

Reading and Phonics at Mickle Trafford Village School



Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

Our phonics scheme



At Mickle Trafford Village School, we use the Read Write Inc. phonics scheme.

This is a scheme the children are familiar with and are already used to the sounds, their rhymes and the way letters are formed.

What is phonics?

Sounds and graphemes

- 44 sounds
- 26 letters
- Over 150+ graphemes (letter combinations)

We have one of the most complex alphabetic codes in the world!

Recent updates

The logo for Read Write Inc. Phonics is located in the top right corner. It features the text "Read Write Inc." in a bold, yellow, sans-serif font with a blue outline, set against a teal background. Below this, the word "Phonics" is written in a white, sans-serif font on a white background.

Last year, we spent a significant amount of money on phonics and reading.

- New reading books
- New teaching resources to be used in phonics and reading lessons
- An e-book library
- A phonics teaching portal that can be used in school and at home
- Updated phonics training for ALL staff

Why we made these changes?

- To combine phonics and reading sessions.
- To move away from the traditional guided reading format.
- To improve pace, fluency and comprehension through to the end of Year 2.
- To respond to gaps in reading created by Covid.
- Listening to other schools' feedback - this works really well.

What our phonics lessons look like

Phonics and reading happens daily in Reception, Year One and Year 2.

We have set sessions for phonics and reading during each morning and often use time in the afternoons for follow up teaching, if it is needed.

Phonics even happens in years 3, 4, 5 and 6. Children use their phonics knowledge every day to help them read and spell words.

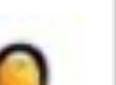
Phonics in Reception



We start teaching phonics as soon as children enter Reception.

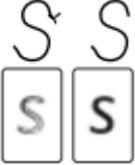
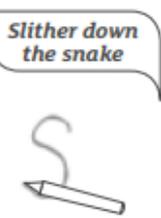
We introduce the single sounds first, we call these Set 1 speed sounds

The single sounds are...

| | | | | |
|--|--|--|---|---|
| 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 |

You will notice that there are some Special Friends in Set 1 too. Special Friends are when two letters join together to create one sound. We teach these at the end of Set 1, once the children are secure with single sounds.

A Reception phonics lesson

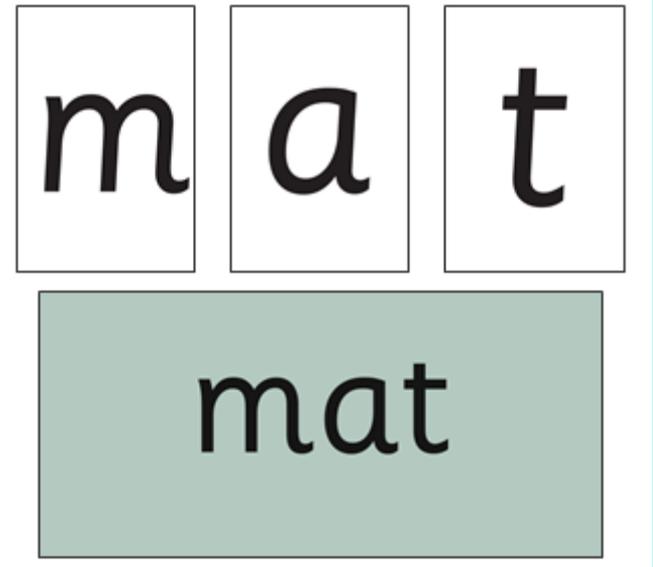
| | | | | | | | |
|---|---|--|--|--|--|---|--|
|  <p>Keep your teeth together and hiss.</p> |  <p>Use Picture Sound Cards: sssnake, ssssnail, ssspider, ssssun</p> |  <p>Draw the snake on the board, then write s next to it.</p> |  <p>Spot the new sound in the pack.</p> |  <p>Slither down the snake</p> |  <p>s</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> |
|---|---|--|--|--|--|---|--|

1. We model sound pronunciation
2. We show picture cards - things that start with the sound
3. We show the picture side of the sound - Maisie & mountain for m
4. We draw the picture and the letter on the board and model correct letter formation
5. We add the sound to the pack of sounds we already know, the children spot the new sound in the pack
6. The children have a go at writing the letter along
7. We recap the formation of 3 sounds we have already learnt
8. We read words that include our new sound using Fred Talk



Fred Talk

This is Fred the frog.
Fred can only talk in sounds.
We use Fred and Fred Talk
to teach and support
blending, starting in
Reception.
We play lots of games with
Fred such as 'Fred says',
'Fred's adventures' and
'Fred's house'.



Reading sessions

Once children are secure with a number of Set 1 sounds, we start our word time reading sessions.

1. We read words from our focus story together, using Fred talk at first before we get speedy!

2. We look at the 'red words' from our story. These are the tricky words that cannot be phonetically decoded (e.g. I, me, no, of, to)

3.Children have a go at reading the green and red words from the story with their partners.

4.The teacher introduces the story.

5.Children have their first go at reading the story.

6.The teacher reads the story.

7.The children have a second go at reading the story.

We talk about the story and question the children's comprehension - have they understood the story?

8. Hold a sentence - we add some writing on to the end of our sessions. The children have a go at using the new sounds we have taught in words and word hard to remember a whole sentence. Sentences start short and grow as we develop our writing and phonics skills.

Phonics in Year 1 and 2



In Year 1 and 2, children mix classes and we group children based on the current sounds they are learning.

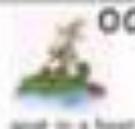
This ensures they progress at the correct pace, instead of rushing and missing sounds.

In years 1 and 2 we teach Set 2 and Set 3 sounds. These are all Special Friends, make up of 2, 3 or 4 letter sounds...

| | | | | | |
|---|---|--|---|---|---|
| ay  | ee  | igh  | ow  | oo  | oo  |
| or  | ar  | air  | ir  | ou  | oy  |

Some sounds in Set 3 are called split digraphs, this is because they split either side of another sound

phone
smile
cake
huge

| | | | | |
|---|---|--|--|--|
| ea  cup of tea | oi  spell the boy | a-e  make a cake | i-e  have smile | o-e  phone home |
| u-e  huge huge | aw  spell the dawn | are  have and have | ur  spell for a hair | er  better letter |
| ow  broken cow | ai  spell in the eye | oa  spell in a boat | ew  spell the rice | ire  fox, fox! |
| ear  spell with your ear | ure  spell it's sure | tion  spell because it's a continuous | ious  spell because it's a continuous | |

Set 2 and 3 sounds

We teach set 2 sounds first, then set 3.
There are many letter combinations in set 3 that make the same sounds and some taught in set 2...

ay, ai and a-e

oy and oi

ee and ea

ow and oa



Year 1 and 2 phonics lessons

| | | | | | | | | |
|-----------|---|---|--|--|--|--|---|--|
| <p>ee</p> |  <p>ee – what can you see? <i>Choose 3–4 words:</i> see, three, been, green, seen, keep, need, sleep, feel</p> |  |  <p>Spot the new sound in the pack.</p> |  <p><i>Use Phonics Green Word Cards:</i> see, three, been, green, seen, sleep</p> |  <p>Words from previous Set 2 lessons and Word Times 1.6 and 1.7.</p> |  <p>Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)</p> |  <p><i>Words to spell (choose 2–3):</i> see, three, been, green, seen, sleep</p> |  <p>Ask children to write two or three previously taught words.</p> |
|-----------|---|---|--|--|--|--|---|--|

1. We introduce the new sound and it's rhyme, using 3 to 4 words with the sound in as examples.
2. We show both sides of our phonics card, the sound side and the picture-rhyme side. We talk about what is happening in the picture.
3. We add our new sound card to the pack we already know and spot it as we read our sound speedily.
4. We show our 'green words'. These are green cards with phonetically decodable words on them, including our new sound. We use Fred Talk to sound out the word and then read it as a whole.
5. We recap sounds we already know by reading them in other words.
6. We read a few 'nonsense' words. These are words that include the sounds we know, but they are not real words.
7. We spell a few words in our books that include our new sound.
8. We spell a few words in our books that include sounds we already know, as a recap.

Reading sessions

Reading sessions span over multiple days in Years 1 and 2. Below are the activities that are completed across the week.

Day 1:

1. We recap and teach the sounds used in the story book.
1. We show the green words from the story. These are the words that can be phonetically decoded and include our focus sounds. We have a go at these until we can read them speedily!
1. We read the red words from the story. These are the tricky words that can not be phonetically decoded.
1. Partner practice - green and red words.
1. The teacher introduces the story

spray

crawl

6. The children complete a first read of the story themselves
7. The teacher reads the story back to the children.
8. The children work on their handwriting.

Day 2:

1. We recap our green words and red words.
1. Partner practice - green words and red words.
1. The children read the story for the second time.
1. Fred fingers - the children use Fred talk and Fred fingers to spell some words from the story. These words will include the focus sounds from the story.
1. Hold a sentence and handwriting.

Day 3:

1. Partner practice - green and red words.
1. The story is read a third time, with a focus on using a 'story tellers voice'.
1. Hold a sentence and handwriting.

Reading with an adult in school

As you can see from our formatted teaching sessions, we will be hearing your child read every day in school.

Each day, teachers will write a short sentence, noting how your child got on within their phonics and reading session. This will be stuck in your child's reading diary on a Friday.

Reading books

We have spent a large amount of money on purchasing new reading books for Reception and Key Stage One, as well as purchasing an e-library.

Each week, your child will come home with:

One new reading book

One set e-library book or reading quiz!

One published story book (bed time story)

Reading diaries

- A weekly overview of phonics and reading comments will be added to the diary each Friday.
- Please continue to use reading diaries as normal at home - make a comment in them when you read together.



Why have we changed we way we read?

We have changed we way we send home reading books and read in school for a number of reasons...

1. The RWI scheme is proven to work. It boosts reading ability, fluency and comprehension.
2. Our old reading books were becoming very tatty and their quality was not as good as our new RWI books.
3. Our old reading books included sounds that did not directly link with the sounds we were teaching in class.
4. Ofsted and the DfE state that children must be reading books that directly link with the sounds they are learning in class.

Why only one reading book?

The reading book we will send home on a Friday will link directly to the story book we have been reading in class.

This is fantastic, as it allows children to build their confidence with reading, as they are already familiar with the text.

There is no point in a child trying to read a book with sounds they don't know. It can become very disheartening and can cause children to become reluctant readers.

We want children to come home excited to read to their parents, to show you how good they are at reading that specific book.

What is the e-library?

All children will be set up with an account to access the Oxford Owl e-library.

Log in details will be stuck in your child's reading diary.

Teachers can set weekly e-books for children to read.

We will be setting one a week.

Again, these stories will only include sounds your child has learnt and will include the focus sound/s they have learnt that week.

What are the bedtime stories?

Our classrooms are full of fantastic stories, that the children really enjoy sharing with one another.

Each week, we will allow the children to choose a story from our class selection to read at home.

This book can be shared with and read by parents.

Of course you can read your own stories too!

What about the book bands?

There are no more book bands!

Each coloured band was filled with a mismatch of books, including a mismatch of sounds.

Children and some parents wanted to race through the coloured bands, to reach the end. Now, our RWI books take children at the correct pace through phonics as well as building fluency and comprehension.

Now, your child will bring home books that show which sounds they include. This will allow you, as parents, to know which sounds your child is learning and to continue to work on these at home.

Our RWI books will take children through to Year 2. following on from RWI books a selection of quality fiction, non-fiction and poetry books will be available for your child to choose from.

Well, were reading and phonics not good enough before?

We achieve great results at Mickle Trafford Village School, in both the Year 1 Phonics Screening and Year 2 SATs.

However, we believe following the RWI scheme fully will boost reading and phonics in our school further and support our Covid catch up programme.

Who doesn't want to promote a love for reading and ensure children are fluent and confident readers?

How will I know how my child is getting on?

We will always let you know how well your child is doing.

We use various ways to find out how the children are getting on in reading.

We use our assessments to decide which phonics and reading group they should be in. Your child will work with children who are at the same reading level as him or her.

Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up.

Our phonics and reading assessment makes sure that all our children are at the level that they should be for their age.

In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress. We will talk to you about how well your child has done, and especially if we have any worries at all.

How long will it take for my child to learn how to read well?

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age and engage in a conversation about the text.

In Year 3 they continue to concentrate on understanding what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

What can I do to help?

Use your child's RWI speed sound booklet to continuously recap the sounds. (Rec & Year 1)

Set 1= green book

Set 2 & 3 = yellow book

Please trust your child's teacher to choose the book/s that will help them the most.

Please don't say 'this is too easy' when you see the book your child is reading. They are supposed to be able to read it fluently and confidently. It shouldn't be a struggle and children shouldn't be getting stuck on every other word.

We know parents are very busy people! If you can find time to read to and with your child as much as possible, it really helps them to love reading. In school, we teach children to read, but we also need them to continue and practice at home.

What if my child finds learning to read difficult?

We want children to learn to read, however long it takes us to teach them. We will find out very quickly if your child is finding reading difficult.

First, we move children to a different group, so that we can make sure that they have learnt what they need to know. If they still struggle, we give them extra time with an adult, on their own.

Your child will still be in the same group with the other children and won't miss out on any of the class lessons.

My child has difficulty pronouncing some sounds. Will this stop him learning to read through phonics?

This isn't a problem for learning to read as long as we know what sound the child is trying to say. This is not something to worry about. Many children have a few sounds that they can hear clearly but find it difficult to say, particularly the l-sound, r-sound, w-sound, th-sound, s-sound, sh-sound and j-sound.

You can help your child by encouraging him or her to look at your mouth when you say the sound. They can easily learn to read, even if they find one or two sounds difficult to say.

What is the portal?

We have purchased access to an online portal.

Alongside in-school resources, the portal also includes teaching videos to be watched at home.

Teachers can send links home to parents for children to re-watch teaching sessions. These links will last for 10 days.

Our plea to you!

We have spent a lot of money on new resources and have purchased a limited number of each book.

Please make sure you look after these books and keep them in the plastic wallet we have provided for your child. They are paper books and we don't want them to get water damaged.

Thank you for taking the time to read all of this information.