

Phonics and Reading at Stretton CE Academy



The Phonics Programme

At Stretton CE Academy, we use the Read, Write, Inc the DFE approved programme. Phonics is taught daily and the books that children take home match the phonics they are taught- the children take home a blending book and as they move through the RWI colours and they take home corresponding Book Bag books. In addition to this, all children have a reading for pleasure book.

The Structure of RWI

Our phonics lessons follow the Read, Write Inc teaching sequence. Children are grouped based on their phonological understanding. The structure of a session depends on the stage they are working at. Children begin by learning the set 1 sounds and how to blend these into sounds orally. Once they can do this, they begin to follow the short ditty stories lesson structure and then progress through the programme.

Ditty lesson plan		
Daily speed sounds and word time Story green words Speedy green words Red word cards Partner practice – story green words, red words, Ditty introduction First read – children Read aloud – teacher Second read – children Questions to talk about Hold a sentence Handwriting		
Green, purple, pink and orange books		
Day 1	Day 2	Day 3
Daily speed sounds Speed sounds from the book Story green words Speedy green words Red word cards Partner practice Story introduction First read – children Teacher read aloud Hold a sentence Handwriting	Daily speed sounds Speedy green words Red word cards Second read – children Hold a sentence – 2 Build a sentence – orally Handwriting	Daily speed sounds lesson Think about the story Third read – children Questions to talk about Proofread Write about
Yellow, blue and grey books		
Day 1	Day 2	Day 3
Daily speed sounds Speed sounds from the book Story green words Speedy green words Red word cards	Daily speed sounds Speedy green words Red word cards Partner practice – speedy green and red words Second read – children	Daily speed sounds Speedy green words and red words Third read Questions to talk about Questions to read and answer

Partner practice Story introduction First read – children Teacher read aloud Spelling red words Handwriting	Fred Fingers – Spelling Green words Spelling red words Hold a sentence – 1 and 2 Handwriting	Build a sentence Handwriting
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The Learning Environment for phonics

In Reception and Key Stage 1 - including rooms where phonics teaching takes place (where key stage 2 children who need phonics maybe taught) - there is a dedicated phonics display. This includes speed sound charts and space for red and green words. In all other classrooms, there is the appropriate speed sound chart displayed to support reading and writing. Smaller versions are available on children's desks and as part of their toolkit for support.

Book progression

Sound Blending

My Speed Sounds books	
My Set 1 Speed Sounds Book	For practising reading and writing Set 1 Speed Sounds
My Sets 2 & 3 Speed Sounds Book	For practising reading and writing Sets 2 & 3 Speed Sounds

Sound Blending books for the classroom	Children should know the Set 1 Speed Sounds and how to blend before reading these books	Sound Blending Book Bag Books
Sound Blending 1	Focus: blending consonant – vowel – consonant (CVC) words	Sound Blending 1
Sound Blending 2	Focus: blending CVC words	Sound Blending 2
Sound Blending 3	Focus: blending CVC words	Sound Blending 3
Sound Blending 4	Focus: blending CVC words	Sound Blending 4
Sound Blending 5	Focus: blending CVC words with double letters, e.g. <i>well, hiss</i>	Sound Blending 5
Sound Blending 6	Focus: blending CVC words with digraphs, e.g. <i>ship, lock</i>	Sound Blending 6
Sound Blending 7	Focus: blending CVC words with digraphs, e.g. <i>chin, bang</i>	Sound Blending 7
Sound Blending 8	Focus: blending CCVC words, e.g. <i>swim</i>	Sound Blending 8
Sound Blending 9	Focus: blending CVCC words, e.g. <i>milk</i>	Sound Blending 9
Sound Blending 10	Focus: blending CVCC words with digraphs, e.g. <i>chimp</i> and CCVC words with digraphs, e.g. <i>clock, smash</i>	Sound Blending 10

Following this children then progress through the colours as outlined below with children taking home the corresponding Book Bag books:



If children are progressing in the expected way they should be able to do the following:

	Reception	Year 1	Year 2
Autumn 1	<ul style="list-style-type: none"> Teach Set 1 sounds: m a s d t i n 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 	<ul style="list-style-type: none"> Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of multisyllabic words containing all sounds. Build speed of reading words containing Set 3 sounds. <p>Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</p>
Autumn 2	<ul style="list-style-type: none"> Recap any single letter alphabet gaps from the sounds above. Teach children to blend using single letter alphabet sounds. 	<ul style="list-style-type: none"> Review all Set 2 sounds Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds, particularly WT 1.6-1.7 	
Spring 1	<ul style="list-style-type: none"> Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of cvc words using single letter alphabet sounds (WT 1.1-1.5). 	<ul style="list-style-type: none"> Teach Set 2 sounds, particularly: ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing ay ee igh ow oo oo. 	
Spring 2	<ul style="list-style-type: none"> Recap Set 1 Special Friends: sh th ch qu ng nk Secure blending of words containing these sounds (WT 1.4-1.6). 	<ul style="list-style-type: none"> Teach Set 3 sounds: ea, a-e Teach reading of words containing these Set 3 sounds. Build speed of reading words containing all Set 2 sounds. 	
Summer 1	<ul style="list-style-type: none"> Recap Set 1 sound gaps. Teach blending of words containing consonant blends (WT 1.7). 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds. Build speed of reading words containing all Set 2 and Set 3 sounds. 	
Summer 2	<ul style="list-style-type: none"> Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. 	<ul style="list-style-type: none"> Continue to teach Set 3 sounds Teach reading of words containing these Set 3 sounds. Build speed of reading words containing Set 3 sounds. 	
End of Year Expectations	Children can read all Set 1 sounds and some Set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can 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 some Set 3 sounds in words without hesitation. They can read at a pace of 60 words per minute.	

Assessment pit-stops- At Stretton CE Academy, we assess phonics formally **every 6 weeks** and children are re grouped according to what the assessment information is telling us. Informal assessment occurs daily and this ensures that children who ready to move sooner or equally are struggling to keep up are supported through swift intervention. During Spring (1) each year, the academy assesses all Year 1 children and those who are in Year 2 and did not pass the check against the previous year's phonics screening check. This information is also used to inform groupings at this point of the year. We then plot the children on our phonics tracker and regroup. Groupings span across Reception, Year 1, Year 2 and those children in Year 3 who still need it.

What happens after phonics?

Once children no longer need to be taught phonics, they are taught through whole class reading sessions using high quality texts. The structure of a reading lesson at Stretton is as follows:

- Vocabulary check – an opportunity to be introduced to, investigate and activate unfamiliar words using metacognitive skills
- Teacher modelling which will: promote the enjoyment of reading; model the use of grammar and punctuation to aid reading; make predictions and links throughout a text; and model metacognitive skills
- Paired reading to demonstrate fluency and rehearsal of metacognitive skills
- Modelled or independent recording of answers to questions linked to the assessment foci

The Reading Scheme

<p><u>Read, Write Inc</u> Blending Books Book Bag books for home Ditties in class</p>	<p><u>Book Bands</u> Once children are fluently reading pink books, they can choose additional Book Band books to read alongside the RWI Book Bag books and will move progressively through the colours as below.</p>	<p><u>Accelerated Reader</u> Once children have completed grey RWI books and can read them fluently, they use Accelerated Reader to read and quiz on books. Children complete a half termly assessment which determines the level of book which they can choose from.</p>
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Read Write Inc coloured books	Red ditty Red							
Book Band Books								

Hearing children read

Our commitment to hearing children read is in line with the following expectations:

- Children in Reception, Year 1 and Year 2 will be heard to read three times per week.
- Key Stage 2 children who need additional practice will be heard read three times per week. All other children will be heard once which will be either during a reading lesson, or hearing them read their own reading books.

Reading for Pleasure

All children take home a reading for pleasure book from the library or Own books. Own books is a charity organisation that delivers books to school which children can take free of charge to have at home. At Stretton, we have 'book buckets' which are filled with the own books and are put out for children and parents to take books from each day. We also encourage reading for pleasure through:

- reading challenges
- 'Millionaire Reader' awards
- celebrating whole school events such as World Book Day
- participation in external books awards including the Spark! Book Awards and the Royal Society's Young People's Book Prize
- involvement in the development of the Summer Reading Challenge
- participation in the Coventry Schools' Library Service Library Quiz
- virtual and real life author visits
- our Reading Den where children can read books during breaktimes

Whole class reading teaching in Key Stage 2

In Key stage 2, the teaching of reading follows a sequence of learning which is consistently applied across the school. The structure is as follows:

- Each class will complete at least one book a term
- Vocabulary check – an opportunity to investigate and activate unfamiliar words using metacognitive skills
- Teacher modelling to promote enjoyment of reading, use of grammar and punctuation to aid reading, making predictions and links throughout a text as well as modelled metacognitive skills
- Paired reading and rehearsal of metacognitive skills
- Modelled or independent recording of answers to questions linked to the assessment foci

Books children take home

Reception	<ul style="list-style-type: none">• Lilac book and reading for pleasure book in the first week.• When children start phonics, they will take home a Book Bag Book and reading for pleasure book.• When children reach pink ditty books in RWI then then take home a Book Bag book, book band book and a Reading for Pleasure book.
Key Stage 1	<ul style="list-style-type: none">• Book bag book linked to phonics, Book banded book and a reading for pleasure book.• When children finish Read, Write, Inc phonics they are assessed and are placed on the accelerated reader scheme. Children will then have a reading for pleasure book and an accelerated reader book.
Key Stage 2	<ul style="list-style-type: none">• Unless a child is still receiving phonics, each child will have an accelerated reader book and a reading for pleasure book.