



Scheme of work for EYFS & KS1 Phonics

RWI - Reception and Year 1

At William Reynolds Primary School and Nursery, we use 'RWI' for the systematic teaching of phonics in Reception and Year 1. The Read Write Inc. Phonic programme is for pupils in Year R and Year 1 who are learning to read and write.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' words on sight - understand what they read - read aloud with fluency and expression
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. We group pupils homogeneously, according to their progress in reading. In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings - 'common exception words' also known as 'red words.'

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Pupils write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the common exception words (red words) they have learnt. They can soon spell more complex words confidently and accurately.

RWI Phonics Sequence

Children learn 'Set 1' sounds

Children remember the sounds using picture prompts initially. They learn how to blend these sounds for reading.

c- a -t cat



Children learn 'Set 2' sounds

Children become more confident to read words and phonetically decodable texts and 'red' words. Children start to answer, 'find it' and 'prove it' questions about what they have read.



Children learn 'Set 3' sounds

Children are confident to read any words and have learned strategies to help them when they come across tricky sentences. Children also understand how to answer deeper questions about what they have read.

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

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down. Those who are ready, will begin to read simple words within books and write some of these.

Year 1 and above

Children follow the same format as Reception but will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour.

Fred Talk



We use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily. Fred is our Read, Write Inc. friend. He can only speak in sounds though, so we help him learn to say words, instead of sounds. For example, Fred says '**m-a-t**' instead of **mat**. We also teach him not to add 'uh' to our sounds to keep them pure. For example, we say '**c**' and not '**cuh**'.

Reading

Children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions

Writing

Children will:

- learn to write the letters/letter groups which represent the 44 sounds
- learn to write words by saying the sounds and graphemes
- learn to build sentences orally using adventurous vocabulary
- start with simple sentences and develop towards more complex ones by the end of the programme

Talking

Children are assessed so they work with children at the same level. This allows them to fully participate in all lessons.

They work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking to each other

Nonsense words

Research has shown that incorporating nonsense words into teaching reading can be an effective way to establish blending and segmenting skills. However, it is important to ensure that children understand that they are reading nonsense words (and why) so that they are not confused by trying to read the words for meaning. By reading nonsense words children develop their ability to decode individual sounds and then blend them together to read. They are an indicator of early reading skills and work as a quick, reliable, and valid way of assessing children. However, reading nonsense words is only a small part of the Read, Write Inc. phonics teaching.

Spelling with your Fred Fingers

Children are taught to use their fingers to help them write words. The children say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc. Children pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound.

When using Fred Fingers, each finger represents one sound. When children reach yellow Read Write Inc. storybooks, they will learn to trace the letters onto each finger and say the letter names.

m a t



Progress expectations for each half term are outlined below.

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Read Grey Storybooks with fluency and comprehension
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. Children who are in the lowest progress group who need extra daily practice in reading sounds and words will have Phonics Fast Track Tutoring, 1:1 or in small groups, to accelerate their reading progress.