

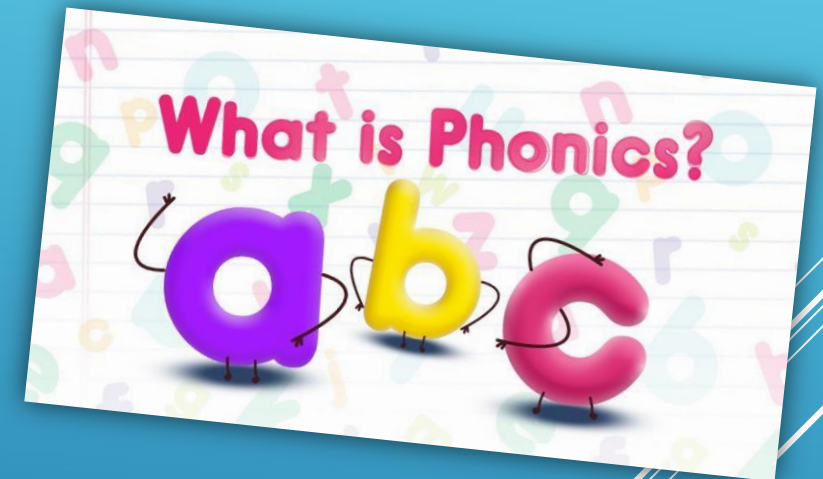


# How we teach Phonics at Manor Primary School



# WHAT IS PHONICS?

Phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word. In Reception and KS1, children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers.



# UNDERSTANDING PHONICS

Our English language has 26 letters in the alphabet but we use 44 different sounds in our language.

Some sounds have different ways of spelling them, eg the sound “ay” (as in “day”) can also be spelled as “ai” as in “rain” or “a-e” as in “cake”.

Unfortunately, this can mean that learning to read can be very complex for young children.

Watch this video to find out more:

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



# PHONICS AT MANOR PRIMARY SCHOOL

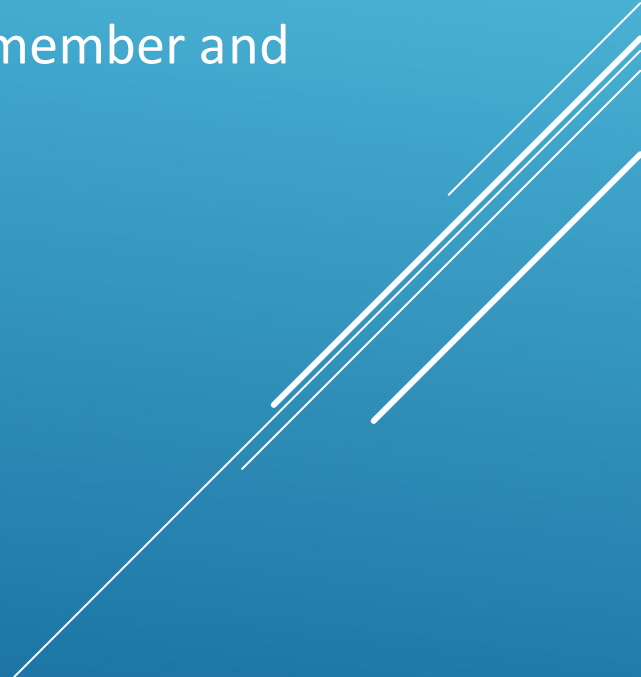
At Manor we teach phonics by using the Read Write Inc (RWI) scheme.

Read Write Inc. Phonics is a structured programme – designed to ensure all children learn to read accurately and fluently.




# WHO TEACHES PHONICS?

The majority of staff in school have been trained in teaching Read Write Inc phonics. Teachers and teaching assistants will be teaching different groups. As the year progresses, your child may be in a group that is taught by a member of staff that works in a different year group. However we will always introduce the staff member and prepare the children before they join a new group.




# HOW IS PHONICS TAUGHT?

Phonics is taught daily. At the beginning of the new school year, we teach as a whole class, but after a few weeks we will assess the children and they will be put into groups to learn at the level that they need. Each lesson lasts about 20 minutes to start but as they progress the lessons will be slightly longer as reading will also be part of the lesson.



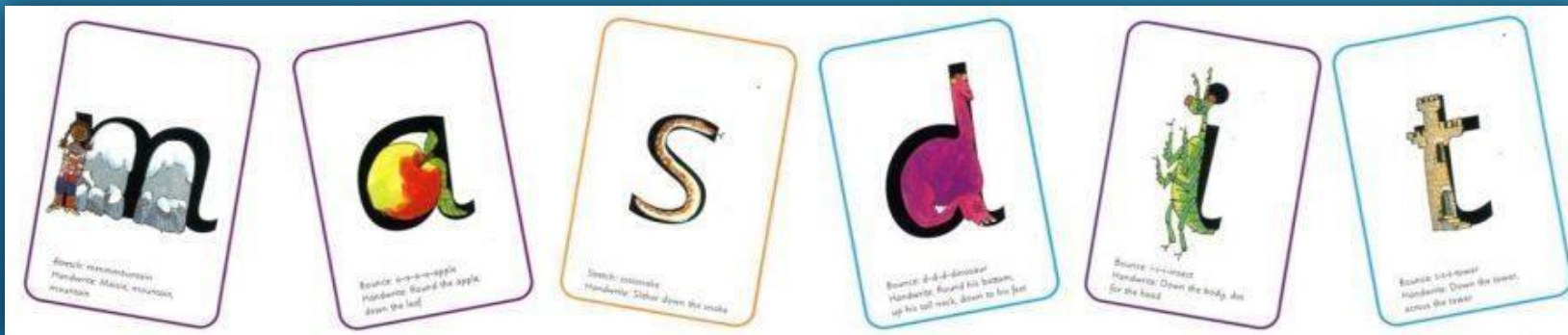
## Before your child can start to read, they need to learn to:

- ❑ Say the sound that is represented by each letter or groups of letters.
  - ❑ Know how to blend the sounds together in a word to read it e.g. c-a-t - cat.
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

# WHAT ARE SPEED SOUNDS?

In Read Write Inc phonics the individual sounds are called ‘speed sounds’ – because we want your child to read them effortlessly.

They will not progress to learn the next set unless they can read them “speedily” as they will need this skill to be able to blend and read words.





# SAYING THE SOUNDS

We use pure sounds so the children are able to blend the sounds into words more easily. For example “m” would be “mmmm” NOT “muh”. “t” would just be a short click of the tongue, “t”, NOT “tuh”

You can hear how the sounds are pronounced by clicking on this link:

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





# LEARNING THE SOUNDS

In Reception we learn a sound a day.  
Set 1 sounds are taught in this 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

# SPECIAL FRIENDS

“special friends” are two or three letters that work together to make one sound, for example sh, th, ng, ll, igh, ee, ay

You can watch a video about this by clicking the link below:

<https://www.youtube.com/watch?v=0pGuwcr08LE>

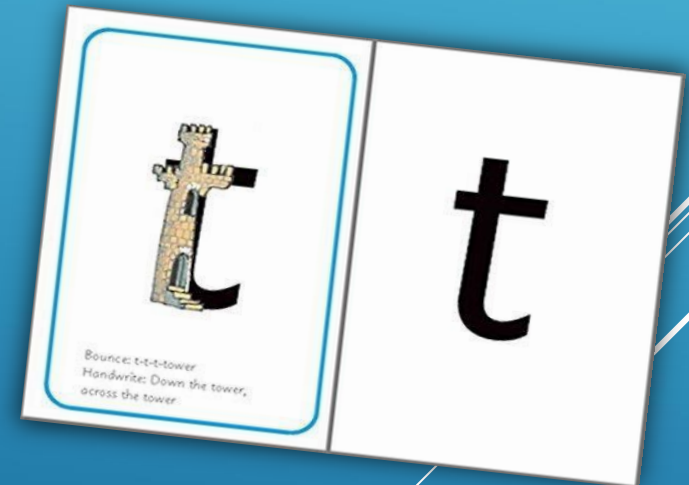
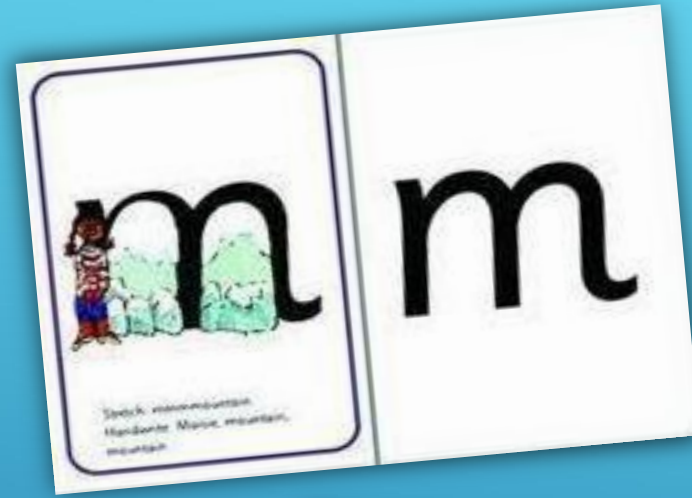


# LETTER SOUND PICTURES

We use letter-sound pictures to help your child learn the sounds quickly. The pictures relate to the letter sound. e.g. mmmaisie  
mmmountain is morphed into “m”.

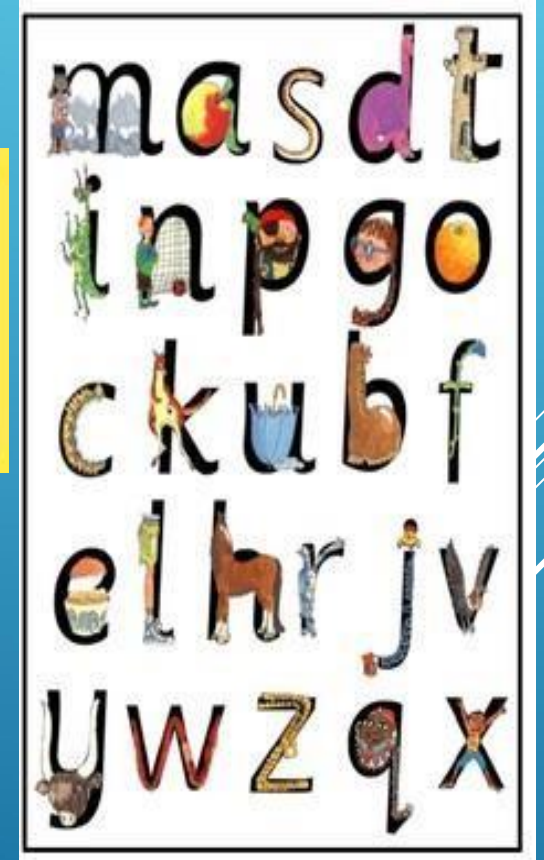
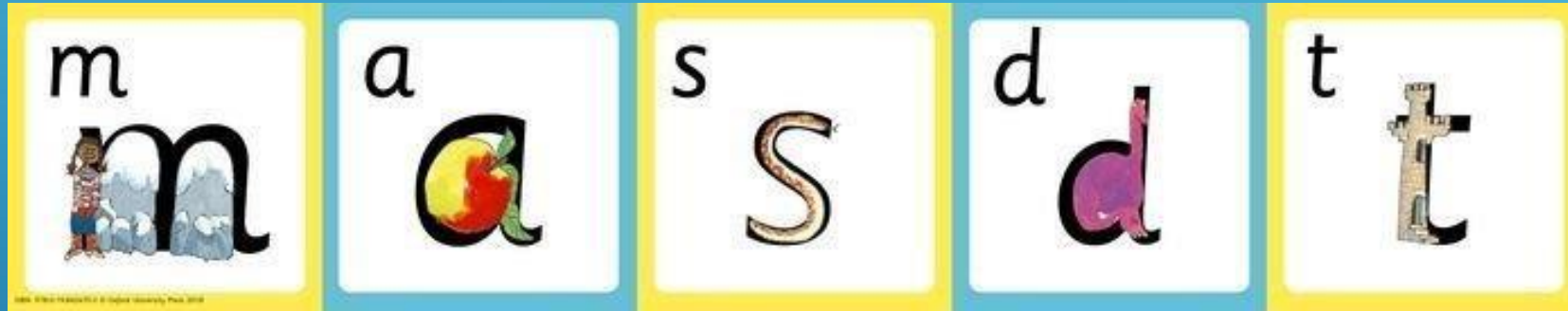
t-t-t-tower is morphed into “t”

On our flash cards, the picture is on one side and the letter is on the other.



# THE FRIEZE FOR SET 1

The pictures and letters are on the wall frieze in every classroom.



# WHO IS FRED?

The children will get to know Fred very well! He is a frog that can only speak in sounds (called “Fred Talk”).



For example, instead of saying “dog”, he would say d-o-g.

Instead of “sheep” he would say “sh-ee-p”

It is the children’s job to help him say the word correctly!

## How do phonics help us read?

Say “hello” to Fred.

Fred can *only* talk in sounds...

He says “c\_a\_t.” Not cat.

We call this *Fred Talk*.

You can also use Fred Talk at home eg get your c-oa-t,  
time for b-e-d.



# FRED TALK

'Fred Talk' is when we mimic how Fred speaks and we use it to help children learn to join sounds together to make words. To begin with we do this with just spoken sounds.

This is sometimes called

“oral blending” or “sound blending”

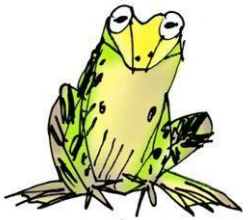
Eg c-a-t - cat

This video will help you support your child to practise sound-blending at home.

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



Fred talk



cat

c - a - t

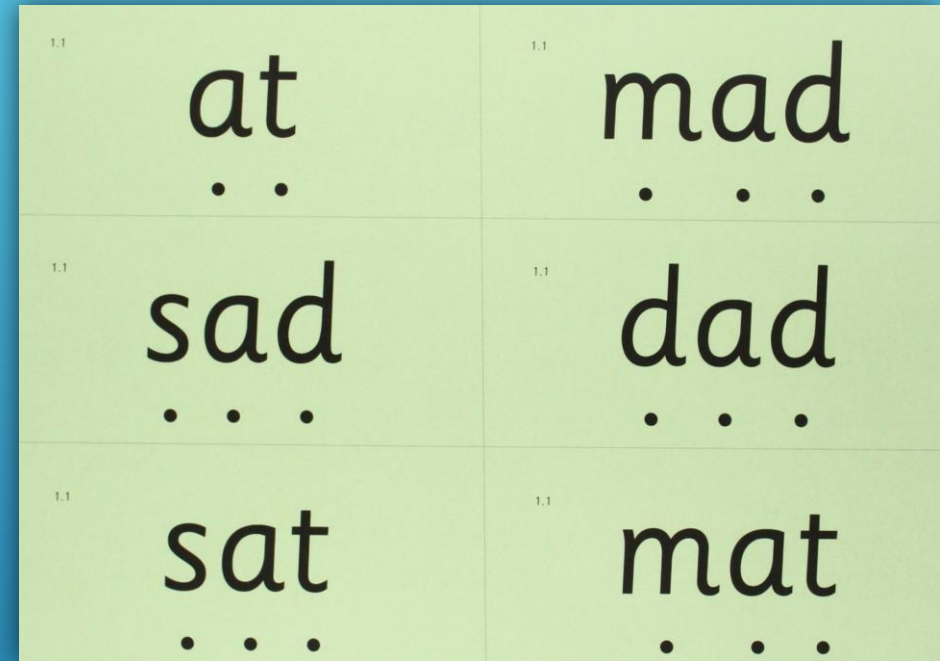
We use Fred the frog to help us learn phonics. Fred can only talk in 'Fred talk' e.g. single sounds like c-a-t. When we are learning the Set 1 sounds, we are also learning to orally blend. We are teaching Fred how to squash those sounds together and blend them into a word.



# READING WORDS

Once your child has learnt to read the first 5 sounds: m a s d t and they can blend using Fred Talk, they can then start to read words that include these sounds. They will be taught to use “Fred Talk” (to say the individual sounds), then read the word (say the whole word out loud).

This is why it is important that the children know and read the sounds speedily. If they ponder over a particular sound in the word, they will find it difficult to blend the sounds together.



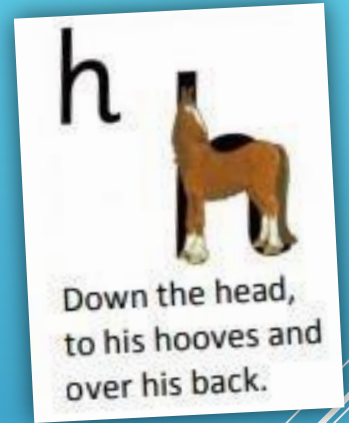
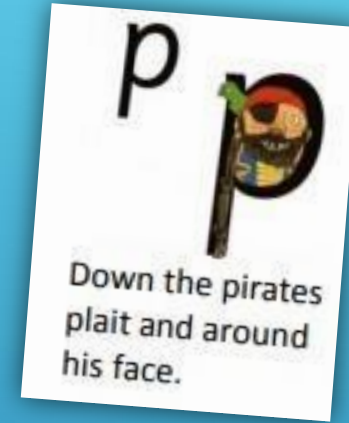
# USING THE MAGNET LETTERS

As part of the phonics lesson, children learn to form the words themselves using the magnet tiles and then use Fred Talk to read the word back.

b	r	a	qu	j	z
i	y	d	t	c	s
l	sh	k	ch	f	v
e	u	n	ng	m	th
h	x	g	w	p	o
ay	ee	igh	ow	oo	oo
ar	or	air	ir	ou	oy

# LEARNING TO WRITE THE LETTERS

With each new sound learnt, the children will also be taught how to write the letter that represents the sound in the correct way. This is where the pictures come in handy as each picture relates to a handwriting phrase which helps the children to form the letter in the correct way.


































# LEARNING TO WRITE THE LETTERS

It is really important that children always write the letters as lower case. It is also crucial that the letters are written in the correct way from the start as it is very hard to change once habits have crept in.



## RWI phrases – Set 1

m 	Down Maisie. Up and over the mountain. Up and over the mountain.	l 	Down the long leg.
a 	Round the apple, up and down the leaf.	h 	Down the horse's leg. Up and over his back. Down to his hoof.
s 	Slither down the snake.	sh 	Shh says the horse to the hissing snake.
d 	Round the dinosaur's big bottom. Up his long neck and down to his feet.	r 	Down the robot, up and over the robot's arm.
t 	Down the tower, across the tower.	j 	Down his body curl and dot.
i 	Down the insect's body. Dot for the head.	v 	Down a wing. Up a wing.
p 	Down the pirate's plait and up around his face.	y 	Down a horn up a horn and down under his head.
n 	Down Nobby, up and over his net.	w 	Down up down up.
g 	Round the girl's face, up and down to give her a curl.	z 	Zig-zag-zig.
o 	Round the orange.	ch 	Choo sneezes the horse as the caterpillar's hairs tickle its nose.
c 	Curl around the caterpillar.	th 	Th-ank you says the princess to the horse for rescuing her from the tower.
k 	Down the kangaroo's body. Up to his tail and down to his leg.	qu 	Round the queen's head. Up past her earrings and down her hair.
u 	Down and under the umbrellas. Up to the top and down to the puddle.	x 	Down the arm and leg and repeat the other side.
b 	Down the laces, up and around the boot to the heel.	ng 	Thing on a string.
f 	Down the stem and draw the leaves.	nk 	I think I stink.
e 	Cut the egg. Around the egg.		

# PROGRESSION IN SET 1

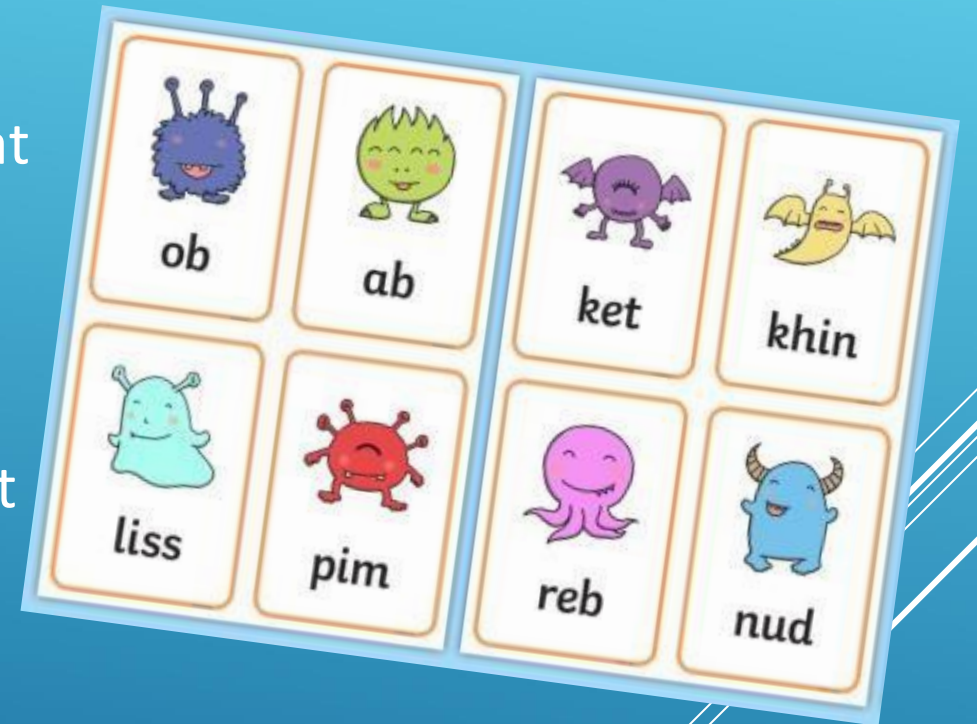
As we teach more sounds, the children will be introduced to more words that they will be able to read.

Each week we will teach a new group of sounds and continue reviewing sounds that have already been taught.



# ALIEN WORDS

Alien words or “nonsense” words are words that aren’t real but are made up of sounds that the children already know. They are used in each lesson to check if children know the sounds that the letters spell.



# SPELLING

To spell a word children are taught to use “Fred  
Fingers”. They say the word out loud then “pinch” a  
finger for each sound, saying the sounds out loud and  
repeating the whole word at the end.

To watch a video of how this is done click this link:

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



# GREEN WORDS

These are words that the children can use “Fred Talk” to read.

The green word cards have a dot or “sound button” under each sound.

Words that contain “special friends” have a line under the letters that make up the “special friends”.

The word “ship” contains three sounds “sh-i-p”.





# RED WORDS

These are words that the children can't use "Fred Talk" to read. They either have an unusual spelling or they contain sounds that children have not yet been taught. (If the latter is the case, once the sounds are taught, these words will no longer be red words).

The children are told the words and then use Fred Talk to read the parts of the word that they can, but also identify the part of the word that is "tricky". Eg "you" would be y-ou .

Set 1 Red Words

I	the	my
you	said	your
are	be	of
no		

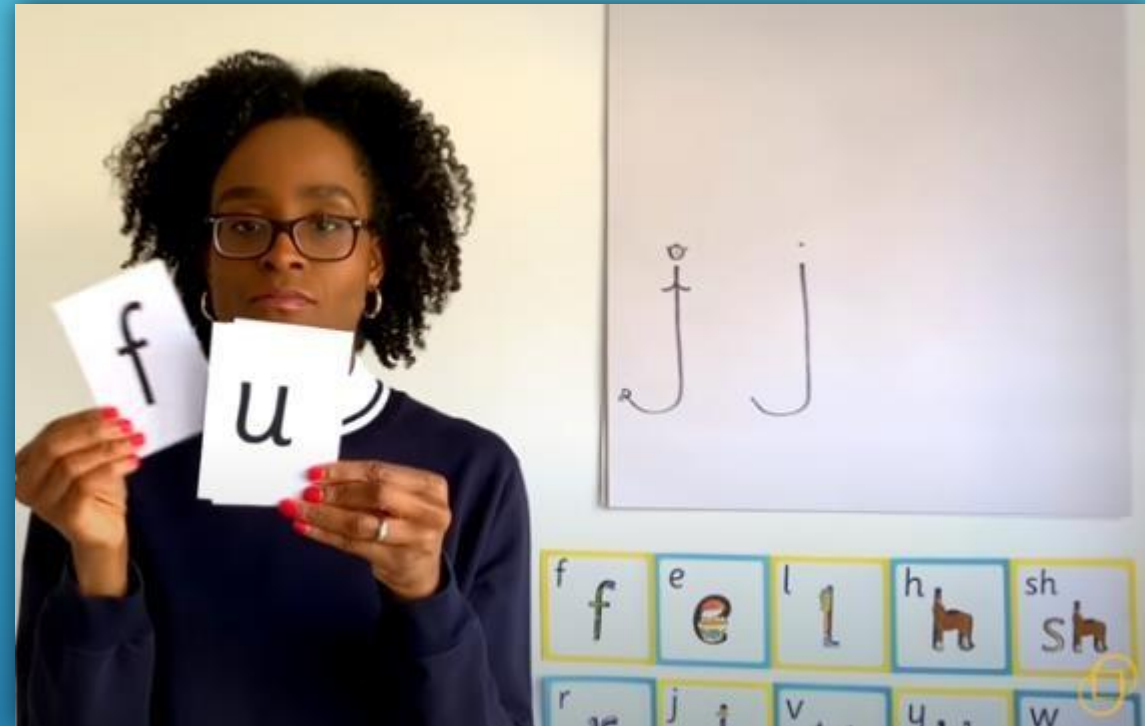
# WATCH A SET 1 LESSON

The staff at Manor have been trained to use a systematic way to teach a phonics lesson.

In set 1, each lesson follows the same format.

To watch a video of a set 1 lesson, click this link:

<https://www.youtube.com/watch?v=B6ltPCRM93E>



# PROGRESSING TO SET 2 AND SET 3 SOUNDS

Children will not progress to set 2 sounds until they are able to speedily recognise set 1 sounds and are able to blend and read words that contain all the set 1 sounds (including the “special friends”).

They will also need to be able to read words that contain more than three sounds, for example “hand”, “stop”, “pram”, “dress”.

Children are assessed every few weeks and will move to the appropriate phonics group according to the results.

# SET 2 SOUNDS

These are the sounds that children will learn in set 2.


















## Speed Sounds Set 2

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

# SET 3 SOUNDS

These are the sounds that children will learn in set 3.

Set 3 sounds are all alternative spellings of the long vowel sounds that the children already know.

ea  cup of tea	oi  spoil the boy			
ā-e  make a cake	ī-e  nice smile	ō-e  phone home	ū-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 SCREENING CHECK

This is a short, simple test taken by Year 1 children in June to assess their reading ability. The children will be asked to read words, some of which are real words and some of which are alien “nonsense” words.

You can find out more about the phonics screening check by watching the following video:

<https://www.youtube.com/watch?v=LbKGLJPp6ww>



## RWI Glossary:

<b>Term</b>	<b>Definition</b>
Fred	Fred is a frog puppet we use in sessions. He can only speak in sounds.
Fred talk	sounding out a word, saying each of the sounds before blending
Fred fingers	'Pinching' each sound from a word on your fingers to help spell a word
Green words	Decodable words
Red words	Irregular words that cannot be sounded out
Story Green words	decodable words that will be included in the storybook
Speedy green words	decodable words in the storybook that children should be able to read at speed rather than fred talking first.
Fred in your Head	still sounding out a word but doing so in your head rather than out loud, helps build fluency.
Special friends	Two or three letters working together to make one sound e.g. sh, ch, igh, air, a-e, i-e.