masters 1–10</i>
Red Group	All 25 Set 1 single-letter Sounds 6 out of 10 Set 1 Special Friends 3 out of 4 words 3 out of 4 words	Review Set 1 Sounds and Word Time 1.1–1.6 Teach Word Time 1.7 Red Ditty Books for reading and <i>Get Writing! Red Ditty Books 1–10</i> Plus <i>Ditty Photocopy Masters 11–20</i> – if needed.
Green Group	All Set 1 Sounds speedily (single-letter Sounds and Special Friends) 3 out of 4 words 3 out of 4 words	Teach Set 2 Sounds and words Continue to review Set 1 Sounds and words Green Storybooks and <i>Get Writing! Green Book</i>
Purple Group	All Set 1 Sounds speedily (single-letter Sounds and Special Friends) 3 out of 4 words 3 out of 4 words 6 out of 8 words	Teach remaining Set 2 Sounds and words Once confident, teach Set 3 Sounds and words Continue to review Set 1 Sounds and words Purple Storybooks and <i>Get Writing! Purple Book</i>



Group	Start the child in the group when they can read:	Teach:
Pink Group	The first six Set 2 Sounds speedily (ay ee igh ow oo oo) 3 out of 4 words 3 out of 4 words 6 out of 8 words	Teach remaining Set 2 Sounds and words Once confident, teach Set 3 Sounds and words Continue to review Set 1 and 2 Sounds and words Pink Storybooks and <i>Get Writing!</i> <i>Pink Book</i>
Orange Group	All 12 Set 2 Sounds speedily 3 out of 4 words 3 out of 4 words 6 out of 8 words	Teach Set 3 Sounds and words Review Set 1 and 2 Sounds and words Orange Storybooks and <i>Get Writing!</i> <i>Orange Book</i>
Yellow Group	All Set 2 Sounds speedily 3 out of 4 words 3 out of 4 words 8 out of 10 words	Teach Set 3 Sounds and words Review Set 2 and 3 Sounds and words Yellow Storybooks and <i>Get Writing!</i> <i>Yellow Book</i>
Blue Group	The first six Set 3 Sounds speedily (ea oi a-e i-e o-e u-e) 3 out of 4 words 3 out of 4 words 60-70+ words per minute Attempts to read with intonation to show comprehension	Teach gaps in Set 3 Sounds and words Review Set 2 and 3 Sounds and words Blue Storybooks and <i>Get Writing!</i> <i>Blue Book</i>
Grey Group	The first six Set 3 sounds plus 20 out of 22 of the remaining Set 3 Sounds speedily 8 out of 10 words 4 out of 5 words 70-80+ words per minute Attempts to read with intonation to show comprehension	Teach longer words Review Set 2 and 3 Sounds and words <i>Read Write Inc. Spelling</i> Grey Storybooks and <i>Get Writing!</i> <i>Grey Book</i>
<i>Read Write Inc. Comprehension Group</i>	All Set 3 sounds speedily 8 out of 10 Comprehension group words correctly 80-90+ words per minute Reads with intonation that shows some comprehension	<i>Read Write Inc. Comprehension</i> <i>Read Write Inc. Spelling</i>