

Phonics at Lynch Hill School Primary Academy

At Lynch Hill Primary Academy, we use a programme called Read Write Inc to teach phonics. This uses a process to ensure that all children are taught to read. Partner work is key to the process, ensuring all children are learning.

Step 1: Children are assessed and grouped according to their phonics knowledge.
Step 2: The sounds are taught systematically to the children
Step 3: Children read and spell out decodable words
Step 4: Children use 'ditties' to practice early reading and writing. They continue learning sound: letter matches.
Step 5: Children read levelled, decodable texts and do integrated writing activities. They continue learning sound: letter matches.

Step 1: Children are assessed and grouped according to their phonics knowledge.

Assessment is done half termly.

Groups are flexible; children often move around depending on what they need at that time.

Step 2: The sounds are taught systematically to the children

The sounds are taught in sets.

Set 1 sounds

Your child will learn these sounds first. They will also learn how to blend them together (e.g. c-a-t > cat).

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

Set 2 sounds

These are the long vowel sounds. These are often made up of 2 or more letters (the special friends mentioned earlier) e.g. *ay* as in *play*, *ee* as in *tree*. To help learn these sounds, your child will learn rhymes containing these letters.

ay: may I play?
ee: what can you see?
igh: fly high
ow: blow the snow
oo: poo at the zoo
oo: look at a book
ar: start the car

or: shut the door
air: that's not fair
ir: whirl and twirl
ou: shout it out
oy: toy for a boy

Set 3 sounds

Your children will learn these sounds once they have learnt all of their set 1 and set 2 sounds. Please be guided by the school when to start these. The set 3 sounds are different ways that the long vowels are written e.g., *ea* as in *tea* and *ee* as in *tree*. Like in set 2, these are made up of 2 or more letters.

ea: cup of tea	er: a better letter	tious/cious: scrumptious/ delicious e: he, me, we, she, be It is important that these sounds are practised in order. These tables show you the order of the sounds.
oi: spoil the boy	ow: brown cow	
a-e: make a cake	ai: snail in the rain	
i-e: nice smile	oa: goat in a boat	
o-e: phone home	ew: chew the stew	
u-e: huge brute	ire: fire fire!	
aw: yawn at dawn	ear: hear with your ear	
are: share and care	ure: sure it's pure?	
ur: purse for a nurse	tion: celebration	

Word time:

This is where it all starts. They are taught in the order given above, so they can make 2 letter and 3 letter words.

All letters have a picture to go with them, to help the children remember the sound and to help with letter formation.

Step 3: Children read and spell out decodable words

Children learn to read 'green words' – these use the sounds they have been learning.

We sound out each sound and then blend. This is called 'Fred talk'

Step 4: Children use 'ditties' to practice early reading and writing.

They continue learning sound: letter matches.

The children are now reading simple stories! Each day they will read a different story. These will contain green words, and introduce the children to red words. Red words cannot be decoded.

They will continue to learn set 1 sounds, with particular focus on sh, th, ch, ng and nk.

Each day they will perform different writing tasks, aimed at building up their confidence at writing simple sentences.

Step 5: Children read levelled, decodable texts and do integrated writing activities. They continue learning sound: letter matches.

Children move onto the other books when they begin to read words without sound them out first. This ensures fluency when reading.

Children learn new sounds, and set 2 and set 3 sounds are introduced to the children.

Children will come across new green and red words, being to learn more about punctuation and read with expression and understanding.

What can you do at home?

- Read stories to them! It is vital that the children are exposed to as much language as possible.
- Read the books that the school send home with the children. These may contain words your child will find difficult, but they should be at an appropriate level for them.
- Encourage them to read anything and everything. Get books from your local library, use comic books, encourage them to read things when you are out and about.
- When helping your child with writing, encourage the correct letter formation, but do not rub out their work. Model how letters should be formed and allow your child to copy these.
- Watch <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/> to help understand how to pronounce the different sounds. It is vital that your child is pronouncing them in a 'pure' way, and not adding an –uh sound to the end (e.g., muh, cuh) as this will not help them with blending.
- Go over the high frequency words with your child. These words appear repeatedly throughout the English language, and unfortunately these are words they cannot sound out and just need to know!

High frequency words for Year 1:

a	the	to	i	no	go	of	is
his	has	he	she	we	mw	be	was
my	you	they	are	said	so	some	come
were	there	where	one	do	today	house	by
your	ask	put	full	pull	push	here	love
once	our	says	school	friend			

High frequency words for Year 2:

door	gold	plant	clothes	floor	hold	path	busy
told	poor	bath	people	because	every	hour	water
find	great	move	again	kind	break	prove	half
mind	steak	improve	money	behind	pretty	sure	Mr
Mrs	child	beautiful	sugar	children	after	eye	parents
wild	fast	could	Christmas	climb	last	should	everybody
most	past	would	even	only	father	who	both
class	whole	old	grass	any	cold	pass	many

Phonics Screening Check – what is it?

At the end of Year 1, all children are required to take the phonics screening check. It is a statutory Government assessment to analyse children's individual phonetic knowledge. This will help the school assess whether your child has learnt phonetic decoding to an appropriate standard, and will help identify sounds your child may need further consolidation on in Year 2.

What does it involve?

Children will be asked to read 40 words. 20 of these will be real words, 20 will be pseudo words (alien words e.g. blum)

How is it administered?

Children complete the check individually in a quiet place with a member of the Year 1 team. There is no time limit, but the average time taken is less than 10 minutes.

What is included?

The sounds included are ones your child has learnt throughout their phonics teaching so far.

Some example real words are:

feet shed park for

Some example alien words are:

sabe mouch vert jight

If the word is an 'alien word' there will be a picture of an alien next to it, to ensure your child is aware that this isn't a real word.

How will we prepare your child for the phonics screening check?

We expose your child to all the sounds that may come up in the test, using games that include real and alien words.

We will send home real and alien words for your child to read as part of our homework.

We assess your children every half term using real and pseudo words, so we are confident that the screening check won't cause any distress.

We will send home some sample materials to enable you to practice with your child.

Things to consider:

Your child's score will be included in their end of year report.

If they do not pass the phonics screening check, they will be re-tested at the end of Year 2 to check their progress.

In previous years, the pass rate was 32/40. This is subject to change.

The test is administered in June.