



## Phonics Curriculum Booklet

### Intent

At Bredbury St Marks, we are passionate about developing our children into confident and enthusiastic readers. We aim to provide our children with the stepping stones needed in order to succeed in achieving fluency and accuracy; we ensure that this is achieved through high quality and effective teaching. The children are taught daily, systematic and consistent high quality phonics teaching.

Bredbury St Marks have chosen to teach phonics using a synthetic phonics programme called Read, Write Inc.

*'In Read Write Inc. Phonic lessons, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.'*

Through this teaching we open the door for children to enter the world of reading and enjoy the independence that this skill provides. We make sure that pupils read books that are matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school. Children are taught in whole class or small groups; additional interventions in small groups or 1:1 are provided, if necessary. In EYFS and KS1, children take home a Read Write Inc scheme reading book that is matched their stage of phonic level.

### Implement

To begin their Read, Write Inc journey the children in Nursery are exposed to a range of high- quality stories, poems, nursery rhymes and songs that encourage rhyme, rhythm and alliteration. '

*'Getting children to know and taught about stories is one of the most important parts of learning to read.'*

Please refer to the Nursery handbook for a list of recommended stories, poems, nursery rhymes and songs (page 15).

Once secure at holding their attention during stories their phonic teaching of Set 1 can begin in Summer Term. The children will still be exposed to stories etc. regularly and the taught sounds will be in addition to this and taught discreetly.

### Set 1

The children begin their phonic journey in Nursery by learning the Set 1 sounds. Children learn a new 'speed sound' daily. They begin the journey of blending the sounds into words as soon as they know a small group of letters confidently. Once the children have learnt the first five sounds (m,a,s,d,t) they are then taught assisted blending using the sounds that they know. Lessons are used to support the children to identify the sounds they hear and blend them together to make a word. This includes the children being able to blend the

sounds verbally (Fred Talk) and telling the teacher the sounds within a word (Fred Fingers) this then progresses to the children recognising the Speed Sounds 'grapheme' and blending the letters to read simple

## Speed Sounds Lesson Plans – Introduction

The Speed Sounds Lessons give clear guidance on how to teach children the sounds they need to read the Storybooks and to follow the activities in the *Get Writing!* books. Please practise saying the sounds clearly before you start teaching. (See [www.ruthmiskin.com](http://www.ruthmiskin.com) or search for Pure Sounds in *Read Write Inc. Phonics Online*).

### How many sounds should I teach each day?

Aim to teach a new sound every day for Set 1. Teach 2–3 sounds per week for Sets 2 and 3. Older children coming to phonics late usually manage to learn a few new sounds every day.

### How do I keep track of children's phonic progress?

Full details of assessment and grouping are in the *Reading Leader Handbook*.

### Organisation

Children should sit on the carpet or at tables near the board, and always at tables for the writing tasks within the lesson. Sit easily distracted children in your direct line of vision.

Check that children keep up from the very beginning. If you let a child get behind in the first few days, they will still be behind a year, or three, later. Provide one-to-one 5–10-minute sessions in the afternoon until they can keep up with the rest of the group.

If more than two or three children are falling behind, ask the Reading Leader to support you. See the *Reading Leader Handbook* for further information.

### Purpose

The activity headings state the purpose of the activity so you can make it clear to children what they are learning and why. Make sure the children also know the overall purpose of the Speed Sounds Lessons – that they are learning to read and write sounds so they can read and spell words containing these sounds.

### Fred

We use a character called Fred to help. Fred can only speak words in sounds and the children say the word. For example, Fred says *c-a-t*, children say *cat*, Fred says *l-igh-t*, children say *light*.

### Dos and Don'ts

#### Do

- Praise children for working hard.
- Check that children's palms are facing them when they are spelling with Fred Fingers.
- Carry a set of Speed Sounds Cards for the sounds you have taught in your pocket – you can get them out at any moment during the day.
- Practise Fred Talk throughout the day, using other one-syllable words, e.g. *l-u-n-ch*, *b-r-ea-k*, *p-l-a-y*.

#### Don't

- Use letter names when you are teaching Speed Sounds Sets 1 and 2.
- Use capital letters in the Speed Sounds Lessons.

## Set 1 Speed Sounds Lesson Plans

### Resources

Display these resources at the front of the classroom, at children's eye level:

- Simple Speed Sounds poster
- A pocket chart for teaching blending
- Picture frieze of Speed Sounds Set 1

You will also need:

- A flipchart/board to model writing
- Speed Sounds Set 1 Cards
- Picture Sound Cards
- Phonics Green Word Cards for Set 1

Children will need an exercise book and a sharp pencil to complete the writing tasks within the lesson.

### Order of teaching

#### Speed Sounds

A blueprint lesson plan is given for:

- teaching a Set 1 stretchy sound (*m*)
- teaching a Set 1 bouncy sound (*a*)
- teaching a special friend (digraph – *sh*).

After teaching the first two sounds (*m* and *a*) using the blueprint lessons, refer to the chart on pp.40–49 for the rest of the sounds as all of the Set 1 Speed Sound Lessons follow the same structure. The icons in the margin in the blueprint lessons match the icons in the corresponding box in the chart. Substitute the information in grey text in the blueprint with the details in the chart.

The Set 1 Speed Sounds should be taught in this order: **m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k**.

#### Word Time

In the Word Time part of the lesson, children learn to blend sounds to read words and segment words into sounds in order to spell.

Once children can read the first five sounds – *m a s d t* – you will see in the chart (pp. 40–49) that there is a prompt to teach Word Time 1.1. Once you start teaching Word Time, teach it every day. The chart will indicate when to move to the next Word Time. (There are seven in total.)

A blueprint lesson plan is given for Word Time 1.1. For the following sessions, use this blueprint lesson plan and substitute the information in grey with the details listed on p.39 as all of the Word Time Lessons follow the same structure.

words that include the Speed Sounds e.g. at, am.

## Blueprint lesson plan – stretchy sounds

## Speed Sound: m

## Say the sound

1. Stretch mmmmm as you press your lips together hard. Ask children to repeat.
2. Hold up the Picture Sound Cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat: mmmmouse, mmmmountain, mmmmirror, mmmmoon.

## Read the sound

1. Copy a simple version of Maisie and the mountains onto the board. (See example on the right.) Run your finger down Maisie and then over the two mountains, saying mmmmm. Say *mountain* as you reach the end of the second mountain. Ask the children to repeat.



2. Write m on the board beside Maisie and the mountains. Make it the same size. Run your finger down and then over m, saying mmmmm. Say m just as you reach the end of m. Ask the children to repeat. Repeat Steps 1 and 2 a few times.



3. Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell children that the letter is hidden behind the picture. Show the letter side. Say m.



4. Ask children to say m or mountain as you flip the card a few times.

## Review the sounds

Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Increase the speed as children gain confidence.

## Write the letter

1. Air-write m, saying: *Maisie, mountain, mountain* as you go down Maisie and then over the two mountains. Ask children to copy. Repeat, writing m on the board. Ask children to say the phrase as they write m on paper. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
2. Stretch m as you air-write m. Ask children to copy. Repeat, writing m on the board. Ask children to stretch the sound as they write m on paper.

## Speed write

Once children have learnt enough sounds, choose three sounds to review at speed. Say each sound as children write them on paper.

## Fred Talk (oral)

1. Introduce Fred and explain that Fred can say words in sounds but not the whole word.
2. Say each word in the box below in Fred Talk. Ask children to repeat. (Pause to allow children to 'Jump-in' and say the whole word – if they can.) For each word, ask children to repeat the Fred Talk and the whole word.

m-a-n man, m-u-m mum, m-a-d mad, m-u-d mud

34

## Blueprint lesson plan – bouncy sounds

## Speed Sound: a

## Say the sound

1. Bounce a-a-a. Open your mouth wide, as if to take a big bite of an apple. Ask children to repeat.
2. Hold up the Picture Sound Cards in turn. Bounce the sound at the start as you say the name of each picture and ask the children to repeat: a-a-a-apple, a-a-a-ant, a-a-a-astronaut, a-a-a-acrobat.

## Read the sound

1. Copy a simple version of the apple onto the board. (See example on the right.) Run your finger round the apple, saying a-a-a. Say *apple* as you reach the end of the apple. Ask the children to repeat.



2. Write a on the board beside the apple. Make it the same size. Run your finger round the a, saying a-a-a. Say a just as you reach the end of a. Ask the children to repeat. Repeat Steps 1 and 2 a few times.



3. Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell children that the letter is hidden behind the picture. Show the letter side. Say a.



4. Ask children to say a or apple as you flip the card a few times.

## Review the sounds

Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Increase the speed as children gain confidence.

## Write the letter

1. Air-write a, saying: *Round the apple, down the leaf*. Ask children to copy. Repeat, writing a on the board. Ask children to say the phrase as they write a on paper. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
2. Bounce a as you air-write a. Ask children to copy. Repeat, writing a on the board. Ask children to bounce the sound as they write a on paper.

## Speed write

Once children have learnt enough sounds, choose three sounds to review at speed. Say each sound as children write them on paper.

## Fred Talk (oral)

1. Remind children that Fred can say words in sounds but not the whole word.
2. Say each word in the box below in Fred Talk. Ask children to repeat. (Pause to allow children to 'Jump-in' and say the whole word – if they can.) For each word, ask children to repeat the Fred Talk and the whole word.

m-a-n man, m-a-d mad, s-a-d sad, j-a-m jam

35

## Blueprint lesson plan – special friends

## Speed Sound: sh

## Say the sound

1. Stretch shhhh. Force out your lips and put your finger to your mouth. Ask children to repeat.
2. Hold up the Picture Sound Cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat: shhhhelf, shhhhheep, shhhhoe, shhhhop.

## Read the sound

1. Copy the snake and the horse onto the board. (See example on the right.) Say the snake is making a nasty sss noise and the horse tells the snake to shhhh. Run your finger over the sh, saying shhhh. Explain that the Speed Sounds Card (picture side) is the same as your drawing. Tell children that the letters are hidden behind the picture. Show the letter side. Say shhhh.



2. Write sh on the board beside the snake and the horse. Make it the same size. Run your finger over the sh, saying shhhh. Say sh as you touch the end of sh. Ask the children to repeat. Repeat Steps 1 and 2 a few times.



3. Explain that when there are two or more letters together they make just one sound. Tell children that these letters are 'special friends'. Explain that the Speed Sounds Card (picture side) is the same as your drawing. Tell children that the letters are hidden behind the picture. Show the letter side. Say shhhh.



4. Ask children to say sh or shhhh says the horse as you flip the card a few times.

## Review the sounds

Hide the new sound in the pack of sounds taught so far. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Increase the speed as children gain confidence.

## Write the letters

1. Air-write sh, saying: *Slither down the snake; down the horse's head to the hooves and over his back*. Ask children to copy. Repeat, writing sh on the board. Ask children to say this phrase as they write sh on paper. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
2. Stretch sh as you air-write sh. Ask children to copy. Repeat, writing sh on the board. Ask children to stretch the sound as they write sh on paper.

## Speed write

Choose three sounds to review at speed. Say each sound as children write them on paper.

## Fred Talk (oral)

1. Remind children that Fred can say words in sounds but not the whole word.
2. Say each word in the box below in Fred Talk. Ask children to repeat. (Pause to allow children to 'Jump-in' and say the whole word – if they can.) For each word, ask children to repeat the Fred Talk and the whole word.

sh-i-p ship, sh-o-p shop, f-i-sh fish, sh-e-d shed

36

## Blueprint lesson plan – Word Time Lessons

## Word Time Lesson 1.1

Sounds: m, a, s, d, t    Words: mat, at, mad, sad, dad, sat

## Reading

1. **Review the sounds**  
Ensure children can read the sounds taught so far quickly: m, a, s, d, t. Praise them for how well they read them.

## Learning to blend

## 1: Blending orally without Speed Sounds Cards

Remind the children that Fred can only say the word in sounds so we have to help him. Use My Turn Your Turn to:

- Say the sounds in an exaggerated manner: m-a-t. Pause after you Fred Talk to allow children to 'Jump-in' and say the whole word – if they can.
- Say the sounds followed by the whole word: m-a-t, mat.

Repeat a few times, saying both the sounds and word in an exaggerated manner. Give the meaning of the word if necessary.

## 2: Blending with Speed Sounds Cards

- Say mat clearly. Say I need... Encourage children to tell you the sounds you need as you place the cards in the pocket chart.

Use My Turn Your Turn to:

- Point to the sounds and say m-a-t. Sweep your finger under the word and say mat in an exaggerated manner.

## 3: Blending with magnetic sound cards

Prepare the magnetic boards with m, a, s, d, t.

Demonstrate how you:

- Make the word mat on a child's magnetic board with the magnetic letters. Show how you check the sounds are in the right order. Point to the sounds with your finger and say m-a-t and then mat. Ask children to repeat.

Ask children to:

- Find the letters m, a, t and read the word on their own boards.
- Keep pointing to the sounds and reading the word until you raise your hand to stop.

Repeat Steps 1–3 with a few of the other words listed above. Repeat until the children can do this quickly and easily.

## 4: Assessment

Use the example words listed above. Put the Speed Sounds Cards in the pocket chart silently. Point and sweep your finger under the word as children say the sounds and read the word.

If successful, move on to blending independently (see p.38). If not, repeat Steps 1–3 the following day.

37

**Blending independently**

**1: Read the Phonics Green Word Cards**

1. Show the word, e.g. at (dots and dashes side). If the children have learnt about 'special friends' (digraphs), ask them to tell you the 'special friends' or to shake their heads if there aren't any.
2. Ask children to say the sounds in Fred Talk a-t and then say the word at.
3. Say the word at with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
4. Repeat for all words.

**2: Review the words**

- Ask children to read without dots and dashes as soon as possible. For all of the words:
1. Ask children to tell you the 'special friends' or to shake their head if there aren't any.
  2. Ask children to say the sounds in Fred Talk and then read the word. (If necessary, flip to the dots and dashes side of the card to help children.)
  3. Use 'Fred in your head' to gain speed. Gradually increase the speed.

**3: Reading assessment – Once children reach Word Time Lessons 1.6 and 1.7**

1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 1 Nonsense Words in Read Write Inc. Phonics Online.) Tell them that the word they are about to read belongs to an alien language.
  2. Show the word and ask them to tell you the sound of the 'special friends', if applicable.
  3. Ask children to say the sounds and read the word.
- Note any sounds that need further practice in the next Speed Sounds Lesson.

**Spelling**

**Learning to use Fred Fingers**

Teach children the routines for Fred Fingers before you start spelling.

1. Show them how to use their non-dominant hand for 'fingers' and their dominant hand for pinching. Ensure their palms are facing them.
2. For each word in the list above, demonstrate how you:
  - Hold up the correct number of fingers for sounds (e.g. three for mat).
  - Say the word, e.g. mat.
  - Say the sounds as you pinch each sound onto a finger: m-a-t, looking at your own fingers as you do this.

Observe the children as they repeat – do not join in.
3. Ask children to write the word as they say the sounds, underlining any 'special friends' if necessary.
4. Ask children to say the sounds as you write the word on the board, underlining any 'special friends' if necessary.
5. Ask children to tick/correct the spelling of each sound in their own work.

**Using Fred Fingers in the Word Time Lesson**

Once you know children are confident with the routines, follow the steps below.

1. Tell children the number of fingers to hold up.
2. Say the word. Ask children to repeat it and then pinch their fingers as they say the sounds.
3. Ask children to write the word as they say the sounds, underlining any 'special friends' if necessary.
4. Ask children to say the sounds as you write the word on the board, underlining any 'special friends' if necessary.
5. Ask children to tick/correct the spelling of each sound in their own work.
6. Repeat for 2–3 words.

**Word Time Lessons 1.2–1.7**

Use the chart on pp.40–49 to see when to do each Word Time. Follow the steps listed in Word Time Lesson 1.1. You will need to substitute the information in grey text in the blueprint lesson with the details below.

**Word Time Lesson 1.2**

- Sounds: m, a, s, d, t, i, n, p, g, o
- Words: in, on, it, an, and, pin, pat, got, dog, sit, tip, pan, gap, dig, top

**Word Time Lesson 1.3**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b
- Words: bin, cat, cot, car, kit, mud, up, cup, bad

**Word Time Lesson 1.4**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w
- Words: bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish

**Word Time Lesson 1.5**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w
- Words: red, run, rat, jog, jet, jam, vet, gap, yes, yet, yum, web, win, wish, wet, sock

**Word Time Lesson 1.6**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk
- Words: thin, thick, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, six, sing, bang, thing, wing

**Word Time Lesson 1.7**

- Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk
- Words:
  - 3 sounds: bell, well, fell, huff, mess, back, thing, think, wink
  - 4 sounds: blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink
  - 5 sounds (print these cards from the online file – search for Word Time Lesson 1.7 Word Cards): strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, kitchen, comic, seven, given, robin, lemon, ribbon, button, jacket

**Summary lesson plans for teaching Set 1 Speed Sounds**

Use the appropriate blueprint lesson plan to teach the Speed Sounds in the chart below. You will need to substitute the information in grey text in the blueprint lesson with the details below. There is no Word Time Lesson until after teaching t.

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
m (stretchy)	See blueprint lesson on p.34.						
a (bouncy)	See blueprint lesson on p.35.						
s (stretchy – see p.34)	<p>Keep your teeth together and hiss.</p>	<p>Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun</p>	<p>Draw the snake on the board, then write s next to it.</p>	<p>Spot the new sound in the pack.</p>	<p>Slither down the snake</p>	<p>Select 3 sounds you have taught children so far.</p>	<p>s-a-d sad s-a-t sat s-i-t sit</p>
d (bouncy – see p.35)	<p>Tap your tongue gently behind your teeth.</p>	<p>Use Picture Sound Cards: d-d-d-dog, d-d-d-dinosaur, d-d-d-doll, d-d-d-duck</p>	<p>Draw the dinosaur on the board, then write d next to it.</p>	<p>Spot the new sound in the pack.</p>	<p>Round his bottom, up his tall neck, down to his feet</p>	<p>Select 3 sounds you have taught children so far.</p>	<p>d-o-d dad d-i-d did d-o-l doll d-i-g dig</p>
t (bouncy – see p.35)	<p>Tuck your tongue behind your teeth.</p>	<p>Use Picture Sound Cards: t-t-t-teeth, t-t-t-train, t-t-t-tree, t-t-t-tower</p>	<p>Draw the tower on the board, then write t next to it.</p>	<p>Spot the new sound in the pack.</p>	<p>Down the tower, across the tower</p>	<p>Select 3 sounds you have taught children so far.</p>	<p>c-o-t cot g-o-t got t-o-p tap t-o-p top</p>
<b>Now teach Word Time Lesson 1.1 (see pp.37–39).</b>							

## Summary lesson plans for teaching Set 1 Speed Sounds

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
ch (special friends – see p.36)	 Bounce ch-ch-ch-ch. Thrust your lips out and pretend to sneeze.	 Use Picture Sound Cards: ch-ch-ch-chips, ch-ch-ch-chocs, ch-ch-ch-chait, ch-ch-ch-children	 Draw the caterpillar and horse on the board. Tell children the story on the card, then write ch next to it.	 Spot the new sound in the pack.	 Curl around the caterpillar, then down the horse's head to the hooves and over his back	 Select 3 sounds you have taught children so far.	 ch-o-c choc ch-o-p chop ch-i-n chin ch-a-t chat
<b>Now teach Word Time Lesson 1.5 (see pp.37–39).</b>							
qu (special friends – see p.36)	 Bounce qu-qu-qu-qu. Keep your lips pursed as you say cw.	 Use Picture Sound Cards: qu-qu-qu-queen, qu-qu-qu-quilt, qu-qu-qu-quarrel	 Draw the queen and umbrella on the board. Tell children the story on the card, then write qu next to it.	 Spot the new sound in the pack.	 Round her head, up past her earrings and down her back, then down and under, up to the top and draw the puddle	 Select 3 sounds you have taught children so far.	 qu-ee-n queen qu-i-t quit qu-i-ck quick
<b>Now teach Word Time Lesson 1.5 (see pp.37–39).</b>							

## Speed Sounds Lesson Plans – Set 2

## Set 2 Speed Sounds Lesson Plans

## Introduction

Set 2 Speed Sounds should be taught as soon as children can read Set 1 Speed Sounds speedily and blend words with four sounds. Continue to practise reading words containing Set 1 Speed Sounds, in particular the digraphs sh, th, ch, ng, nk.

## Resources

Display these resources at the front of the classroom, at children's eye level:

- Simple Speed Sounds poster
- Picture frieze of Speed Sounds Set 2

You will also need:

- A flipchart/board to model writing
- Speed Sounds Set 2 Cards
- Phonics Green Word Cards for Set 2 (labelled '2' in the corner of the cards)

Children will need an exercise book and a sharp pencil to complete the writing tasks within the lesson.

## Order of teaching

Use the blueprint lesson plan below, including the Word Time lesson, to teach all the Set 2 sounds. Substitute the information in grey text in the blueprint with the details in the chart. Use the appropriate Phonics Green Word Cards – see chart on pp.52–55.

The Set 2 Speed Sounds should be taught in this order: **ay ee igh ow oo or ar air ir ou oy**

## Blueprint lesson plan

## Speed Sound: ay

## Say the sound

1. Say the sound ay, without showing the Speed Sound Card. Ask children to repeat.

2. Show the Speed Sound Card (picture side). Explain the picture, e.g.

*This little girl wants to play. She says ... may I play? Say ay – may I play?*

Ask children to repeat.

3. Say one of the words listed on the Speed Sound Card in Fred Talk. Ask the children to repeat in Fred Talk, and then to say the whole word. Repeat for three to four words.

## Read the sound

1. Show the Speed Sound Card (picture side). Say: *When we look at this side we say the phrase: may I play?*

2. Show the letter side. Say: *When we look at this side we say the sound: ay.*

3. Explain that when there are two or more letters together they make just one sound, e.g. ay. Tell the children that these letters are 'special friends'.

4. Point to the sound on the Simple Speed Sounds poster. Say the sound.

5. Flip the card a few times and ask the children to say the sound or the phrase.



## Review the sounds

Hide the new sound in the pack of sounds taught so far. Include some Set 1 sounds which need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

## Word Time

## Read the words

Use the Phonics Green Word Cards below.

spray, play, day, way, may, say

1. Hold up the first card (dots and dashes side), e.g. spray, and ask children to tell you the sound of the 'special friends', e.g. ay.
2. Ask them to say the sounds in Fred Talk, e.g. s-p-r-ay, and then say the word, e.g. spray.
3. Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
4. Repeat for all the words.

## Review the words

Ask children to read without dots and dashes as soon as possible. For all of the words:

1. Ask children to tell you the 'special friends' or to shake their head if there aren't any.
2. Ask children to say the sounds in Fred Talk and then read the word. (If necessary, flip to the dots and dashes side of the card to help children.)
3. Use 'Fred in your head' to gain speed. Gradually increase the speed.

## Reading assessment

1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 2 Nonsense Words in *Read Write Inc. Phonics Online*.) Tell children that the word they are about to read belongs to an alien language.

2. Show the word and ask them to tell you the sound of the 'special friends', if applicable.

3. Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.

## Spell with Fred Fingers

spray, play, day, way, may, say

1. Say the word, e.g. spray and ask children to repeat it.

2. Ask children to:

- Hide their fingers as they count the sounds on them.
- Hold up their fingers, palms facing them, when you say fingers.
- Repeat the word, then pinch their fingers as they say the sounds, e.g. s-p-r-ay.
- Write the word as they say the sounds, underlining any 'special friends'.




























3. Ask children to say the sounds as you write the word on the board, underlining any 'special friends'.

4. Ask children to tick/correct the spelling of each sound in their own work.

5. Repeat with two or three words from the list provided.

## Spell review

Ask children to write two or three previously taught words using the steps in Spell with Fred Fingers.

Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ow	 ow – blow the snow  Choose 3–4 words: blow, snow, slow, show, know, flow, glow	 ow	 Spot the new sound in the pack.	 blow	 high	 Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): blow, snow, low, show, know, slow	 Ask children to write two or three previously taught words.
oo	 oo – poo at the zoo  Choose 3–4 words: too, zoo, mood, fool, pool, stool, moon, spoon	 oo	 Spot the new sound in the pack.	 too	 blow	 Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): too, zoo, food, pool, moon, spoon	 Ask children to write two or three previously taught words.
oo	 oo – look at a book  Choose 3–4 words: took, look, book, shook, cook, foot	 oo	 Spot the new sound in the pack.	 took	 too	 Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): took, look, book, shook, cook, foot	 Ask children to write two or three previously taught words.

## Set 3 Speed Sounds Lesson Plans

### Introduction

Set 3 Speed Sounds should be taught as soon as children can read Set 2 Speed Sounds speedily. The children have learned one grapheme for each sound so far. They can read using these sounds. They are now going to learn more ways of writing the same sounds.

### Resources

Display this resource at the front of the classroom, at children's eye level.

- Complex Speed Sounds poster

You will also need:

- A flipchart/board to model writing
- Speed Sounds Set 3 Cards
- Phonics Green Word Cards for Set 3 (labelled '3' in the corner of the cards)

Children will need an exercise book and a sharp pencil to complete the writing tasks within the lesson.

### Order of teaching

A blueprint lesson plan, including a Word Time lesson, is given for:

- teaching Set 3 special friends (ea)
- teaching Set 3 special friends – split digraphs (ā-e)
- teaching multi-syllabic words (ure).

Refer to the chart on pp.62–67 for the rest of the sounds. Substitute the information in grey text in the blueprint with the details in the chart. Use the appropriate Phonics Green Word Cards – see chart on pp.62–67.

The Set 3 Speed Sounds should be taught in this order: ea of ā-e ī-e ō-e ū-e aw are ur er ow al oa ew ire ear ure tion tious/cious.

Explain the Complex Speed Sounds poster to the children.

Explain that they will be learning different ways to read and spell the same sound.

**Explain that they will be using letter names as well as sounds for the spelling.**

### Blueprint lesson plan – special friends

#### Speed Sound: ea



#### Say the sound

- Say the sound ea, without showing the Speed Sound Card. Ask children to repeat.
- Show the Speed Sound Card (picture side). Explain the picture, e.g. *The child is saying ... cup of tea!* Say: ea – cup of tea. Ask children to repeat.
- Say one of the words listed on the Speed Sound Card in Fred Talk. Ask the children to repeat in Fred Talk, and then to say the whole word. Repeat for three to four words.



#### Read the sound

- Show the Speed Sound Card (picture side). Say: *When we look at this side we say the phrase: cup of tea!*
- Show the letter side. Say: *When we look at this side we say the sound: ea.*
- Explain that when there are two or more letters together they make just one sound, e.g. ea. Tell children that these letters are 'special friends'.
- Point to the sound on the Complex Speed Sounds poster. Say the sound.
- Flip the card a few times and ask the children to say the sound or the phrase.



#### Review the sounds

Hide the new sound in the pack of sounds taught so far, including some Set 2 sounds that need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

### Word Time



#### Read the words

Use the Phonics Green Word Cards below.

clean, dream, seat, screams, real, please

- Hold up the first card (dots and dashes side), e.g. clean, and ask children to tell you the sound of the 'special friends', e.g. ea.
- Ask them to say the sounds in Fred Talk, e.g. c-ī-ā-n, and then say the word, e.g. clean.
- Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
- Repeat for all the words.



#### Review the words

Ask children to read without dots and dashes as soon as possible. For all of the words:

- Ask children to tell you the 'special friends' or to shake their head if there aren't any.
- Ask children to say the sounds in Fred Talk and then read the word. (If necessary, flip to the dots and dashes side of the card to help children.)
- Use 'Fred in your head' to gain speed. Gradually increase the speed.



#### Reading assessment



1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.) Tell children that the word they are about to read belongs to an alien language.

2. Show the word and ask them to tell you the sound of the 'special friends'.

3. Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.

**Spell with Fred Fingers**

clean, dream, seat, scream, real, please

1. Say the word, e.g. *clean* and ask children to repeat it.
2. Ask children to:
  - Hide their fingers as they count the sounds on them.
  - Hold up their fingers, palms facing them, when you say *fingers*.
  - Repeat the word, then pinch their fingers as they say the sounds, e.g. *c-l-ea-n*.
  - Write the word as they say the sounds, underlining any 'special friends'.
3. Ask children to say the letter names as you write the word on the board, underlining the 'special friends'.
4. Ask children to tick/correct the spelling of each sound in their own work.
5. Repeat with two or three words from the list provided.

**Spell review**

Ask children to write two or three previously taught words using the steps in Spell with Fred Fingers.

**Blueprint lesson plan – special friends (split digraph)****Speed Sound: a-e****Say the sound**

1. Say the sound *a-e* (*aj*), without showing the Speed Sound Card. Ask children to repeat.
2. Show the Speed Sound Card (picture side). Explain the picture, e.g. *The child is saying ... make a cake. Say a-e - make a cake.* Ask children to repeat.
3. Say one of the words listed on the Speed Sound Card in Fred Talk. Ask the children to repeat in Fred Talk, and then to say the whole word. Repeat for three to four words.

**Read the sound**

1. Show the Speed Sound Card (picture side). Say: *When we look at this side we say the phrase: make a cake.*
2. Show the letter side. Say: *When we look at this side we say the sound a-e.*
3. Explain that these letters are 'special friends', but they need to be split up because they are too chatty. They are two letters that make one sound, but they are not side-by-side.
4. Point to the sound on the Complex Speed Sounds poster. Say the sound.
5. Flip the card a few times and ask the children to say the sound or the phrase.

**Review the sounds**

Hide the new sound in the pack of sounds taught so far, including some Set 2 sounds that need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

**Word Time****make Read the words**

Use the Phonics Green Word Cards below.

make, cake, name, same, late, date

1. Hold up the first card (dots and dashes side), e.g. *make*, and ask children to tell you which letters are the 'special friends', e.g. *a-e* (*aj*).
2. Ask them to say the sounds in Fred Talk, e.g. *m-a-h-e*, and then say the word, e.g. *make*.
3. Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
4. Repeat for all the words.

**pin Review the words**

Ask children to read words from previous Sets 2 and 3 lessons. Ask them to read words without dots and dashes, and use 'Fred in your head' to gain speed. (If necessary, flip to the dots and dashes side of the card to help children.) Gradually increase the speed.

**Reading assessment**1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 3 Nonsense Words in *Read Write Inc. Phonics Online*.) Tell children that the word they are about to read belongs to an alien language.

2. Show the word and ask them to tell you the sound of the 'special friends'.

3. Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.

**Spell with Fred Fingers**

make, cake, name, same, late, date

1. Say the word, e.g. *make* and ask children to repeat it.
2. Ask children to:
  - Hide their fingers as they count the sounds on them.
  - Hold up their fingers, palms facing them, when you say *fingers*.
  - Repeat the word, then pinch their fingers as they say the sounds, e.g. *m-aj-h*.
  - Write the word as they say the sounds, drawing an arc between any 'special friends' who have been split up.
3. Ask children to say the letter names as you write the word on the board, drawing an arc between any 'special friends' who have been split up while saying *Where's my friend? He's on the end.*
4. Ask children to tick/correct the spelling of each sound in their own work.
5. Repeat with two or three words from the list provided.

**Spell review**

Ask children to write two or three previously taught words using the steps in Spell with Fred Fingers.

**Blueprint lesson plan – multi-syllabic words**

**Speed Sound: ure**

**Say the sound**

1. Say the sound *ure*, without showing the Speed Sound Card. Ask children to repeat.
2. Show the Speed Sound Card (picture side). Explain the picture, e.g. *The witch is saying ... sure it's pure. Say: ure – sure it's pure.* Ask children to repeat.



**Read the sound**

1. Show the Speed Sound Card (picture side). Say: *When we look at this side we say the phrase: sure it's pure.*
2. Show the letter side. Say: *When we look at this side we say the sound: ure.*
3. Flip the card a few times and ask the children to say the sound or the phrase.



**Review the sounds**

Hide the new sound in the pack of sounds taught so far. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

**Word Time**

**Read the words**

Use the Phonics Green Word Cards below.

pic|ture, mix|ture, crea|ture, fu|ture, ad|ven|ture, tem|per|a|ture

1. Fold the card 'picture' and hold it up so only the first syllable is showing. Ask children to read the syllable – only using Fred Talk if necessary.
2. Repeat with the next syllable.
3. Unfold the card and ask children to read the whole word, tweaking the pronunciation if necessary. If children do not know what the word means, explain it to them.
4. Repeat for the other words in the list above.

**Review the words**

Ask children to read words from previous Sets 2 and 3 lessons. Ask them to read words without the dots and dashes, and use 'Fred in your head' to gain speed. (If necessary, flip to the dots and dashes side of the card to help children.) Gradually increase the speed.

**Reading assessment**

1. Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 3 Nonsense Words in *Read Write Inc. Phonics Online*.) Tell children that the word they are about to read belongs to an alien language.
2. Show the word and ask them to tell you the sound of the 'special friends'.
3. Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.

**Spell with Fred Fingers**

pic|ture, mix|ture, crea|ture, fu|ture, ad|ven|ture, tem|per|a|ture

1. Say the whole word, *mixture*, and ask children to repeat it.
2. Say the word in syllables: *mix-ture* and ask children to repeat it.
3. Say the first syllable and ask children to repeat it, then hide their fingers as they count the sounds in the syllable. When you say *fingers*, they show their fingers. Then ask them to write the syllable and underline any 'special friends'.
4. Repeat with each syllable.
5. Write the word on the board and ask children to tick/correct the spelling of each sound in their own work.
6. Repeat with two or three words from the list above.

**Spell review**

Ask children to write two or three previously taught words using the steps in Spell with Fred Fingers.

60

61

**Summary lesson plans for teaching Set 3 Speed Sounds**

Use the appropriate blueprint lesson plan to teach the Speed Sounds in the chart below. You will need to substitute the information in grey text in the blueprint lesson with the details below.

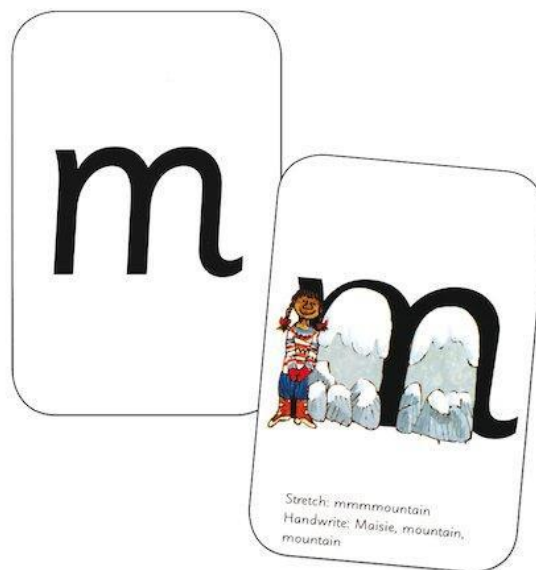
Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ea (special friends)	See blueprint lesson on p. 56.							
oi (special friends – see p. 56)	 Choose 3–4 words: join, coin, voice, choice, noise	 oi	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: join, voice, coin	 Words from previous Set 2 and 3 lessons.	 Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in <i>Read Write Inc. Phonics Online</i> .)	 Words to spell (choose 2–3): join, voice, coin	 Ask children to write two or three previously taught words.
ie (special friends: split digraph)	See blueprint lesson on p. 58.							
i-e (special friends: split digraph – see p. 58)	 Choose 3–4 words: shine, white, fine, hide, smile, nice, wide, like, mine, time	 i-e	 Spot the new sound in the pack.	 Use Phonics Green Word Cards: smile, white, nice, like, time, hide	 Words from previous Set 2 and 3 lessons.	 Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in <i>Read Write Inc. Phonics Online</i> .)	 Words to spell (choose 2–3): smile, white, nice, like, time, hide	 Ask children to write two or three previously taught words.

© Oxford University Press 2018. Copying permitted within your school.



## Speed Sounds

Each grapheme is referred to as Speed Sound. Each digraph, trigraph or split digraph is known as a Special Friend. Each sound taught has a flashcard representing that sound, on the reverse of the flashcard is the rhyme and image of how to write that letter. Please see the example for the Speed sound 'M' below.



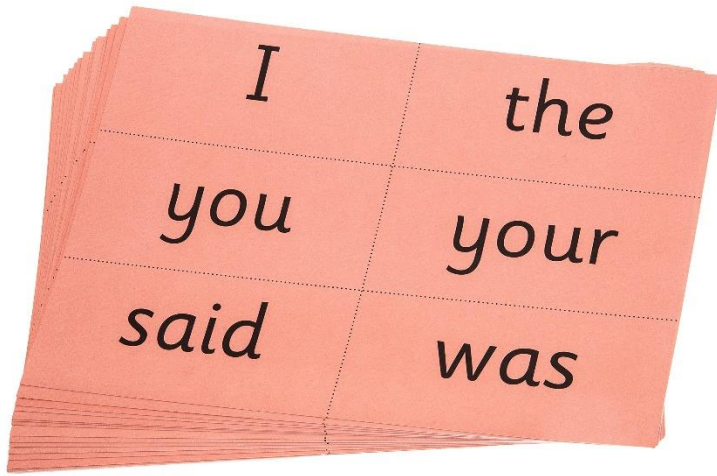
## Green Words

During the daily phonic lesson the children will also read Green Words. These words allow the children the opportunity to read words (Fred Talk) that include that newly taught sound. One side displays the word with sound buttons and the other without. During the lesson the teacher will use 'My turn, Your turn' opportunities to model how to read these words using the sound buttons, an opportunity will be given again later in the lesson for the children to read the Green Words without the buttons, allowing them to read it at speed.

at • •	mad • • •	mad	at
sad • • •	dad • • •	dad	sad
sat • • •	mat • • •	mat	sat

## Red Words

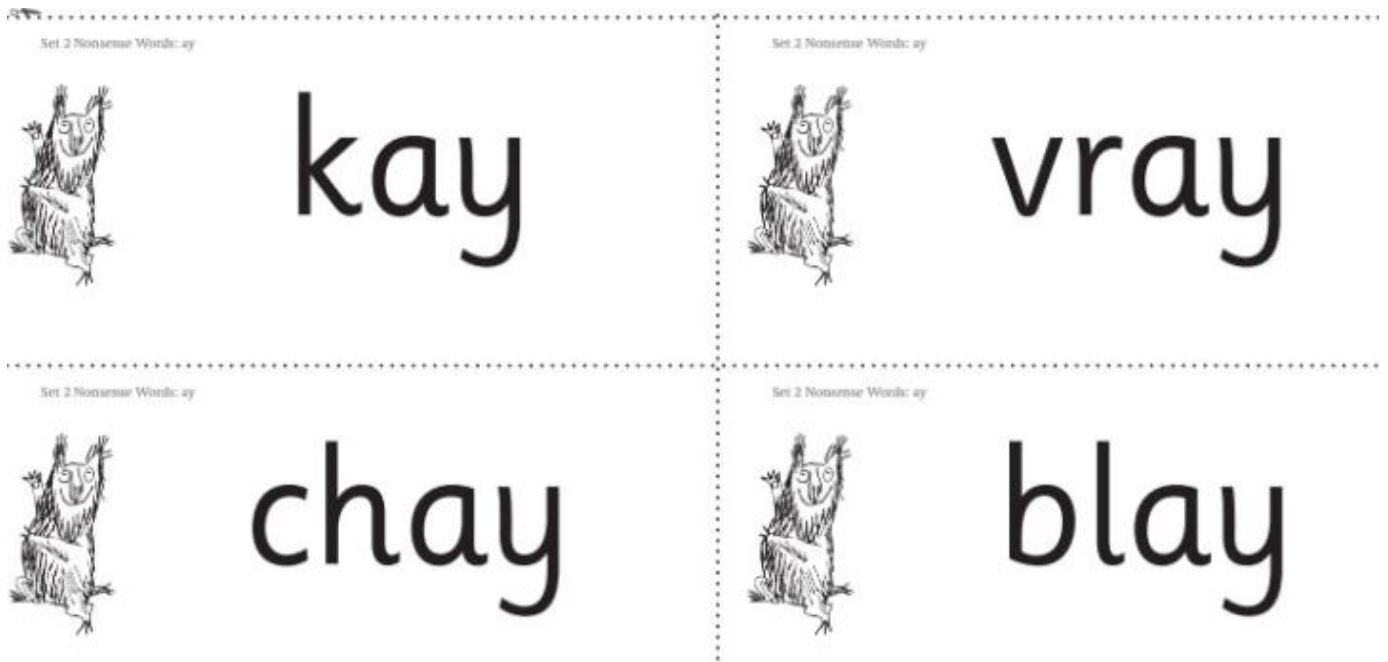
Throughout the three sets the children will be learning Red Words (tricky words). These are 'common words with a low-frequency grapheme' e.g. said – the sound 'e' is written with the digraph 'ai'.



The children will also see the Red Words in their reading books and these will be highlighted in red.

## Nonsense Words

As children build upon their knowledge of sounds they are taught to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out nonsense words. Children are unable to rely on existing knowledge of real words and instead have to use their letter-sound knowledge. There is a bigger focus on this skill in Year 1; as this is an important part of the Phonics Screening Check, which the children complete at the end of Year 1.



## Magnetic letters

During the phonic lesson the children will have the opportunity to use magnetic letters to spell their words, this is to be used as a time to practice spelling.

### Fred frog




























Every group will have their own Fred. It will be explained to the children that Fred cannot blend and needs help from the children to blend the sounds.



### Set 1 Sequence

Set 1 sounds are taught in the following order.

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.

 <small>Moose, mountain, mountain</small>	 <small>Around the apple and down the leaf</small>	 <small>Slither down the snake</small>	 <small>Around the dinosaur's bottom and up to his neck</small>	 <small>Down the tower, across the tower</small>	 <small>Slice into the egg, go over the top, then under the egg.</small>	 <small>Down the long leg</small>	 <small>Down the horses head to his hooves and over his back</small>	 <small>sh says the horse to the hissing snake</small>	 <small>Down his back then curl over his arm</small>
 <small>Down the insects body and a dot for his head.</small>	 <small>Down Nobby and over his net</small>	 <small>Down the pirates plait and around the pirates face</small>	 <small>Round the girls face, down her hair and give her a curl</small>	 <small>All around the orange</small>	 <small>Down his body curl and dot</small>	 <small>Down the wing up the wing</small>	 <small>Down a horn, up a horn and under the yak's head</small>	 <small>Down up, down up</small>	 <small>The princess in the tower is saved by the horse, thank you!</small>
 <small>Curl around the caterpillar</small>	 <small>Down the kangaroo's body curl his tail and leg</small>	 <small>Down and under the umbrella, up to the top and down to the puddle</small>	 <small>Down the face, over the toe and to the heel</small>	 <small>Down the stem and draw the leaves</small>	 <small>Zig, zag, zig</small>	 <small>The horse sneezes when the caterpillars hairs get up his nose</small>	 <small>The queen never goes out without her umbrella</small>	 <small>Down the arm and leg, repeat the other side</small>	 <small>Thing on a string</small>

### Set 2

There are twelve Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play and igh as in high. These are Special Friend sounds. When children are taught Set 2 sounds they will also learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. may I play
- the letters that represent a sound (special friends) e.g. ay



### Set 2 Sounds

Sound	Phrase	Green words
-------	--------	-------------

ay	May I play?	Day, say, play, tray, today
ee	What can you see?	See, feel, need, sleep, three
igh	Fly high	Night, fight, flight, high
ow	Blow the snow	Show, blow, flow, snow
oo	Poo at the zoo	Zoom, moon, food, cool
Oo	Look at a book	Look, book, good, hood
Ar	Start the car	Star, bar, car, start, cart
or	Shut the door	Sort, short, worn, horse
air	That's not fair	Fair, hair, chair, stair
ir	Whirl and twirl	Whirl, twirl, shirt, skirt
ou	Shout it out	Mouth, found, shout, loud
oy	Toy for a boy	Toy, boy, employ, joy

### Set 3

There are 18 sounds in Set 3. Set 3 continues introducing Special friends. It also introduces the concept of split digraphs.

#### Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	Make, cake, flake, bake
ea	Cup of tea	Neat, real, clean, please
i_e	Nice smile	Hide, shine, white, nice
o_e	Phone home	Phone, bone, home, spoke
u_e	Huge brute	Tune, rude, June, perfume
aw	Yawn at dawn	Saw, law, raw, straw
are	Share and care	Bare, spare, scare, flare
ur	Nurse with a purse	Burn, turn, hurl, burp, lurk
ow	Brown cow	Howl, down, brown, frown
oi	Spoil the boy	Join, coin, voice, choice
ai	Snail in the rain	Paint, train, rain, pain
e	e: he, she, me, be, we	He, she, we, be, me
oa	Goat in a boat	Coat, throat, boat, float

ew	Chew the stew	Flew, blew, crew, new
er	A better letter	Over, weather, never
ire	Fire, fire!	Spire, conspire, hire, fire
ear	Hear with your ear	Fear, dear, gear, spear
ure	Sure it's pure	Picture, mixture, adventure

## Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	Rescue, blue, glue, clue
ie	Terrible tie!	Ties, tried, pie, lie
au	Paul the astronaut	Paul, August, author, pause
e_e	Go Steve and Pete!	Even, Steve, Pete, theme
kn	Knock knock, who's there?	Knight, knee, knock, knit, knot
ck	Tick tock clock	Clock, pick, black, snack

Throughout Early Years and Key Stage One, children are taught in small and focussed groups to target their specific needs for phonics, alongside children of the same ability. These groupings are based on Read Write Inc assessments that are carried out at the start of each school year and then continue half termly. With the teacher, the phonics lead then collates this information and regroups children based on their current skill level allowing progression for most children but repetition and support for those that need more time on a specific set of sounds. This approach allows lessons to be focused and specific to the needs of the children. Lessons are taught by both teachers and teaching assistants who are supported by the phonics lead in their delivery.

Children's learning is reviewed within each lesson and immediate intervention is provided to help plug/ consolidate the children's learning. At the end of each half term every child is assessed on their learning. This is done through the Reading Assessment which assesses both reading and phonics. When the children are grouped, they may be assessed at the end of each set e.g. Set 1, Set 2 or Set 3 to help inform future planning or the end of each half term, whichever seems appropriate to the teacher.

## Reading with Read, Write, Inc.

In line with Government, guidance our phonic scheme is taught alongside the Read, Write, Inc's reading scheme. Children are exposed to a different book over 3 taught sessions each week. Lesson plans for each book can be found in the schools Handbooks 1 & 2. There are in depth lesson plans to support teachers' lessons. During these sessions children will be able to apply their knowledge from their phonic lesson into their reading session by reading their Green and Red words.

To support the teaching of reading Bredbury St Marks we have created a three reading cycle per book. This means that the children have (at least) three adult led reading sessions per book. This is to the discretion of the teacher – the children may need more sessions per book.

## Read, Write Inc Reading Lesson overview

Session 1	<ul style="list-style-type: none"> <li>● Recap sounds- <b>Flashcards</b></li> <li>● Story words - <b>Flashcards</b></li> <li>● Red words - <b>Flashcards</b></li> </ul>	<ul style="list-style-type: none"> <li>● Vocab check</li> <li>● Story Intro</li> <li>● Read story – <b>Partner Read</b></li> <li>● Read story - <b>Teacher</b></li> </ul>	
Session 2	<ul style="list-style-type: none"> <li>● Recap sounds- <b>Partner</b></li> <li>● Story words - <b>Partner</b></li> <li>● Red words - <b>Partner</b></li> </ul>	<ul style="list-style-type: none"> <li>● Read story – <b>Partner Read</b></li> </ul>	<ul style="list-style-type: none"> <li>● Speedy Green – <b>Flashcards</b></li> <li>● Questions - <b>Verbally</b></li> </ul>
Session 3	<ul style="list-style-type: none"> <li>● Recap sounds- <b>Partner</b></li> <li>● Story words - <b>Partner</b></li> <li>● Red words – <b>Partner</b></li> </ul> <p style="text-align: center;"><b>All at speed</b></p>	<ul style="list-style-type: none"> <li>● Read story – <b>Partner Read</b></li> </ul>	<ul style="list-style-type: none"> <li>● Hold a sentence – <b>Write</b></li> </ul>

**Flashcards** – *These are the cards provided in the packs alongside the books. The sound flashcards should be used from your phonic sessions.*

**Partner** – *When working with partners, children are to be working in pairs. One child is to read. The other role is to be the 'Teacher' and to point (can be with a pointing stick) to the sounds/words as they are read. They are to correct the child's reading if necessary.*

**Questions – Verbally** – *Questions at the back of the book are to be read with the children and answered together. Children in Year 2 and up can write their answers (ability based). This can be done as an independent activity.*

**Read the story – Teacher** – *The teacher is to model reading with fluency and expression.*

**Hold a sentence** - *Children to hold the sentence (say the sentence in different ways so children remember), then share write the sentence on whiteboard, then children to write it independently.*

**The pace and speed of the children's reading should increase over the reading sessions.**

### Session 1

# Lesson one overview

Session 1	<ul style="list-style-type: none"> <li>Recap sounds- <b>Flashcards</b></li> <li>Story words - <b>Flashcards</b></li> <li>Red words - <b>Flashcards</b></li> </ul>	<ul style="list-style-type: none"> <li>Vocab check</li> <li>Story Intro</li> <li>Read story – <b>Partner Read</b></li> <li>Read story - <b>Teacher</b></li> </ul>	
-----------	---	---	--

**Partner read** – Children to work in 2's throughout Part 2 of the session. Taking it in turns to read a line. Children to share the roles

- Teacher role (Child to lead with lollipop sticks). Child to correct/support their partner if they get stuck.
- Pupil role – child to read independently and ask for support from peer.

**Teacher read- Modelling expression and fluency.**

**Flashcards** – These are the cards provided in the packs alongside the books. The sound flashcards should be used from your phonic sessions.

**Partner** – When working with partners, children are to be working in pairs. One child is to read. The other role is to be the 'Teacher' and to point (can be with a pointing stick) to the sounds/words as they are read. They are to correct the child's reading if necessary.

**Questions – Verbally** – Questions at the back of the book are to be read with the children and answered together. Children in Year 2 and up can write their answers (ability based). This can be done as an independent activity.

**Read the story – Teacher** – The teacher is to model reading with fluency and expression.

**Hold a sentence** - Children to hold the sentence (say the sentence in different ways so children remember), then share write the sentence on whiteboard, then children to write it independently.

**The pace and speed of the children's reading should increase over the reading sessions.**

## Session 2

# Lesson two overview

Session 2	<ul style="list-style-type: none"> <li>Recap sounds- <b>Partner</b></li> <li>Story words - <b>Partner</b></li> <li>Red words - <b>Partner</b></li> </ul>	<ul style="list-style-type: none"> <li>Read story – <b>Partner Read</b></li> </ul>	<ul style="list-style-type: none"> <li>Speedy Green – <b>Flashcards</b></li> <li>Questions - <b>Verbally</b></li> </ul>
-----------	--	--	---

- Part 1 the children can complete in the books using partner roles.
- Part 2 the children can complete in the books using partner roles, the just be with increased fluency.
- Part 3 the children can complete in the books using partner roles. Speedy green are at the back of the books.
- The questions to be done as a group and led by teacher.



## Questions to talk about

Re-read the page. Read the question to the children. Tell them whether it is a **FIND IT** question or **PROVE IT** question.

### FIND IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find the answer

### PROVE IT

- ✓ Turn to the page
- ✓ Read the question
- ✓ Find your evidence
- ✓ Explain why

Page 8:	FIND IT	Who gave the doll to Meg?
Page 9:	FIND IT	What does Meg use Finn for?
Page 10:	FIND IT	What do Hissy Hetty's legs look like?
Page 11:	FIND IT	What do Jack-in-a-box's socks look like?
Page 12:	PROVE IT	What do you think has made Ted so scruffy?
Page 13:	PROVE IT	Why do you think Meg likes Scruffy Ted the best?



## Session 3

### Lesson three overview

Session 3	<ul style="list-style-type: none"> <li>• Recap sounds- <b>Partner</b></li> <li>• Story words - <b>Partner</b></li> <li>• Red words – <b>Partner</b></li> </ul> <p><b>All at speed</b></p>	<ul style="list-style-type: none"> <li>• Read story – <b>Partner</b></li> </ul> <p><b>Read</b></p>	<ul style="list-style-type: none"> <li>• Hold a sentence –</li> </ul> <p><b>Write</b></p>
-----------	---	--	---

This session focuses on fluency and expression. The children should now be confident in reading the book.

**Hold the sentence –** Choose a sentence from the book that the children can hold in their head and write independently. Allow the children time to repeat the sentence and record in book skills books.

**OR**

*Orange book band and above*

**Independent Questions –** Photocopy questions from the back of the book and children to answer independently – record in book skills book.



# Hold a sentence

## Read and Hold a Sentence lessons

Children practise reading and writing a sentence containing Green and Red Words they have been taught. These sentences come from our *Read Write Inc.* Storybooks.

Children read the sentence first. We then cover up the sentence before they write it.

We teach them to:

1. Remember ('hold') the sentence
2. Form letters correctly
3. Spell words correctly
4. Use punctuation correctly

Do make sure your child sits at a table with a pencil and paper to write the sentence.



# Independent Questions

**Questions to read and answer**  
*(Children complete without your help.)*

1. Where was Catkin sitting?  
Catkin was sitting in **a box of hay / a red bag / a big cup.**
2. Where did Kay go?  
Kay went to **stay with her mum / on holiday / to the shops.**
3. Where did Catkin and the kittens stay when Kay was away?  
They stayed with **Gran / Dad / Ray.**
4. What did the grey kitten play with?  
The grey kitten played with **a frog / a teddy / a bit of string.**
5. What are the kittens called?  
The kittens are called **Tom and Fred / Jay and Ray / Pat and Sid.**



Below is an example of what a typical reading cycle may look like.

[https://www.shirenewton.monmouthshire.sch.uk/files/ugd/924500\\_2b4a2f5d5b694ad98edc84d6fd7d913b.pdf](https://www.shirenewton.monmouthshire.sch.uk/files/ugd/924500_2b4a2f5d5b694ad98edc84d6fd7d913b.pdf)

	Group 1	Group 2	Group 3	Group 4	Group 5
Monday	First Read	Activity 2	Activity 1	Third Read	Second Read
Tuesday	Second Read	First Read	Activity 2	Activity 1	Third Read
Wednesday	Third Read	Second Read	First Read	Activity 2	Activity 1
Thursday	Activity 1	Third Read	Second Read	First Read	Activity 2
Friday	Activity 2	Activity 1	Third Read	Second Read	First Read

### Activity 1 & 2

Lessons for activity 1 & 2 are to be planned by the teacher. The teacher may choose activities that the group needs to practice/consolidate. This may look differently for each group/term/year.

Examples of activities may be:

- Nonsense word activity
- Sound button activity
- HFW/Red word Activity
- Written comprehension
- Handwriting - if appropriate

More examples linked to the reading book can be found at the link below.

<https://www.oxfordowl.com.au/api/interactives/9655.html>

Children's progress will be recorded on the Phonic Assessment Grid. Each child will have their (academic) progress recorded on the document throughout their phonic journey. Colours will be used to display the children's progress, the same colours will be used on the Children's Individual Phonic Assessment.

## Assessment

The children will be assessed termly using the Read, Write, Inc. As they enter a new academic year they will be assessed on the Entry Assessment – following the schemes advice we will then assess the children after four weeks using Assessment 1. **The children will then be assessed at least once every half term** to allow effective groupings.

To allow consistency across EYFS and KS1 the assessments will be carried out as followed.

*Entry Assessment – September*

*Assessment– Four weeks after the Entry Assessment*

*Assessment – End of A2*

*Assessment – End of Sp1*

*Assessment – End of Sp2*

*Assessment– End of Su1*

*Assessment – End of Su2 (Before progress meetings)*

The teacher may use their own professional judgement to assess the children at different times e.g. to inform their future planning if they feel the children are secure and ready to move onto the next set.

Please note: Any child still using the read, write inc scheme to read must be assessed half termly.

Below is an example of the assessments – *Assessment 2*

The image displays six pages of 'Assessment 2' from the 'Read Write Inc. Phonics' program. Each page is headed with the program name and 'Assessment 2'. The pages are numbered 1 through 6 in the bottom left corner.

- Page 1:** 'Assessment 2' section. Includes instructions: 'To assess children using Assessment 2, follow the guidance on pp.68-69 of the Reading Leader Handbook.' It lists 'Set 1 Sounds Groups A or 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), 'Set 1 Sounds Group C' (Oral blending: red, fun, fat, jog, jet), 'Ditty Group (Photocopy Masters 1-10)' (am, got, bad, wet, in), and 'Red Group' (ch, ng, nk, qu, sh, th, grin, this, rest, ship, vot, keb, pon, yab).
- Page 2:** 'Green Group' (jump, sing, black, drink, melp, spet, thap, fant, sit, can, got, yes, man, get, not, and), 'Purple Group' (bag, fish, red, hot, that, bad, six, them), and 'Pink Group' (ay, ee, igh, ow, oo, oo, spray, green, night, book, trood, shong, sprot, klow, then, help, had, swim, that, long, his, have).
- Page 3:** 'Orange Group' (ar, or, air, ir, ou, oy, part, porch, stair, girl, dirm, blout, goy, flarm, from, quick, might, soft, sleep, stay, food, need), and 'Yellow Group' (harn, blirf, gorm, doup, scoy, stull, clisk, yair, tree, light, slow, feet, start, fair, party, away, yellow, this).
- Page 4:** 'Blue Group' (a-e, ea, i-e, o-e, u-e, oi, whape, quorg, kile, zude, beal, plode, sloin). Includes a story: 'Robin Hood met John Little on a bridge. Robin said, "Let me get past, will you?" "I will not," grunted John. "Then I will shoot an arrow at your chest!" Robin took an arrow from his belt. John shook his head. "I have only a stick in my hand," he said. "I don't mind having a contest, but you must put that arrow back and find a strong stick. Then I will set upon you, and I will win!" So Robin cut himself a big stick. He swung it at John Little, and then sprang at him, hitting John with his stick. John gasped, and whacked Robin with all his strength. Robin fell off the bridge and into the brook! Both men began to grin. John stood on the bridge and Robin stood up to his neck in the brook.'
- Page 5:** 'Grey Group' (ai, oa, ew, ire, ear, er, aw, ow, ure, are, ur, clurt, spaig, graw, pler, gear, plare, glowp, prew). Includes a story: 'The King of Hamelin had a problem with rats. A stranger offered to help. "I am the Pied Piper. I hope you will let me help you." The King rose from his throne, grand in his crimson robes. He said, "If you can get rid of those rats, I will pay you five bags of gold." The stranger nodded and strode out, playing his pipe. Sweet notes filled the air and, noses twitching, the rats – all the rats – came out of their holes and followed him. They followed him across the meadow and into the river! The next day, when the Pied Piper went to collect the five bags of gold, things did not go as he expected. The Pied Piper spoke slowly. "You chose the wrong man to quarrel with. You stole from me and so I will steal from you. I will steal your children!"
- Page 6:** 'Literacy and Language Group' (quigh, speaned, quorg, strabe, skurl, voisk, slarm, herker, invisible, celebration, enormous, these, largest, behaviour, measure, because). Includes a story: 'The Planet Wob was a boring place. Nothing smelled tasty and nothing tasted of anything. Turnip fields stretched as far as the eye could see. Gala was fed up with eating turnips. Every night she looked up at the Planet Um, hanging in the streaky sky. Everyone said there were chocolate mines on Um. One evening, Gala was lying in a turnip field with her friend, Frag. The Planet Um was glowing a silky, milky brown. Gala's mouth watered. "Let's go there," she said. "It could be dangerous," said Frag. "It could be delicious," replied Gala. "There could be scary things," said Frag. "Nothing scares me," replied Gala. As usual, Gala got her way. The two friends borrowed a spaceship from Rent a Rocket. They packed sky baskets, lunar bags and cosmic jars. Gala planned to harvest every last speck of chocolate.'

Assessment 2 - <https://st-ambrose.sch.life/Files/Download/80b9e00e-37ab-40bd-82b6-2e1619e985da/d20c1539-8f6b-49a1-9f8b-008ae559a35a/assessment%202.pdf>

**Read Write Inc. Phonics** Assessment 2

**Assessment 2**

To assess children using Assessment 2, follow the guidance on pp.68-69 of the Reading Leader Handbook.

Set 1 Sounds Groups A or 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

Set 1 Sounds Group C  
Oral blending: r-e-d f-u-n f-a-t j-a-g j-e-t

Ditty Group (Photocopy Masters 1-10)

am got bad wet in

Red Group

ch ng nk qu sh th  
grin this rest ship  
vot keb pon yab

**Read Write Inc. Phonics** Assessment 2

**Green Group**

jump sing black drink  
melp spet thap fant  
sit can got yes  
man get not and

**Purple Group**

bag fish red hot  
that bad six them

**Pink Group**

ay ee igh ow oo oo  
spray green night book  
trood shong sprot klow  
then help had swim  
that long his have

**Fred Talk – b-e-d - bed**

**Nonsense Words**

**Fred in your head**

**The same assessment form to stay with the child throughout the school year.**

**Read Write Inc. Phonics** Assessment 2

**Blue Group**

a-e ea i-e o-e u-e oi  
whape quorg kile zude leat piode sloin

Robin Hood met John Little on a bridge.

Robin said, "Let me get past, will you?"

"I will not," grunted John.

"Then I will shoot an arrow at your chest!"

Robin took an arrow from his belt.

John shook his head. "I have only a stick in my hand," he said. "I don't mind having a contest, but you must put that arrow back and find a strong stick. Then I will set upon you, and I will win!"

So Robin cut himself a big stick. He swung it at John Little, and then sprang at him, hitting John with his stick.

John gasped, and whacked Robin with all his strength. Robin fell off the bridge and into the brook!

Both men began to grin. John stood on the bridge and Robin stood up to his neck in the brook.

**How many words can the child read in one minute.**

- Record number of mistakes.

*A confident reader should be reading 100 words in 1 minute.*

This assessment is recorded onto an 'Individual Record'. See below.

# Assessment 2 individual record

Pupil ..... Date .....

Set 1 Sounds Groups A or 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
Set 1 Sounds Group C	r-e-d f-u-n f-a-t j-o-g j-e-t
Ditty Group	am got bad wet in
Red Group	ch ng nk qu sh th grin this rest ship vot keb pon yab
Green Group	jump sing black drink melp spet thap fant
Purple Group	bag fish red hot that bad six them
Pink Group	ay ee igh ow oo oo spray green night book trood shong sprot klow then help had swim that long his have
Orange Group	ar or air ir ou oy part porch stair girl dirm blout goy flarm from quick might soft sleep stay food need
Yellow Group	harn blirf gorm doup scoy stull clisk yair tree light slow feet start fair party away yellow this
Blue Group	û-ê ea î-ë ô-è û-ê oi whape quorg kile zude beal plode sloin Robin Hood met John Little... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Grey Group	ai oa ew ire ear er aw ow ure are ur clurt spaig graw pler gear plare glowp prew The King of Hamelin had a problem... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)
Literacy and Language Group Read Write Inc. Spelling	quigh speaned quorg strabe skurl voisk slarm herker invisible celebration enormous these largest behaviour measure because The Planet Wob was a boring place... _____ words per minute (write the child's total here) _____ errors (keep a tally as the child reads)

The data collected will be inputted onto the Reading Assessment Grid by the class teacher (see example of Receptions below)

**Book Bands tracking** Year Teacher

This chart below is based upon the same principles of tracking progress as our phonics tracking sheets. This is a suggested pathway of progression in successful text reading by most children in their Y2. This chart has been determined by the alignment of phonics phase progression with the colour bands. The expectation is that if children are working within an identified phase, they should be applying this phonics knowledge and skills to their reading. Progress through these bands is not automatic; this tracking sheet will help to identify those children who are not making expected progress. Teachers need to be aware that where children are reading from phonemically decodable material which is not book banded, the alignment with Letters and Sounds phases, together with other Assessment Focus criteria, will give a good indication of the book band. Children's names are entered into the colour band when they begin to work within that colour band.

RWI LEVEL	EYF5 and NC Levels	Entry Assessment	Autumn 1 2021	Autumn 2 2021	Spring 1 2022	Spring 2 2022	Summer 1 2022	Summer 2 Exit 2022
Set 7 Green								
Set 7 Green								
Set 6 Blue	Expected Year 1							
Set 5 yellow								
Set 4 Orange								
Set 3 Pink								
Set 2 Purple	40-60 Secure							
Set 1 Green	40-60 Developing							
Red	40-60 Emerging							
Ditty Sheets								

Group C									
Group B									
Group A									

Moved up a level!  
Stayed the same  
Slid down a bit!

SEND  
PPG  
PPG & SEND

When staff are grouping the children their professional judgement will be taken into account and use to inform their future planning and groupings. Factors that will need to be considered is the child's comprehension skills, fluency, maturity.

The expected attainment for each year group is displayed below.



## **PROGRESS EXPECTATIONS**

### Reception

**End of Autumn 1:** Read single-letter Set 1 sounds

**End of Autumn term:** Read all Set 1 sounds; blend sounds into words orally

**End of Spring 1:** Blend sounds to read words; read short Ditty stories

**End of Spring term:** Read Red Storybooks

**End of Summer 1:** Read Green Storybooks; read some Set 2 sounds

**End of Summer term:** Read Green or Purple Storybooks

### Year 1

**End of Autumn 1:** Read Purple Storybooks; read some Set 2 sounds

**End of Autumn term:** Read Pink Storybooks; read all Set 2 sounds

**End of Spring 1:** Read Orange Storybooks; read some Set 3 sounds

**End of Spring term:** Read Yellow Storybooks

**End of Summer 1:** Read Yellow Storybooks; read all of Set 3 sounds

**End of Summer term:** Read Blue Storybooks

### Year 2

**End of Autumn 1:** Read Blue Storybooks

**End of Autumn term:** Read Blue Storybooks with increasing fluency and comprehension

**End of Spring 1:** Read Grey Storybooks

**End of Spring term:** Read Grey Storybooks with fluency and comprehension

Once the children have fluency and comprehension in Grey books they will then move on from the Read, Write Inc. scheme onto 'Reading Plus' which is the scheme followed in KS2.

## Phonic Screen

Children will be introduced to nonsense words throughout their phonic journey. The nonsense words are linked to the sound taught in that lesson. This is to prepare them for their phonic screen in Year 1. To support children with the preparation of their Yr1 Phonic Screen every child must be exposed and taught all sounds across Set 1-3 and the additional sounds before the end of Spring Term.

### Year 1

Children on track to pass the phonic screen will usually be scoring (approximate guide)

November - 19/40

February - 25/40

April - 35/40

## Year 2

If a child has not passed their phonic screen in Year 1 then they will be given another opportunity in Year 2 to pass the phonic screen. The child will continue to receive phonic lessons until they have passed the Read Write Inc programme and reading confidently and fluently on grey books.

Children will be assessed on their phonic knowledge every half term. *Children can only be put in the colour band if they are assessed as confident.*

## Additional information

### Recording

Children will record their phonic lessons in yellow books. Expectations of recording may differ between year groups and abilities.

For example;

Reception – Children to spell words on magnetic boards with letters.

Recording of words or captions, then sentences when ready.

Year 1 – Recording of captions or simple sentences that may be dictated.

Year 2 – Recording of more complex sentences that are not dictated.

## The Learning Environment

### Frieze cards

Frieze cards are to be displayed at a level (not too high) for the children to see and refer to. The frieze cards can be displayed on a washing line for the sounds of the week.



### Complex Speed Sound Chart

Classrooms to have the complex speed sound chart on display to allow reference for children during opportunities to use phonics.



## Sound Mats

Children will have access to and be encouraged to use their sound mats during reading and writing opportunities. As they progress and begin to learn alternative spellings then they may refer to the individual sized Complex Speed Sound Chart.

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				
ph	le	mb	kn	wr	se		s	ci				
			gn		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
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	e-e	i-e	o-e				
					ai	y	ie	oa				
					a	ea	i	o				
							e	y	oe			
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									



## CPD

All staff expected to teach/lead Read, Write Inc reading or phonics have been provided with training and support material by the phonics lead. This will be reviewed by the lead regularly through observations and staff voice or children's assessments.

## Parental Involvement

We will provide parents with meeting opportunities across EYFS and Year 1. During these meetings they will have a phonic sounds recap, taught how to add sound buttons to words, taught blending and segmenting, jargon discussion e.g. digraph, real and nonsense words, home reading books explained and its structure.

Nursery – As part of the welcome meeting with parents

Reception – As part of the welcome meeting with parents the EYFS teacher will introduce Read, Write Inc and offer advice, tips and expectations of phonics and reading. This meeting will explain the main concepts of the scheme; teach the parents how to say the sounds, support blending and segmenting and how to use the reading books.

Year 1 – In Year 1 there will be a Phonic Screen Meeting with parents during Spring 1. This meeting will inform parents of the upcoming Phonic Screen at the end of Year 1. Parents will be provided with resources and materials to support their child with focus on real and nonsense words.

Year 2 – In Year 2 the parents will be invited to a meeting regarding the SATs Reading Test.

## Impact













With this scheme of teaching, we have seen evidence of children leaving KS1 as confident and successful readers. This has been evident in our assessments, data and observations of the children and their attitudes towards reading and phonics.

## Progression through the Read Write Inc Programme

<b>Group A Set 1 Sounds</b>	The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words
<b>Group B Set 1 Sounds</b>	The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds.
<b>Group C Set 1 Sounds</b>	The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.
<b>Ditty Group</b>	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty
<b>Red Group</b>	The children know <b>all</b> Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books. In Reception the lesson follows the format for the previous Ditty Group because the lesson is shorter. In Key Stage 1 groups the lesson will also include 'Speedy Green Words', 'Questions to Talk About', a second read of the Ditty and 'Complete a Sentence' in addition to 'Hold a Sentence'
<b>Green Group</b>	The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions.
<b>Purple Group</b>	The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.
<b>Pink Group</b>	The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group. Writing activities also involve composing descriptive sentences, questions and responses and commands

<b>Orange Group</b>	<p>The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk)</p> <p>Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious)</p> <p>The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group</p> <p>Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description</p>
<b>Yellow Group</b>	<p>The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk)</p> <p>The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds.</p> <p>The Story Book Lesson extends to five days. In addition to the previous activities (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words, culminating in a Spell Check and Spell Test at the end of the week.</p> <p>Grammar: verbs, apostrophe, past tense (suffixes and adjectives) prefix –un, plurals using suffixes, joining words and clauses, compound words, adjectives, nouns, past tense statements</p> <p>Writing: sequenced narrative, poster, writing in role, short play, advertisement, leaflet, instructions</p>
<b>Blue Group</b>	<p>The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds.</p> <p>They can read a text at 70+ words per minute</p> <p>The Speed Sound Lesson reviews Set 2 and 3 Sounds</p> <p>The Story Book Lesson follows the format and activities detailed for the Yellow Group.</p> <p>Grammar: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words</p> <p>Writing: newspaper report, writing in role, letter, invitation, poem, journey description, instructions, persuasive poster</p>
<b>Grey Group</b>	<p>The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds</p> <p>They can read a text at 80+ words per minute</p> <p>The Story Book Lesson follows the format and activities detailed for the Yellow Group.</p> <p>Grammar: co-ordination (or, and, but), progressive in past tense, commands, nouns, apostrophe (possessive), progressive in past and present tense, adverbs, suffixes (ful less), subordination (when if that because), adjectives, verbs, commands and statements, noun phrases</p> <p>Writing: informative poster, writing in role, instructions, list, recount, fact file, questions and answers</p>
<b>English Group</b>	<p>The children are able to read most alien words and all words (Set 2/3 multi-syllabic) speedily (no Fred Talk)</p> <p>They can read a text at 100+ words per minute</p>

# What To Teach When

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

*What about children don't progress – SEND – how do we expose?*

## Home Reading Books

When children have achieved fluency and comprehension on Grey books, they will then move onto the schools reading scheme.

### *Parental involvement*

### *Staff training*

## Training Resources

### Introduction

[https://www.youtube.com/watch?v=fQCa3pmGX8Y&list=PLW-Dpen99Aj5c4\\_uBZsCyTzSIDIPsyPLR&index=12](https://www.youtube.com/watch?v=fQCa3pmGX8Y&list=PLW-Dpen99Aj5c4_uBZsCyTzSIDIPsyPLR&index=12)

### Phonic Lesson – OU sound

<https://www.youtube.com/watch?v=znwzflFac-k>

### Fred Talk

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

### Reading

[https://www.youtube.com/watch?v=-6dSsXkD1wM&list=PLW-Dpen99Aj5c4\\_uBZsCyTzSIDIPsyPLR&index=15](https://www.youtube.com/watch?v=-6dSsXkD1wM&list=PLW-Dpen99Aj5c4_uBZsCyTzSIDIPsyPLR&index=15)

### Alternative Spellings

[https://www.youtube.com/watch?v=NRyiOcqyEs8&list=PLW-Dpen99Aj5c4\\_uBZsCyTzSIDIPsyPLR&index=17](https://www.youtube.com/watch?v=NRyiOcqyEs8&list=PLW-Dpen99Aj5c4_uBZsCyTzSIDIPsyPLR&index=17)

### Fred Fingers

<https://www.youtube.com/watch?v=5neppaNGky0>

### Sounds

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

### Top tips

<https://www.youtube.com/watch?v=i5O4yvZSOsc&t=2s>

## Overview

[https://ardtornish.weebly.com/uploads/3/0/0/3/30034975/read\\_write\\_inc\\_explanation.pdf](https://ardtornish.weebly.com/uploads/3/0/0/3/30034975/read_write_inc_explanation.pdf)

























<https://www.oxfordowl.co.uk/api/interactives/27357.html>

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

<https://www.whitehouseprimary.co.uk/wp-content/uploads/2020/02/Phonics-and-SPaG-Handbook.pdf> - booklet ideas

## Previous sounds

### Set 1

a 	s 	d 	t 
n 	p 	g 	o 
k 	u 	b 	f 
l 	h 	sh 	r 
v 	y 	w 	th 
ch 	qu 	x 	ng 

### Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair

### Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	
a-e  make a cake	i-e  size smile	o-e  phone home	u-e  huge brute
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear