

Phonics Policy 2020-2021

Phonics

The information in this guidance policy, will explain the way your child learns to read through phonics in their time during Reception and the Year 1, as well as ways of assessing children's phonic knowledge to ensure children develop into confident, fluent and happy readers.

This policy also provides information on how you can support your child's knowledge of sounds, reading ability and knowledge at home.

If you ever need to talk to one of our members of staff regarding phonics or reading in general, please do not hesitate to make an appointment through the school office and we will gladly help and support you with any questions you may have.

Phonics Scheme

The phonics scheme we follow here at Grace Mary is the Ruth Miskin, Read Write Inc. Phonics Programme.

Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. As well as learning each sound needed to read words, within this scheme, children will learn to form each letter, spell words correctly and compose their ideas for short writing compositions step-by-step.

Before your child can start to read words, they need to learn to:

- Say the sound that is represented by each letter or groups of letters. These are called 'Speed Sounds'.
- How to **segment** the sounds in a word: e.g. c-a-t, then **blend** them together to read it: e.g. cat.

What are speed sounds?

In Read Write Inc. Phonics, the individual sounds are called 'Speed Sounds', because children need to be able to read them quickly and effortlessly.

What are Speed Sounds' Set 1, Set 2 and Set 3?

Set 1: In Reception, your child will learn the sounds below by sight. They will also learn how to blend them together to read words e.g. c-a-t → cat.

Speed Sounds Set 1

To begin with, we learn a sound a day. We use the pure sound, so that your child can blend the sounds more easily into words.

Letter-sound pictures are used to help your child learn these sounds quickly.

Set 1 sounds are taught in the following order:

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 qu x ng nk

Once they have learnt the first 5 sounds, we teach children to blend them to read words. When we say words in pure sounds, we call it 'Fred Talk: e.g. m-a-d, m-a-t.

We never use letter names at this early stage.

When teaching a speed sound we either have to 'stretch' or 'bounce' it.

This group of sounds should all be stretched slightly.

Try to avoid saying 'uh' after each one. E.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmmountain (keep lips pressed together hard)

s – ssssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – fffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – llllleg (keep pointed curled tongue behind teeth).

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound)

th – thhhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat)

nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)

The next group of sounds cannot be stretched. Make the sound as short as you can and avoid saying 'uh' at the end of the sound.

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c - as above

h – (say h as you breathe sharply out – unvoiced)

ch - (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying 'uh' at the end of these sounds.

d – (tap tongue behind the teeth)

g – (make soft sound in throat)

b – (make a short, strong b with lips)

j – (push lips forward)

y – (keep edges of tongue against teeth)

w – (keep lips tightly pursed)

qu – (keep lips pursed as you say cw – unvoiced)

The short vowels should be kept short and sharp.

a: a-a-a (open mouth wide as if to take a bite of an apple)

e: e-e-e (release mouth slightly from a position)

i: i-i-i (make a sharp sound at the back of the throat – smile)

o: o-o-o (push out lips; make the mouth into o shape)

u: u-u-u (make a sound in the throat)

Speed Sounds Sets 2 and 3: The long vowels.

Once your child knows all the Set 1 sounds by sight and sound and uses them to blend to read words, we begin to teach Set 2.

Once your child is secure with Set 1 and Set 2, we teach them the final group of sounds, Set 3.

The average time it takes to learn and use the long vowel sounds correctly is two years, however, every child is different and it may take a shorter or longer length of time.

We now regularly use letter names within phonics sessions to get children used to using them when spelling out words and be ready for Year Two.

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
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.				

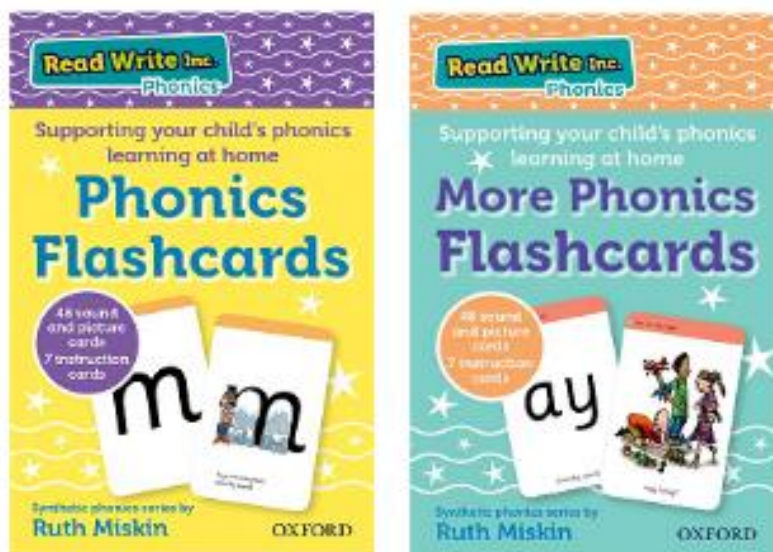
a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

Assessing Children's Phonics Progress

Children are initially assessed at the beginning of the year and placed into appropriate level phonics groups, so that we can ensure they are learning the sounds that they do not know yet. Children are then assessed at the end of every half term to monitor their progress, identify gaps in sound knowledge and re-group children based on their new found phonics abilities. Children are assessed by their phonics teachers daily within their phonics sessions to ensure that as children learn new sounds, they are consistently remembering and applying previously taught sounds in words and using them to support their spelling.

Helping at Home

The Ruth Miskin Read Write Inc. Phonics flashcards are a brilliant resources for reviewing and supporting children's learning of reading at home.



These flashcards are the same as the ones we use at school and are available to buy on Amazon if you wish to further support your child with Phonics at home.

Below is the link to a great website all about Ruth Miskin, Read Write Inc. Phonics, with lots of information to help you support your child's development in reading.

<https://www.oxfordowl.co.uk/>

Click the link below to listen to Ruth Miskin's 10 top tips for phonics. She will give very useful ideas of how to support your child with reading.

<https://www.youtube.com/watch?v=8QUM2nxVWJs>

September 2020

Reviewed yearly