



Phonics at Hatch Warren Junior School

At Hatch Warren Junior School, we aim for all our children to become fluent, confident readers who are passionate about reading. Children who read regularly, and are read to regularly, have the opportunity to open the doors to so many different worlds. More importantly, reading will give children the tools to become independent life-long learners.

We can achieve this through:

- Using the Read Write Inc phonics scheme to help children learn to 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.



At Hatch Warren Junior School, we use the Read Write Inc phonics scheme (RWI) to support children with their development of reading skills.

What is Read Write Inc?

Read Write Inc (RWI) is a phonics literacy programme which helps all children learn to read fluently. It also supports them to read at a speed which enables them to focus on developing their skills in comprehension, vocabulary and spelling. The main RWI programme is designed to be used for children from Year R to Year 4 and then a RWI programme called 'Fresh Start' can be used with children in Years 5 and 6 to support their continued development of reading skills if this is needed.

RWI was developed by Ruth Miskin. More information about the programme can be found at <https://ruthmiskin.com/en/find-out-more/parents/>.

How is RWI taught at Hatch Warren Junior School?

All children are assessed at the start of Year 3 by the reading leader. The children are then grouped with other children who are at the same level to allow complete participation in lessons. The children are re-assessed by the reading leader every 6 weeks so that they can be regrouped for the next half term. Those children who have completed the programme continue their reading learning in 'guided reading' sessions.

In Years 3 and 4, phonics sessions run at the same time as 'guided reading' sessions. In Years 5 and 6, children access their phonics support through intervention work with an LSA under the guidance of the reading leader.

What happens in a phonics session?

Speed sounds

At the start of the session, the children work on their 'speed sounds'. During this part of the session, the children learn a new sound, how to read the corresponding letter or groups of letters and how the sound can be written down. They learn to read words using 'Fred talk' and sound blending.



We use pure sounds ('m' not 'muh', 's' not 'suh') so that children are able to blend the sounds into words more easily. Follow this link to find out more about how to pronounce the sounds:

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/phonics-pure-sounds-video>

Fred frog is an expert on sounding out words. Children will work on using 'Fred talk' to identify the sounds in words (e.g. m-o-p, c-a-t, sh-o-p) and then blend the sounds to read words. There are several parts to the speed sounds session:

- reading an individual sound
- reading words containing the sound
- practising the sound with other sounds they have learnt
- reading words containing sounds they have already learnt (reviewing sounds)
- reading nonsense words that contain sounds they already know.

Spelling

Once children have learnt a new sound, they will practise writing words that contain the sound. They use 'Fred fingers' to identify the sounds within the word to help them write the word down.

Story Books

During the phonics session, the children will also read a new book each week. In each book, they learn new 'green' and 'red' words. Red words are words that are not easily decodable and can be challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning as well as the books they read. There are several activities in this part of the lesson:

- learning new story green words contained in the book
- learning speedy green words (high frequency words) to increase their fluency and speed
- learning red words – these are words that we cannot use phonics so easily to sound out
- reading the book – over the course of the week, the children will read the book three times and the group leader will read the book to the children to model expression
- developing comprehension skills in stories by answering 'Fastest finger', 'Think about it', 'Find it' and 'Prove it' questions. Some of these are answered verbally and some are more independent written questions depending on the level of the child.

Talking and Partner Work

Through many of the activities, the children learn to work with a partner to practise sounds, read words and read the story. Talking with a partner is important so that every child is participating in the session. All children are able to answer questions, they support each other when practising sounds and words, they take turns and discuss the meaning of more ambitious vocabulary.

What sounds do the children learn through RWI?

The sounds are taught in 3 sets:

Set 1

Set 1 sounds are the initial letter sounds and the Set 1 'special friends'. 'Special friends' at this stage are two letters that make one sound (e.g. 'th', 'sh'). Children will learn the letter sounds but not the letter names at this stage. For each sound, the children learn a picture to help them recognise the sound and the shape of the letter. The sounds are taught in the following order, together with the rhymes, to help children form the letters correctly and instantly recognise the sounds ready for blending. The children will access ditties and red reading books.

Set 1 Speed Sounds:

m, a, s, d, t, i, n, p, g, o, c, k,

u, b, f, e, l, h, r, j, v, y, w, z, x

sh, th, ch, qu, ng, nk

Set 2

Once children are confident with the Set 1 letter sounds and 'special friends', they move on to the Set 2 sounds. These are the most common long vowel sounds. While learning Set 2 sounds, the children will access the green, purple and pink reading books.

Set 2 Speed Sounds:

ay, ee, igh, ow, oo, oo,

ar, or, air, ir, ou, oy

Set 3

Once confident with the Set 1 and 2 sounds and they can read them within words and nonsense words, the children will move on to the Set 3 sounds. Set 3 focuses on vowel sounds and some other 'special friends' such as 'ph', 'kn', and 'wh'. Set 3 sounds appear in the orange, yellow, blue and grey reading books. In these books, the children learn to read longer words and increase the speed of their reading. By the end of grey reading books, children should be able to read at a speed of 80-90+ words per minute with expression that shows comprehension.

Set 3 Speed Sounds:

ea, oi, a-e, i-e, o-e, u-e,

aw, are, ur, er, ow, ai, oa, ew,

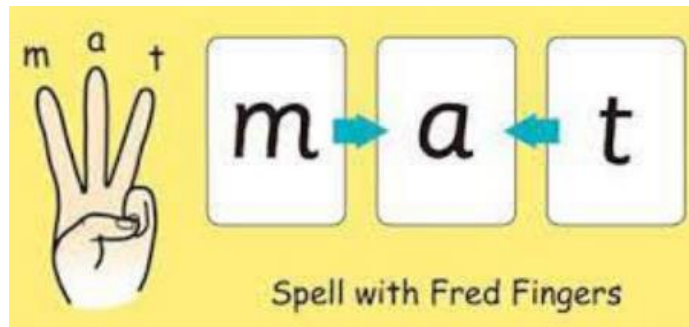
ire, ear, ure

Additional Speed Sounds:

ue, ie, au, e-e, kn, ck, wh, ph

How does RWI support spelling?

During each session, children learn to spell words using the sounds that they have learnt to read.



Children will use 'Fred Fingers' to sound out a word before they write it down. To use 'Fred Fingers', the children should have their palm facing them and identify the sounds from left to right (in the order and direction in which they are written). Whenever children are writing in school, they are encouraged to use 'Fred Fingers' to help them spell. This allows them to use the strategy whenever they become stuck with a spelling. Children pinch each sound on their fingers before writing down each sound. When children are writing, they also have access to the sound charts to support them in choosing the right sounds when spelling.

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	y	<u>i</u> -e	<u>o</u> -e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore	are	er					
ew			aw							
			au							

What reading books do children take home?

If a child is on the RWI scheme, they will bring home a RWI 'book bag book'. These books link to the books that the child is working on in class. For example, a child on yellow books in their phonics sessions will take home a yellow RWI book bag book. The sounds contained in the home reading book will be sounds that the child has been working on in class. This enables them to have further practise with these sounds while developing confidence and fluency reading books that are within their phonic ability. It is recommended that children read their book three times:

1. The first read will involve decoding some more unfamiliar words
2. The second read develops confidence with the new words
3. The third read should be much more fluent and the child should be able to add expression to show their understanding.

The story 'green' and 'red' words can be found at the front of each book and there are questions at the back of each book to support parents with discussions about the story with their child.

What happens when children have finished the RWI scheme?

Children are assessed and regrouped every half term (usually every six weeks). If a child has been working on grey books, is confident with the Set 3 sounds and is reading confidently at a speed of 80-90+ words per minute, the reading leader will assess them as having completed the RWI phonics scheme. Children who have completed the scheme will take part in 'guided reading' sessions in class where they will continue to develop their reading skills. In these groups, there is a continued focus on fluency, stamina and comprehension and children also learn further spelling patterns and spelling rules.

Further information about phonics

Here are some video links for further information about phonics:

Understanding phonics:

<https://www.youtube.com/watch?v=bXOJUPNVnLc&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c>

How to say the sounds:

<https://www.youtube.com/watch?v=TkXcabDUg7Q&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=5>

What is RWI phonics?

<https://www.youtube.com/watch?v=sjIPILhk7bQ&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=7>

Sound blending:

<https://www.youtube.com/watch?v=MNyFikwNQTg&list=PLDe74j1F52zSCiOMSn3zQDSzgu9TrbQ1c&index=17>