



PHONICS AT ST. MARY'S



Read Write Inc. Ruth Miskin Literacy - RML

- Phonics is a structured, evidence-based method of teaching reading and writing whereby pupils are taught the link between written letters and the speech sounds they represent.
- Read Write Inc. is a systematic, synthetic phonics scheme developed by Ruth Miskin. This is sometimes referred to as 'RML'.
- This is a government backed scheme that has shown to promote rapid progress in children's ability to read and write and has been embedded here at St. Mary's for many years.



Initial Phonics

Sound discrimination

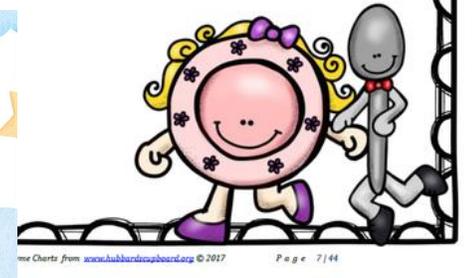
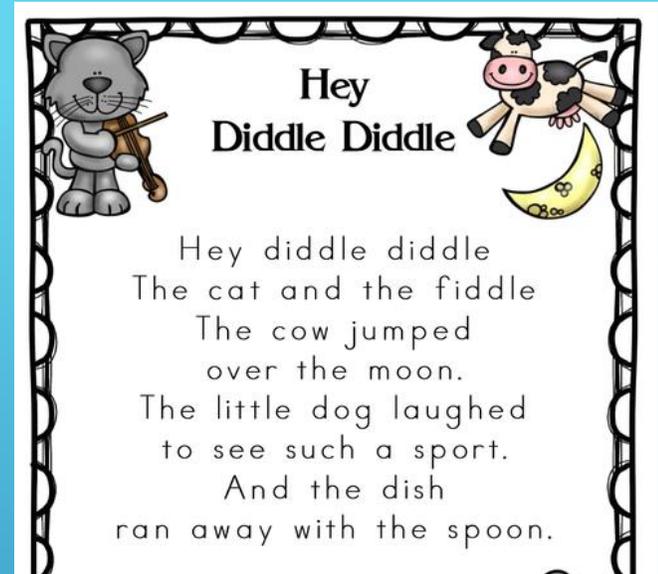
- In the Nursery the initial phase of phonics focuses on sound discrimination.
- Children are taught to tune in with their ears to different sounds and discriminate between these by listening to a range of sounds and going on sound walks. Tuning in to these subtle differences will help them to differentiate between sounds when reading and writing like 'm' and 'n'.





Initial Phonics Pattern and Rhyme

- Nursery rhymes are an integral part of early literacy learning. Children are able to recognise patterns and rhyme within these building knowledge of sounds, repetition and pattern.
- Singing Nursery rhymes with your child at home will help to develop these early literacy skills.





Phonics in Nursery/Reception

Set 1 sounds

- As children move through Nursery and enter Reception they begin to learn letter sounds from the Read Write Inc. (RWI) scheme.
- These are taught in a specific order (see picture) and sequenced into different sets of sounds.
- Children are introduced to each letter – it's name and what sound it makes. Most sounds are quiet – there is no 'uh' at the end. See examples of sounds video for clarification.
- Each sound has a multisensory rhyme and action that help children to remember the sound that each letter makes and learn how these are written.
- Children spend time listening for words that begin with/contain this sound, recognize these sounds within words and begin to segment and blend short words together.
- Some sounds like 'th' 'sh' 'ch' consist of 2 letters that make 1 sound. These are called digraph. Children work on recognizing these in words and instead of sounding out the individual sounds 't' and 'h' when they see these sounds together they will just make one 'th' sound.

Read Write Inc.
Phonics

Desktop Speed Sounds Chart

Speed Sounds Set 1

| | | | | |
|--------|----------|----------|----------|----------|
| m m | a a | s s | d d | t t |
| i i | n n | p p | g g | o o |
| c c | k k | u u | b b | f f |
| e e | l l | h h | sh sh | r r |
| j j | v v | y y | w w | th th |
| z z | ch ch | qu qu | x x | ng nk |



Segmenting and blending

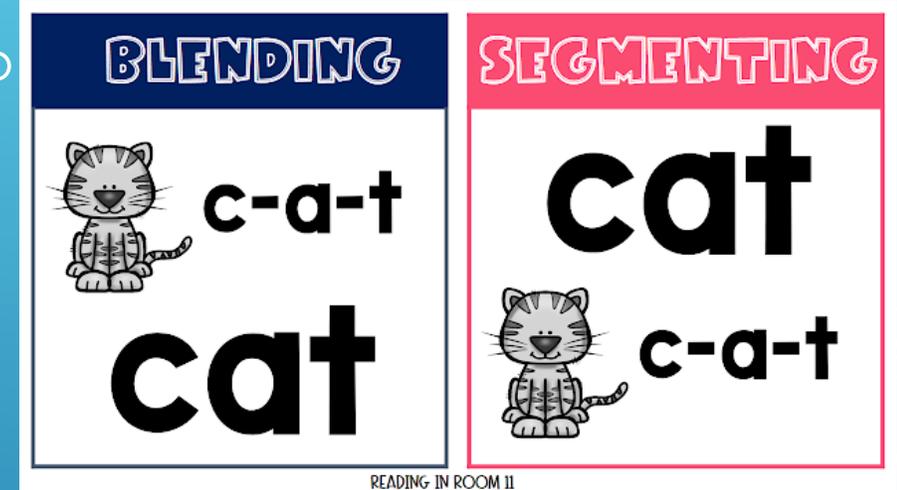
As children build up their knowledge of sounds they begin to segment and blend these in order to read words.

Segmenting

Children break a word down into the sounds they recognise
cat -> c-a-t

Blending

Children blend together the sounds they have segmented
c-a-t -> cat





Set 2 sounds

Reception and Year 1

- When children know all set 1 sounds and are able to write and read these within words they move on to set 2 sounds.
- These are made up of mainly digraphs (2 letters 1 sound) and digraphs (3 letters 1 sound).
- These will encourage children again to not sound out letters individually e.g. 'i' 'g' 'h' but recognise them in a word as one sound 'igh'.

Speed Sounds Set 2

| | | | | |
|--|---|---|--|---|
| ay  may I play? | ee  what can you see? | igh  fly high | ow  blow the snow | oo  poo at the zoo |
| oo  look at a book | ar  start the car | or  shut the door | air  that's not fair | ir  whirl and twirl |
| | | | ou  shout it out | oy  toy for a boy |



Set 3 sounds

Year 1 and Year 2

- These are continuation of sounds which explore alternate graphemes (ways of writing) the same sound. For example in Set 2 children will learn the 'ee' sound is written 'ee' but in set 3 this is 'ea'. These differences will begin to build children's knowledge of spelling choices which will be built upon in their reading recognising which words are spelt with which grapheme.
- Within Set 3 sounds children will also be exposed to split digraphs. These are sounds that are punctuated with a letter in between.
e.g. 'a-e' make and cake
- Children are encouraged to recognise these in words when reading and consider them when spelling in their writing.

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



Phonics in Key Stage 2

- As children move on to Key Stage 2. Phonics is still drawn upon within reading and writing as an aid for decoding new vocabulary as well as within spelling different words.
- Pupils use the speed sounds chart (right) to explore alternative graphemes for the same sound.

| 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 | | nk | | |
| ph | le | mb | kn | wr | se | | s | ci | | | | |
| | | | | | 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 |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |
| Vowel sounds | | | | | | | | | | | | |
| a | e | i | o | u | ay | ee | igh | ow | | | | |
| | ea | | | | ā-ē | y | ī-e | ō-e | | | | |
| | | | | | ai | ea | ie | oa | | | | |
| | | | | | | e | i | o | | | | |
| | | | | | | | y | | | | | |
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure | | |
| ū-e | | | oor | are | ur | ow | oi | | | | | |
| ue | | | ore | | er | | | | | | | |
| ew | | | aw | | | | | | | | | |
| | | | au | | | | | | | | | |



Letter Formation

- As children learn each sound they learn for how to write these, particularly in Reception.
- We focus on forming letters in lower case as this is how they are present the majority of the time.
- The starting point for letters is absolutely crucial. The majority of letters start at the top and so emergent writers – those in Nursery who haven't started writing sounds yet should practise drawing lines from top to bottom and in anticlockwise circles to begin to form muscle memory for forming letters.
- Each letter has a rhyme to help children to remember how to form each letter (see picture).
- Most letters are a continuous movement and so flicks should not be added on – like in the letter a – this is a continuous shape starting in the top right hand corner, the pencil is not lifted until the end of the flick, children should not learn this as a circle and a line added on.
- This continuous motion when forming letters with exit flicks ensures that as children begin to join their writing they are fluid writers with accurately sized letters.

Read Write Inc Phonics

| SET 1 | | SET 2 | | SET 3 | |
|-----------|--|------------|-------------------|------------|--------------------|
| Sound | Rhyme | Sound | Rhyme | Sound | Rhyme |
| m | Down Maisie then over the two mountains, Maisie, mountain, mountain. | ay | May I Play? | ea | Cup of tea |
| a | Round the apple, down the leaf. | ee | What can you see? | oi | Spoil the boy |
| s | Slide around the snake | igh | Fly high | a-e | Make a cake |
| d | Round the dinosaur's back, up his neck and down to his feet. | ow | Blow the snow | i-e | Nice smile |
| t | Down the tower, across the tower. | oo | Poo at the zoo | o-e | Phone home |
| i | Down the insects body, dot for the head. | oo | Look at a book | u-e | Huge brute |
| n | Down Nobby and over the net. | ar | Start the car | aw | Yawn at dawn |
| p | Down the plait, up and over the pirates face. | or | Shut the door | are | Care and share |
| g | Round the girls face, down her hair and give her a curl. | air | That's not fair | ur | Nurse with a purse |
| o | All around the orange. | ir | Whirl and twirl | er | A better letter |
| c | Curl around the caterpillar. | ou | Shout it out | ow | Brown cow |
| k | Down the kangaroo's body, tail and leg. | oy | Toy for a boy | ai | Snail in the rain |
| u | Down and under the umbrella, up to the top and down to the puddle. | | | oa | Goat in a boat |
| b | Down the laces, over the toe and touch the heel. | | | ew | Chew and stew |
| f | Down the stem and draw the leaves. | | | ire | Fire fire |
| e | Slice into the egg, go over the top, then under the egg. | | | ear | Hear with your ear |
| l | Down the long leg. | | | ure | Sure it's pure |
| h | Down the horse's head to the hooves and over his back. | | | | |
| sh | Slither down the snake, then down the horse's head to the hooves and over his back. | | | | |
| r | Down the robot's back, then up and curl. | | | | |
| j | Down his body, curl and dot. | | | | |
| v | Down a wing, up a wing. | | | | |
| y | Down a horn, up a horn and under the yak's head. | | | | |
| w | Down, up, down, up the worm. | | | | |
| th | Down the tower, across the tower, then down the horse's head to the hooves and over his back | | | | |
| z | Zig-zag-zig, down the zip. | | | | |
| ch | Curl around the caterpillar, then down the horse's head to the hooves and over his back. | | | | |
| qu | Round the queen's head, up to her crown, down her hair and curl. | | | | |
| x | Cross down the arm and leg and cross the other way. | | | | |
| ng | A thing on a string. | | | | |
| nk | I think I stink. | | | | |



Red words

- There are many words in the English language which are not phonetically decodable – they don't 'sound out'.
- These words need to be learnt by sight recognition and memory. We call these red words as green words you can sound out and red words you need to stop, remember, and read as whole.
- In Reception children are given these ones in sets of 5 (per line) these are cut up as flash cards and practised every day at home alongside reading and with the child's teacher when reading at school. When 1 children is secure in their 5 words they move on to the next set of 5.
- The knowledge of these words will help in their reading and writing in both recognising and spelling these words.

| Set 1 | | | | |
|-------|-----|----|-----|------|
| I | the | my | you | said |
| your | are | be | of | no |

| Set 2 | | | | |
|-------|-----|------|-----|-------|
| what | all | was | we | so |
| to | me | call | her | there |

| Set 3 | | | | |
|-------|------|------|-------|-----|
| want | go | old | some | he |
| does | tall | come | watch | who |

| Set 4 | | | | |
|-------|---------|------|-------|-------|
| were | brother | any | their | where |
| two | small | love | many | here |

| Set 5 | | | | |
|--------|--------|-------|---------|--------|
| once | buy | worse | thought | talk |
| caught | bought | walk | could | anyone |

| Set 6 | | | | |
|-------|-------|--------|-------|----------|
| would | great | son | water | should |
| they | half | Monday | eight | eighteen |

| Set 7 | | | | |
|-------|-------|----------|--------|-----------|
| going | over | fourteen | orange | Wednesday |
| by | laugh | April | don't | July |



Phonics check

- In the summer term in Year 1 children will complete a phonics screening check. This is a national check to ensure children know their phonics sounds and are able to segment and blend confidently.
- The check will be with their class teacher and comprises of an assortment of real, everyday words and 'alien' words – words which aren't real but contain the sounds they have learnt. Children are asked to read each word with teacher's checking that they have recognised the sounds in the word and been able to blend these together to read the word accurately.
- From the example on the right we would expect a child to recognize to 'wh' and 'a-e' grapheme in whape and read it as 'wayp' rather than 'w''h''a''p''e'
- If children do not pass the phonics check in Year 1 they will retake this in the autumn term in Year 2.
- Those children that still don't pass are highlighted as a focus to subsequent teachers and will be a focus for phonics intervention to support their learning in Key Stage 2.

| | | |
|--------|---|----------|
| baim |  | rain |
| thrayd |  | pray |
| strabe |  | cane |
| vaink |  | waiting |
| chayp |  | delay |
| whape |  | cupcake |
| braig |  | portrait |
| envay |  | spray |
| splake |  | graze |



Useful links

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

<https://www.ruthmiskin.com/en/parents-copy-2/>