

Learn to read using phonics

At The Bramble Academy we aim for all our children to become fluent, confident readers who are passionate about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners. We can achieve this together through:

- **Read Write Inc, a program to help your child read at school**
- **Encouraging children to develop a love of books by reading to them daily, at home and at school**
- **Giving children access to a wide range of books at school and at home**

What is Read Write Inc?

Read Write Inc (RWI) is a phonics literacy programme which helps **all** children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. More information on this can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How will RWI be taught?

All children are assessed every half term so we can make sure children are grouped accordingly and work with others' who are at the same level. This allows complete participation in lessons.

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

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

How children blend using Fred Talk



We use **pure sounds** ('m' not 'muh', 'sss' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At Bramble we use a frog called Fred who is an expert at 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.

The below video is an example of blending sounds with Fred.
https://www.youtube.com/watch?v=dEzfpod5w_Q

Nursery

Children will be introduced to the step 1 sounds in short five minutes sessions.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases and build sentences by practising sentences out loud before they write. This is done outside the phonics session in teacher-led areas of the class in EYFS.

Talking

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

End of Reception & Year 1

Children follow the same format as reception but work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI lasts for half an hour. Once children become fluent speedy readers they will move on to Cracking Comprehension in Year 2.

Outline of sessions

Children from Nursery – Year 1 are taught the sounds in 3 sets:

Set 1 Sounds are taught in the following order together with rhymes to help children 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
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, , then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

An example of teaching of the sound 'n' https://www.youtube.com/watch?v=l1_zmnnZ6_Q

A video of pronunciation of speed sounds <https://www.youtube.com/watch?v=hCBzNnSSxds>

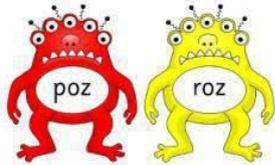


The children are then taught **Set 2 Sounds** - the long vowels.

When they are very confident with all of set 1 and 2 they are taught **Set 3 Sounds**.

Long vowel sound	Set 2 Speed Sound cards	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Nonsense words (Alien words)

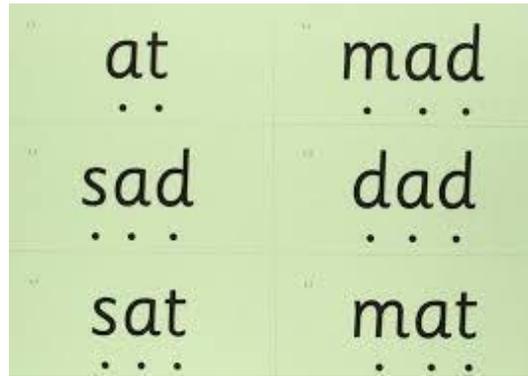
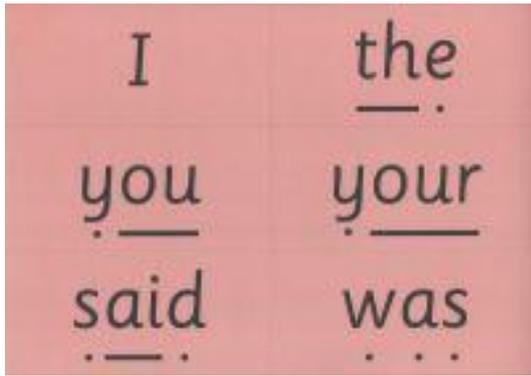


As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

During Step 3 (Reception) children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

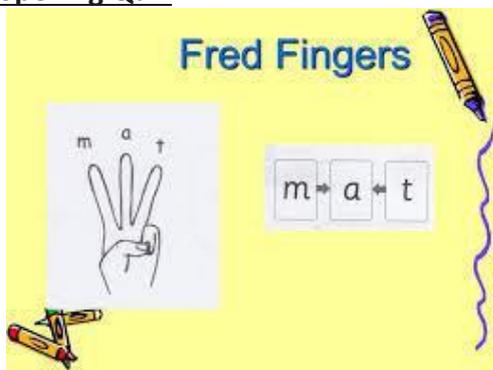
Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. **Red** words are words that are not easily decodable and challenge words to extend children's vocabulary. **Green** words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes. Once your child has been introduced and taught these words in school we will send them home for you to continue practising with your child.

Spelling Quiz



A spelling quiz will be held each week, which will only start in Reception when children are ready to write and form their letters. Children will first use 'Fred fingers' to first sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.

Order of Story books

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

Books	Year Group Expectations	Green Words in Books
Red Ditty 1-10	Reception	Click here to help your child
Green 1-10	Reception	Click here to help your child
Purple 1-10	Reception	Click here to help your child
Pink 1-10	Reception/Year One	Click here to help your child
Orange 1-12	Year One	Click here to help your child
Yellow 1-10	Year One	Click here to help your child

Blue 1-10	Year One	Click here to help your child
Grey 1-13	Year One	Click here to help your child

Phonics Screening Check – End of Year One

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check so that schools can track pupils until they are able to decode.

To help at home

Your child will start to bring books home when they are confident readers. Please help them to read and give lots of praise! If you have questions please ask your class teacher or contact Miss Elliott, who is our Read Write Inc lead teacher. Please take the time to read this information as it will provide invaluable information as to how you can help and support your child in reading.

Useful websites for Parents/Carers

Please find a list of websites that you may find useful in helping you and your child learn about phonics.

<http://www.phonicsplay.co.uk/>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

<http://www.ictgames.com/literacy.html>

<http://www.starfall.com/>

<http://www.firstschoolyears.com/>

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

<https://uk.ixl.com/ela/phonics>

<https://www.phonicsplay.co.uk/ChildrensMenu.htm>