



Phonics at The Ellis CE Primary School

Intent

- ☺ We believe that every child should have the chance to be confident, fluent readers and writers.
- ☺ We aim to ensure that each and every child can decode texts and develop fluency in reading as well as expressing their ideas and thoughts through the written word.
- ☺ We aim to immerse the children in a literacy rich environment and to experience a robust and effectively taught phonics programme.
- ☺ We aim for all children to be active listeners who can distinguish between and internalise sounds.
- ☺ We aim to equip our children with a secure understanding of phonemes and graphemes and the skills and knowledge needed to decode and blend phonetical words which they can use in all curriculum subjects.
- ☺ We want our children to develop a bank of tricky words which they can read and spell accurately.
- ☺ We want our children to develop their love of reading and writing and to be secure in their phonic knowledge, enabling them to access all areas of the curriculum confidently and to develop the skills they need for life beyond school.





Implementation

At The Ellis we firmly believe that phonics should be taught regularly and consistently throughout EYFS and KS1 and as an intervention programme in KS2. We use Read Write Inc as the basis of our phonics sessions and use the resources published by RWInc to deliver the sessions. We begin every session with the Speed Sounds part where phonemes and graphemes are explicitly taught and then provide the children with the opportunity to embed these skills through targeted reading and writing activities such as: reading ditties and RWInc books; answering questions about the text; hold a sentence and tricky word spelling practise. We follow the teaching sequence of letters set out in RWInc, beginning with Set 1 sounds, moving onto Set 2 and Set 3 sounds, ending with the additional sounds needed in KS1 which we have classed as Set 4. We give children regular opportunities to develop their phonic knowledge in our continuous provision areas and it also forms the basis of all early reading and writing activities including 1:1 reading, guided reading and guided writing activities. Children are assessed every half term and regrouped regularly to ensure all children make maximum progress whilst also ensuring they are in a group which addresses any gaps in their phonic knowledge.





Foundation Stage

Children are provided with the opportunities to:

- ☺ Take part in daily Read Write Inc lessons, where children are grouped in order to maximise progress.
- ☺ Be immersed in a phonic rich environment (both indoor and outdoor), phonics is rich in both print and in language spoken and modelled by all adults. RWInc resources are displayed and used daily.
- ☺ Take part in learning activities (both child and adult led) that promote new phonic knowledge.
- ☺ Children are taught how to be active listeners who can distinguish between and internalise sounds in their environment.
- ☺ Children are given lots of opportunities to play with sounds and rhymes and to explore clapping syllables in words.
- ☺ Children explore initial sounds in words and play listening games to identify these.
- ☺ Children listen to rhyming books read aloud by our teachers.
- ☺ Children regularly join in with nursery rhymes, poems and songs, copying sounds and rhythms.
- ☺ Children are taught the 44 phonemes and graphemes using the RWInc sayings to help them form their letters correctly. They use these to learn how to decode and blend phonetical words and how to use this knowledge to read and write simple phrases and sentences.

- ☺ Children begin to develop their sight vocabulary word bank by learning to read and write a small number of tricky red words.
- ☺ When children are ready, they take home a RWInc sounding blending, ditty or phonics book every week.

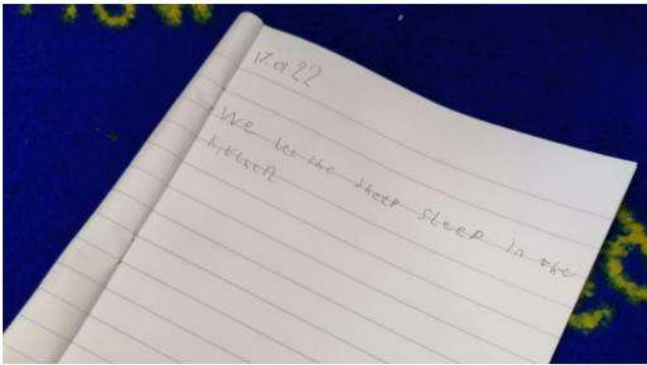




KS1

- ☺ Take part in daily Read Write Inc lessons where the children are taught early reading through daily systematic, synthetic phonics sessions. They are grouped according to where they are on the programme in order to maximise progress.
- ☺ Be immersed in a language rich environment, phonics is rich in both print and in language spoken and modelled by all adults. RWInc resources are displayed and used daily.
- ☺ Children are taught how to be active listeners who can distinguish between phonemes in words and breaking words into syllables.
- ☺ Children consolidate the Set 2 sounds before being taught Set 3 and Set 4 phonemes and graphemes using the RWInc sayings to help them remember the sounds. They use these to learn how to decode and blend phonetical words and how to use this knowledge to read and write simple phrases and sentences.
- ☺ Children read with a partner and as part of a group and develop their understanding of the text by answering questions about what they have read.
- ☺ Children develop their confidence in using both letter sounds and letter names and can alternate between the two.
- ☺ Children continue to develop their sight vocabulary word bank by learning to read and write an increasing number of tricky red words.
- ☺ Children continue to take home a phonics book every week until they have completed the phonics programme.

- ☺ Children who require additional support outside the daily lesson work with an adult to practise their phonics or access Nessy which provides overlearning opportunities.



KS2

- ☺ Children have access to the Read Write Inc intervention programme as needed and continue to follow the programme until they have completed and have shown confidence with it. Children who require additional phonics support will also access Nessy regularly.
- ☺ Children have access to Read Write Inc displays and individual word/sound mats in their classrooms.
- ☺ Children continue to secure their knowledge of phonics through reading and writing activities.
- ☺ Websites and apps are also used to support and consolidate children's phonic knowledge.





Impact

- ☺ Children will show enthusiasm and passion for phonics, reading and writing.
- ☺ Children will know the phonemes and graphemes in Set 1 to Set 4.
- ☺ Children will be able to read pseudo-words ('alien words') containing the sounds in Set 1 to Set 4.
- ☺ Children will be able to decode phonetical words when reading and blend them when writing.
- ☺ Children will be able to read and write words and sentences using the taught phonemes.
- ☺ Children will have developed a bank of tricky red words which they can read on sight and spell accurately.
- ☺ Children will be able to apply their knowledge of phonics to other curriculum subject areas when reading and writing.
- ☺ Data, including the Year 1 phonics screening check, will reflect the children's progress in phonics.

Complex Speed Sounds												
Consonant blends	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			
				gn		c		se				
						ce						
Vowel sounds	b	c	d	g	h	j	p	qu	t	w	x	y
	bb	k	dd	gg		g	pp	tt	wh			ch
	ck		ck	gu		ge						tch
	ch					dge						
	a	e	i	o	u	ay	ee	igh	ow			
		ea				ā-e	ē-e	ī-e	ō-e			
						ai	y	ie	oa			
						a	ea	i	o			
							e	y	oe			
	oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
	ū-e		oor	are	ur	ow	oi					
	ue		ore		er							
	ew		aw	au								