

# Early Reading and Phonics at BJCFPS.

November 2024



At BJCFPS, we use Read Write Inc as our phonics and early reading programme. This is a systematic synthetic phonics programme which has been validated by the Department for Education. The scheme enables teachers to support children in developing their phonics knowledge, in order to become fluent readers. Children in Reception and Year 1 are taught daily phonics lessons and those children who require support with their reading, receive additional interventions that are delivered by a highly trained member of staff.

Our learning intentions through this scheme are as follows.

## **Our learners will:**

- Master segmenting and blending, reading with fluency, expression and speed thanks to their phonic knowledge and skills.
- Read 'tricky red words' on sight.
- Comprehend what they are reading.
- Spell quickly and easily by mentally segmenting words, in combination with their understanding of common spelling rules.

## **Reading in School.**

In Reception, we place a strong emphasis on the alphabetic code, ensuring that pupils rapidly learn sounds and the letters, or groups of letters, that represent them. Simple mnemonics are used to support this learning, helping pupils to grasp the concept quickly while also aiding correct letter formation. This approach is especially beneficial for pupils who may be at risk of making slower progress. To consolidate this learning, practice occurs daily.

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Reading practice sessions are timetabled weekly in addition to formal phonics lessons, and are taught by a trained member of staff using echo and choral reading methods. Pupils also receive frequent practice in reading high-frequency words with irregular spellings, known as 'common exception words' or 'tricky red words' (sometimes referred to as 'red for a while' words).

To ensure success and build confidence, pupils are given books that closely match their increasing phonics knowledge and familiarity with tricky red words. Each reading book is read at least three times over the course of the week before it is changed, allowing for the long-term consolidation of skills. Re-reading and discussing these books with a grown-up helps to strengthen pupils' decoding skills and build fluency.

## **Reading at home**

Although your child will be taught to read at school, you play a crucial role in supporting their reading journey by continuing the practice at home. At home, your child will access two types of reading books: a reading book and a sharing book.

The reading practice book will be carefully matched to your child's current phonic stage, ensuring they can read it fluently and independently. Your child will read the same book three times a week, each session focusing on a different reading skill. The first reading targets decoding, where children sound out the words; the second focuses on prosody, encouraging them to read with expression; and the third time, they work on comprehension, making sure they understand the text. This aligns with the structured reading sessions at school, where **F**luency (F), **P**rosody (P), and **C**omprehension (C) are taught.

We ask that children read their practice book three times a week to build fluency. The more children see familiar words, the more automatic their reading becomes, reducing the need to sound out every

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word.

In addition to this, your child will also bring home a sharing book. This book is selected to foster a love of reading and is meant for you to enjoy together. Your child is not expected to read this book independently; instead, it is an opportunity for you to read to or with your child, sparking their imagination and cultivating a love for stories. You can discuss the pictures, predict what might happen next, or use different voices for the characters, keeping the experience fun and engaging, without turning it into a test.

For more information on the RWI phonics scheme, please look at the following link:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

, where you will find resources to support your child at home.

## Reading book order

Lilac blending books	Red Ditty Books	Green Storybooks	Purple Storybooks	Pink Storybooks	Orange Storybooks	Yellow Storybooks	Blue Storybooks	Grey Storybooks
Set 1 Sounds	Set 2 Sounds		Set 3 Sounds			Alternative sounds		

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## Phonics session Structure

<u>Nursery Phonics Session</u>	<u>10 min</u>		<u>Reception &amp; KS1 Phonics Session</u>	<u>15-20 min</u>
Settling in songs and clapping	1 min		Tricky red word session	1 min
Recap prior learning	1 min		Recap previous 6 sounds	1 min
Todays focus is	1 min		Meet the new sound	1 min
Model focus	2 min		Hide & seek with the new sound amongst prior 6	1 min
Children engage with learning focus	4 min		Read 'green words' - (I do, you do, Fred in your head)	4 min
Assess and dismiss	1 min		Structured transition to phonics books at tables	1 min
			Write new sound 3 times	1min
			Write 3 'green words' - (I do, you do, Fred in your head)	2-3min
			Write sound focus sentence	1-2 min
			Structured transition back to carpet and read 'yes' or 'no' silly sentence	2-3 min

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## Five Key Principles that underpin all Phonics at BJCFPS

**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

**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 beyond

Children follow the same daily format as Reception but will work on complex sounds and read books appropriate to their reading level. Children are regularly assessed to ensure they continue to make good progress, and to provide extra support for learners who are not progressing at the same rate as their peers. These children are identified as ‘priority readers’ and are read with more frequently in school, receiving additional support in phonics sessions and tailored support for their needs.

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## **Fred Talk**

While learning the initial sounds, it is vital we use **pure sounds** ('m' not 'muh', 's' not 'suh', etc.) so that our children will be able to blend the sounds into words more easily. Fred is our phonics friend who can only speak in sounds. This supports our learners through clear modeling and whimsy. For example, Fred says '**m-a-t**' instead of **mat**. We also teach him not to add 'uh' (an unvoiced sound called a schwa) to our sounds to keep them pure.

## **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. Children are encouraged to use the 'Fred Fingers' on their non-dominant hand in Reception to keep their dominant hand free to write with.

## **Nonsense Words**

Research shows that using nonsense words in teaching reading effectively develops blending and segmenting skills. It is important that children understand they are reading nonsense words and why, so they aren't confused by trying to find meaning. At BJCFPS, we use 'alien' icons to indicate nonsense words. Reading these words helps children practice decoding individual sounds and blending them to read. This method is a quick, reliable, and valid way to assess early reading skills. Introducing nonsense, or 'alien' words early also prepares children for the Year 1 phonics screening test.

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Progress expectations for each half term are outlined below:



	YR children can:	Y1 children can:	Y2 children can:
<b>End of Autumn 1</b>	<ul style="list-style-type: none"> <li>- Read single-letter Set 1 sounds</li> <li>- Recognise some Red Tricky words</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Purple</b> Storybooks</li> <li>-Read most set 3 sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Blue</b> Storybooks</li> </ul>
<b>Sounds and Red Words</b>	<b>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</b>	<b>ay ee igh ow oo oo ar or air ir ou oy</b>	
<b>End of Autumn 2</b>	<ul style="list-style-type: none"> <li>-Read all Set 1 sounds &amp; special friends</li> <li>-Blend sounds into words orally</li> <li>-Read <b>lilac</b> blending books.</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Pink</b> Storybooks</li> <li>-Read all Set 1/2/3 sounds</li> <li>-Identify some sound families (ea in tea &amp; ee in see)</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Blue</b> Storybooks</li> <li>-Comprehend and discuss what they are reading with confidence with adult support.</li> </ul>
<b>Sounds and Red Words</b>	<b>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 ch sh th</b>	<b>ay ee igh ow oo oo ar or air ir ou oy</b>	
<b>End of Spring 1</b>	<ul style="list-style-type: none"> <li>-Blend sounds to read words -Begin to read <b>Red</b> Storybooks</li> <li>-Begin to recognise some Set 2 sounds as special friends who speak together (digraphs)</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Orange</b> Storybooks</li> <li>-Read Set 3 sounds</li> <li>-Spot split-digraphs hiding in words</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Grey</b> Storybooks</li> <li>-Comprehend and discuss what they are reading with confidence with peers and adults.</li> </ul>
<b>Sounds and Red Words</b>	<b>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 ch sh th ng nk ay ee igh ow oo</b>	<b>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious</b>	
<b>End of Spring 2</b>	<ul style="list-style-type: none"> <li>-Read <b>Red</b> Storybooks</li> <li>-Recognise some Set 2 sounds</li> <li>-Recognise some Set 2 Red words.</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Yellow</b> Storybooks</li> <li>-Read some Set 3 sounds</li> <li>-Recognise <b>some</b> alternative sounds (ph in photo)</li> </ul>	<ul style="list-style-type: none"> <li>-Read <b>Grey</b> Storybooks</li> <li>-Spelling Shed Spelling Scheme</li> </ul>



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<b>Sounds and Red Words</b>	<b>m a s d t i n p g o c k u b f e l h r j v y</b> <b>w z x ch sh th ng nk</b> <b>ay ee igh ow oo ar or air ir</b>	<b>ea oi a-e i-e o-e u-e aw are ur er ow</b> <b>ai oa ew ire ear ure tion tious</b>	
<b>End of Summer 1</b>	-Read <b>Green</b> Storybooks -Read Set 2 sounds -Recognise some set 2 red words	-Read <b>Yellow</b> Storybooks -Read all Set 3 sounds & red words -Recognise some alternative sounds	-Read <b>Grey</b> Storybooks -Beginning to move onto higher level non-RWI books -Spelling Shed Spelling Scheme
<b>Sounds and Red Words</b>	<b>m a s d t i n p g o c k u b f e l h r j v y</b> <b>w z x ch sh th ng nk</b> <b>ay ee igh ow oo ar or air ir ou oy</b>	<b>ea oi a-e i-e o-e u-e aw are ur er ow</b> <b>ai oa ew ire ear ure tion tious</b>	
<b>End of Summer 2</b>	-Read <b>Green</b> Storybooks -Read Set 2 sounds -Recognise set 2 red words - Recognise <b>SOME</b> set 3 sounds	-Read <b>Blue</b> Storybooks -Develop strategies for decoding polysyllabic words	-Read <b>Grey</b> Storybooks -Beginning to move onto higher level non-RWI books -Spelling Shed Spelling Scheme
<b>Sounds and Red Words</b>	<b>m a s d t i n p g o c k u b f e l h r j v y</b> <b>w z x ch sh th ng nk</b> <b>ay ee igh ow oo ar or air ir ou oy</b>		