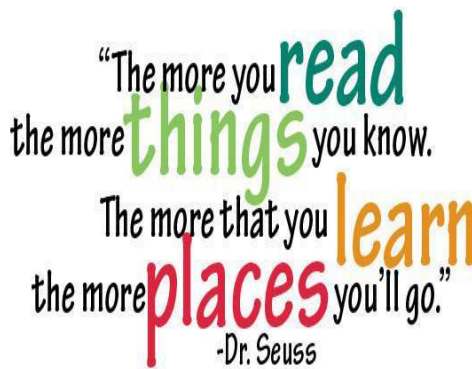


## An Overview of Early Phonics and Reading at Crossflatts Primary



A guide for Parents

At Crossflatts Primary School we aim for all our children to become fluent, confident readers who are passionate about reading.



"The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go."  
-Dr. Seuss

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc. a program to help to your child 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
- Reading ourselves as good role models to show the enjoyment that reading gives.

At Crossflatts Primary School we use Read Write Inc Phonics (RWI) to give your child the best possible start with their phonics and reading journey. We have put together a guide to how the RWI programme works together with some useful links.

Mrs Petrie is our Read Write Inc leader, so if you have questions about RWI, please email [rebecca.petrie@crossflatts.bradford.sch.uk](mailto:rebecca.petrie@crossflatts.bradford.sch.uk) Please take the time to read this information as it will provide you with an invaluable insight as to how we teach phonics and how you can help and support your child in both phonics, and with their reading

### What is Read Write Inc?

Read Write Inc (RWI) is a complete phonics literacy programme which helps all children learn to read fluently and at speed. The programme is designed for children aged 4-7. However, at Crossflatts Primary School we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. RWI was developed by Ruth Miskin and more information on this can be found on the read write inc website.

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

### How will RWI be taught in Nursery and Reception?

#### Nursery

In Summer 1 children will be introduced to the initial sounds in short ten minutes sessions.

#### Reception

In Reception all children will have a 20-30 minute daily phonics sessions learning how to 'read' the sounds in set 1 and 2 and how these sounds can be written down and read in words.

#### How these sessions develop Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using Fred Talk, sound blending and Fred in your head.
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Build their fluency for reading

#### How these sessions develop Writing skills

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk and Fred in their head.
- learn to build sentences by practising sentences out loud before they write

Before I begin to explain the steps in more detail – Here are some important key phrases that will hopefully become clearer as I explain the steps!



This is Fred - You will definitely get to know this fellow a little better....

Single Sounds – One letter that makes one sound eg - m

Special Friends – Two or three letters that make one sound. ai as in r  
ai n

Chatty Friends – Two letters that make one sound but are separated by another letter. a-e as in c ame

Fred Talk – Fred is the Read Write Inc mascot. He can only talk in sounds so when he talks it is always sounding out each sound – eg when we say a word in Fred talk we say m a t – then we blend the word and say mat

Fred Fingers – The children hide their hand behind their backs and count the sounds in a word. The teacher then asks them to show how many sounds are in a word by holding up the corresponding amount of fingers. The children then count the sounds by pinching their fingers.

Write it – Before a child writes a word we Fred talk, Fred Fingers and then write it. The children then apply the dots and dashes to a word.

Fred in your head When a child is using Fred talk more confidently – we move onto Fred in your head when the children sound out in their head, blend together then read the word. This stage is when you will see your child developing their fluency in their reading.

Dots – a small dot under a single sound.

Dash – a line under special friends in a word

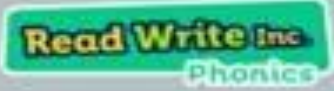
Alien words – When children move onto set 2 they begin to be introduced to alien words which tests their knowledge of the sounds in preparation for the Year 1 phonic screening (there is more information about this on the school website)




























The steps to sets success.....

Step 1:

Set 1 Sounds are taught in the following order together with pictures and rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Desktop Speed Sounds Chart

### Speed Sounds Set 1

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

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Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
h	Down the horse's head to the hooves and over his back
sh	Slither down the snake, then down the horse's head to the hooves and over his back
r	Down the robot's back, then up and curl
j	Down his body, curl and dot
v	Down a wing, up a wing
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, . then down the horse's head to the hooves and over his back
qu	Round the queen's head, up to her crown, down her hair and curl
x	Cross down the arm and leg and cross the other way
ng	A thing on a string
nk	I think I stink

Always remember to use letter sounds not names at this early stage.

Step 2 :

The children are then taught Set 2 special friends Sounds. When they are confident with all of set 1 and 2, they are taught Set 3 this is usually within Year 1.

### Speed Sounds Set 2

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

### Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

Long vowel sound	Set 2 Speed Sound cards We teach these first:	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

### Assessing your child

We regularly assess your children's phonic knowledge to ensure that

They are progressing through the sounds and revisit any sounds that they need to consolidate.



## 'Helping at Home'

### Phonics

On the school website there are teaching videos for each sound if you would like to investigate further how a phonics lesson is taught. These may also be useful for you to watch if you feel your child is struggling with a particular sound or just for extra practise.  
<https://www.crossflatts.bradford.sch.uk/web/phonics/524125>

In your child's reading toolkit there will be a phonics mat - Please use this when you are reading with your child. -

You can also play lots of games with this -

ie

- Put a counter on the ng sound - Put a counter on the sh sound
- How many sounds can you write from set 1 in a minute?

If you would like to purchase any phonics resources for home please ensure that you buy RWI resources as they will follow the pattern of teaching we use at school. Please be assured through that you do not have to purchase home resources.

### Reading Books

Your child will start to bring home reading books when they have learned a number of the set one sounds. Please help them to read and give lots of praise!

Top tips when reading at home -

- Try not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically.
- Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)

- Little and often is the key to success in the early stages!

### Reception High Frequency Words

In Reception children are also expected to learn the 45 High Frequency words. We split these into 5 sets of 9 words. Once your child has learned one set we will send home the next set. These words are to be learned as whole words and not sounded out as many do not follow a phonic pattern.

Set 1	Set 2	Set 3	Set 4	Set 5
a	in	went	to	day
at	up	we	my	come
am	and	me	you	was
is	yes	see	of	said
it	big	play	look	going
can	on	no	for	this
mu m	get	go	the	they
dad	cat	she	like	away
I	dog	he	all	are

Please remember that children learn at different paces and we will always ensure that we are teaching your child at the level that is the most appropriate for them. We continually assess your children in both their phonics and their reading to ensure their reading books are at the correct level and they are in the phonic group which best meets their needs.

We will always ensure your children make the best progress possible and with support from home this can only be strengthened.

I hope you have found this information helpful.

If you have any questions about any of this information please email me on [rebecca.petrie@crossflatts.bradford.sch.uk](mailto:rebecca.petrie@crossflatts.bradford.sch.uk) and I will do my very best to support you.

Many thanks

Mrs Petrie-KSI and Phonic leader