



PHONICS POLICY



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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our future learning and our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are responsible for our world and understand our role in looking after it. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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Phonics Policy

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1. Subject Statement

Aspects of the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. At Buckland, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Using the RWI Scheme, to teach children to decode, and then read, we aim to teach children from Early Years up to Year 2 to:
 - apply their phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes
 - read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught
 - read common exception words, noting unusual correspondences between spelling and sound
 - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
 - read words of more than one syllable that contain taught GPCs
 - read words with contractions and understand that the apostrophe represents the omitted letter(s)
- accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
- read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words
- spell words containing each of the 40+ phonemes by segmenting the sounds in words
- spell common exception words correctly
- add prefixes and suffixes to previously taught words
- spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition
- make phonetically plausible attempts to spell words correctly
- select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc
- form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.



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2. Teaching and Learning

At Buckland, these skills are embedded within daily phonics lessons using the RWI approach. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by decoding and blending and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to helping them to acquire knowledge and to build on what they already know.

These principles and features characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching scheme, where children are first taught simple GPCs; to accurately blend taught sounds; to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
- Pupils are taught within year groups, in groupings and as individuals which reflects their performance in phonic assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words', so they experience early reading success and gain confidence as readers.
- Teachers follow a routine each day, based on the RWI approach. This ensures the children know what to expect and all adults are consistent in their delivery.
- Regular assessment at the end of each session via a sentence including the phoneme taught and a check-point every 6 weeks ensures that pupils are tracked rigorously and those falling behind are given extra support. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1, we evaluate pupils' acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC). This ensures that we are able to maintain high standards in the teaching of the early stages of reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials).

The impact of high-quality synthetic phonics teaching, coupled with rigorous assessment procedures ensures that attainment of Buckland pupils is well above National Standards.

Daily Nursery lessons start during the spring term when children engage in phase 1 activities. In the summer term they begin to learn through the RWI sequence. Children have a short phonics input session, where they are taught two new Set 1 sounds per week and they also review previously taught sounds every day. Pupils practise 'Fred talk', to develop decoding skills, and they learn to write the corresponding graphemes for the sounds they have been taught. Children also begin writing using their GPC knowledge to assist them. Towards the end of the summer term, there is an increase in phonics focus during daily sessions where children are encouraged to hear the initial and final sounds in words.

Reception phonics lessons start quickly after Reception teachers have completed their Baseline Assessment. Four lessons are taught each week and each lesson lasts for around 20 minutes building as the children grow older and can sustain concentration for longer.

Daily year 1 phonics lessons commence at the start of the academic year; children are grouped according to their phonic knowledge as well as their reading accuracy, fluency and comprehension. Five lessons are taught every week and each lesson lasts for approximately 30



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minutes, followed by a phonic read using a RWI book matched to the correct level the children are learning at.

Both the Reception and KS1 phonics lessons start with a review of previous sounds taught, new sounds are then taught, pupils practise their knowledge on a white-board initially in Reception progressing to writing words in a book. They also learn to read irregular words and alien /pseudo words.

3. Assessment

3.1 Formative Assessment:

Daily formative assessment opportunities are built into every lesson. Choral response group work (my turn, your turn), partner work and small class sizes allow teachers to evaluate pupils' phonic knowledge and hence modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with the knowledge of which children are making slow, steady or speedy progress and hence they can provide additional support or move children on more quickly.

3.2 Summative Assessment:

All pupils are assessed every 6 weeks by the Reading Lead, using RWI assessments. These materials assess a pupil's sound to grapheme correspondence. Common exception words are assessed as red words. Pupils reading fluency is also evaluated. Pupils' progress is tracked, to record their phonic knowledge and this information is used to reorganise groups within the class.

Summative assessment is used to update tracking sheets, which monitor pupils' progress over time. Assessment information, from both the formative and summative assessment processes, are used to provide updates to parents via reading record books, informal conversations and at Parents' Evening.

4. Planning and Resources

Our planning is based on the RWI Handbooks and plans. This ensures consistency across the school. Planning details the focus of each part of the lesson and explains the purpose of the activity to both the teacher and the pupil. Every teacher has their own box of resources which include: simple and complex speed sounds charts, small and large phonics flash cards, green and red word flash cards, phonic wall friezes and Fred the Frog. Set 1, 2 and 3 teaching sequence resources. RWI storybooks, ditties, sound blending books, linked texts and props are all stored in classes.

5. Organisation

Teachers follow their phonics lesson plans and ensure that the lessons are taught at a good pace to ensure that all children are engaged and involved in the lesson. Children are praised for their contribution to lessons, reading and effort so that a very positive and respectful teaching environment is maintained. Every part of the lesson is explicitly referred to so that the teachers, and the children, know the purpose of the task. Use of effective partner work and turn-taking means that children have an active role in all parts of the lesson. We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. Teachers demonstrate their enthusiasm and passion, and this has a very positive impact on the teaching and learning environment.



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6. EYFS

Nursery

Initially, during the autumn term, children develop a love of language, enjoy listening to stories and begin to orally blend words. EYFS staff use 'Fred Talk' and Fred Games daily (saying words using pure sounds) with the children. During the summer term, Nursery teachers use phonics flashcards to teach two Set 1 Speed sounds per week with the aim that, by the end of the summer term, all Set 1 single sounds will have been taught. During this process children hear the sound, see pictures of objects that start with that sounds, hear a phrase to assist them to remember the sound, see the grapheme and name it. Children review previously taught speed sounds, on a daily basis and continue to have regular opportunities for Fred talk. The children's progress is recorded through a nursery assessment in term 6.

Reception

During the first few weeks of Reception, an entry RWI assessment is completed to enable staff to determine the phonic knowledge and oral blending skills of each child. Reception pupils initially learn as a class, learning sounds and the corresponding grapheme, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils are taught as a group with individuals being given additional support when necessary. Reception phonics lessons occur at a fixed point during the day, according to the timetable.

7. Key Stage 1 and 2

In KS1, pupils work within groups that are based on the RWI assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words'; so they experience success and gain confidence as readers. For children making slower progress, we have One-to-One Tutoring (Fast Track Tutoring) based on the RWI programme to support children to 'keep up, not catch up.'

In KS2 we continue to encourage children to use the phonic strategies they have learnt to decode and encode words. This supports their reading and spelling and ensures they build on what they know within a consistent approach.

8. Equal Opportunities

At Buckland Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school works to ensure the active participation and progress of all children in their learning. All children are given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.



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9. Inclusion

All pupils are entitled to access resources and teaching at a level appropriate to their needs. A range of inclusion strategies are embedded in practice and teachers are aware of the special educational needs of the children in their groups, as well as those who have English as an additional language.

The 2014 National Curriculum states that: 'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' Pupils making accelerated progress will move groups to ensure that an appropriate level of challenge is provided. Pupils who need additional support to consolidate their phonic knowledge and its application will generally be taught in smaller groups where they have the opportunity to consolidate their knowledge prior to moving onto the next stage. If appropriate, further intervention will be provided to support their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers in individual plans and during SEND reviews.

10. Role of the Reading Lead

The reading lead

- supports and tracks the assessment of Reception & Key Stage 1 pupils, reviews assessment data alongside class teachers and advises as appropriate
- visits lessons to ensure that all pupils are learning at the appropriate level
- ensures that all staff have support to deliver the RWI approach
- liaises with the Head Teacher regarding staffing, training, progress, additional support and other relevant matters
- is responsible for reporting to the governors about the quality of the implementation of phonics teaching and standards
- supports workshops with parents
- liaises with class teachers to discuss the progress of children's phonics
- ensures a child's reading ability is written about in each child's end-of-year report

11. Parents

In Nursery and Reception, whilst children are learning the Set 1 speed sounds at school, children will have the opportunity of practising the speed sounds that they have learned at school with their parents/carers. When children can blend independently, green blending books, RWI ditties and Storybooks will be sent home so that children can read these 'books' to their parents. Children will read their book 3 times before the book is changed. This is because each read of the book focusses on specific skills; decoding, reading with fluency and reading for comprehension with expression.

In Acorns, we send home a list of irregular words (red words) that need to be known by sight and cannot be decoded using common phonemes / graphemes.



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We invite Nursery, Reception and Year 1 parents/carers to initial meetings at the start of every academic year and we hold workshops, during the year, to show how parents can support their children to read at home, depending on which stage of the phonics programme they are on.

We hold a Phonics Screening Check meeting for Year 1 parents to help parents understand the PSC and suggest ways to best support their child at home.

Use the following link to gain further information: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Parents are informed of their child's progress during Parents' Evenings in the Autumn and Spring terms and in the annual end-of-year report.

Appendix 1 Our school Book Bands for additional book choices as well as the RWI banded book (these have been broken down even further)

Set 0	Picture books
Set 1	Sound blending books
Set 2 (Ditty)	m, a,s,d,t,l,n,p,g
Set 3 (Red)	m, a,s,d,t,l,n,p,go,c,k,u,b,f,e,l,h,
Set 4 (Green)	m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,q,x,
Set 5 (Purple)	as above sh , ch , th nk , ng
Set 6 (Pink)	ay, ee, igh, ow ,oo/oo
Set 7 (Orange)	ar, or ,air , ir
Set 8 (Yellow)	ou oy , ire, ear, ure
Set 9 (Blue)	a-e, ea, i-e, u-e,e-e, o-e
Set 10 (Grey)	aw, are , ur, ow , oi , ai, oa , ew, er
Set 11 (Grey)	ore , ue, ae, ie
Set 12 (Grey)	a-e, i-e, u-e, e-e, o-e, ore , ire ure , air More frequently in larger amounts of text
Set 13	Fluency A
	Fluency B
	Fluency C
	Fluency D

Appendix 2

RWI Lesson structure followed in EYFS

Actions/ key vocab

Repetition by the children 3 times with all participating.

My Turn Your Turn- Hands pointing to self and children for copying/ repeating.

Talk To Your Partner- Hands point forward and turn inwards for children to turn and talk to each other.

Fred Fingers- Pinch the sounds with non-dominant hand.

Fred on Head- Fred in the head to decode a word.

Clap/ Pinch/ Roll finger over the top of Fred Fingers to blend sounds together.

Move the sounds forward when children need to say a word.

Stretchy sounds (m) and bouncy sounds (a)

Use of large and small phonic cards, the IWB and prepared words with and without sound buttons ready to hand so there's no waiting.

Sound buttons for single letter sounds and underlining for diagraphs and trigraphs.

Lesson Steps

1. Say the sound

All say the sound.

MTYT- Say the sound 3 times together.

Is it a bouncy or stretchy sound?

2. Word beginning with the sound

Use sound pictures (card/ on screen) to say the first sound in words e.g. c-c-caterpillar, c-c-cake, c-c-cow, c-c-cat.

All say the first sound and word together.

3. Read the sound

Show the picture side of the phonic card and introduce the phrase e.g. c-c-caterpillar.

MTYT- Say the phrase 3 times together.

Note any special friends.

Show the letter side of the phonic card and say the sound .

MTYT- Say the sound 3 times together.

Flip the card from picture to letter encouraging the children to join in with phrase and sound.

4. Review the sound

Hide the sound inside the pack - put your hands on your head when we find it.

Put up visually on the board to refer back to.

5. Word reading REVIEW Green (phonic) words

- a. Look for special sounds/ friends with sound buttons.

Sound out words using sound buttons.

Blend and say the word together when the word is moved forward.

- b. Look for special sounds/ friends no sound buttons.

Sound out words with no sound buttons.

Blend and say the word together with no sound buttons when the word is moved forward.

- c. Look for special sounds Fred in the head – **(this is vital to get children blending naturally and fluently without getting stuck on the needing to sound every word!)**

Sound out words in the head.

Say it together with no sound buttons in the head when the word is moved forward.

- d. Speedy reading of the words.

6. Word reading with NEW Green words with the sound of the day

- a. Look for special sounds/ friends with sound buttons.

Sound out words with sound buttons.

Blend and say the word together with sound buttons when it's moved forward.

- b. Look for special sounds/ friends no sound buttons.

Sound out words with no sound buttons.

Blend and say the word together with no sound buttons when it's moved forward.

- c. Look for special sounds Fred in the head. **(Blending for fluency)**

Sound out words in the head.

- d. Blend and say the word together with no sound buttons in the head when it's moved forward.

7. Alien words with the sound of the day

Children get their Alien Fingers

Look for special sounds/ friends with and then without sound buttons.

Sound out words with and then without sound buttons.

Blend and say the word together when the word is moved forward.

8. Writing – spell the word

Model write the letter on the board saying the formation phrase e.g. curl around the caterpillar.

Children air write the letter in the air saying the formation phrase x3.

Children air write the letter in the air saying the letter sound.

Put the sound in a word.

Say the word

MTYT- repeat the word 3 times together.

Say the number of sounds and ask the children to show the correct number of Fred Fingers. (Build to children counting sounds themselves).

Model sounding the word out and pinching the sounds with our non-writing hand on Fred Fingers e.g. c-a-t.



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MTYT- repeat sounds 3 times together encouraging children to pinch their own fingers and say each sound.

Model using letter cards/ magnetic letters/ writing letters to record the word adding sound buttons. (Build to children recording the sounds themselves and adding sound buttons on whiteboards at first but quickly moving to desks so that sitting positions, pencil grip and letter formation can be well supported.)

Model sounding out the word using sound buttons and blending together (clap/ pinch and open/close thumb and fingers/ roll finger over the top of Fred Fingers to blend).

Repeat with words used in reading.

9. Spot the Sound

Adult to write a sentence on the board and encourage the children to spot the sound. Adult to draw around the sound and children repeat the sound.

Adult to model reading the sentence using pinky pointer to read emphasising the sound of the day.

Children to re-read the sentence using pinky pointers to read.

Discuss if the sentence is true/ false and why.

10. Recap on sounds not sure of in the speed reading earlier in the session.

Reading

Children have phonic reading books which match their phonic knowledge in their book bags and these are read at school and at home. They also have a story book to share at home. During the Reception year, they begin to read RWI phonic books together in small groups to reinforce their set 1 and 2 sounds. Class story telling time and sharing books together are also important features of our wider reading provision.

Writing

Children have opportunities as part of exploring time to write as part of their learning. They also have weekly adult led sessions to support them in developing their word building and writing skills.

RWI Lesson structure followed in Year 1 and 2

Actions/ key vocab

Repetition by the children 3 times with all participating.

Hands pointing to self and children for copying/ repeating.

Move the sounds forward when children need to say a word.

Pinch the sounds with non-dominant hand.

Fred in the head to decode a word.



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Stretchy sounds (m) and bouncy sounds (a)

Use of large phonic cards, the IWB and prepared words with and without sound buttons ready to hand so there's no waiting.

Sound buttons for single letter sounds and underlining for digraphs and trigraphs.

Lesson Steps

1. Explain the sound

All say the sound/ explain links with other sounds.

Say the sound 3 times together.

Is it a bouncy or stretchy sound?

Speed sounds – hide the sound inside the pack - put your hands on your head when we find it.

Repeat together and find the sound.

Put up visibly to come back to.

2. Word reading Green words

Look for special sounds/ friends with sound buttons.

Sound out words with sound buttons.

Say it together with sound buttons when the word is moved forward.

Look for special sounds/ friends no sound buttons.

Sound out words with no sound buttons.

Say it together with no sound buttons when the word is moved forward.

Look for special sounds Fred in the head

(This is vital to get children blending naturally and fluently without getting stuck on needing to sound out every word!)

Sound out words in the head.

Say it together with no sound buttons in the head when the word is moved forward.

3. Word reading with the sound of the day

Look for special sounds/ friends with sound buttons.

Sound out words with sound buttons.

Say it together with sound buttons when it's moved forward.

Look for special sounds/ friends no sound buttons.

Sound out words with no sound buttons.

Say it together with no sound buttons when it's moved forward.

Look for special sounds Fred in the head. **(Blending for fluency)**

Sound out words in the head.

Say it together with no sound buttons in the head when it's moved forward.

4. Alien words with the sound of the day

a. Look for special sounds/ friends with and then without sound buttons.

Sound out words with and then without sound buttons.

Say it together when the word is moved forward.

5. Writing (at desks – use 1 get up, 2 go to a chair, 3 sit and be ready)

a. Say the word with children and repeat 3 times with pinching the word.

b. Tell the children the number of sounds.

c. Fingers with the number of sounds.

d. Pinch the sound with our non-writing hand 3 times.

e. Children write the sounds with the sound buttons and line- (line for digraphs and trigraphs).

f. Teacher writes the word on the board whilst pinching the sounds.

g. Children 'tick and fix'.

h. Repeat with words used in the reading.

6. Recap on sounds not sure of in the speed reading at the beginning of the session

Reading

Following the phonics lesson, children will read a RWI text at their level which reinforces their phonic knowledge and allows them to practise with success. They will also take a RWI book home to read at their phonic level, as well as a school banded book or a picture book. Some children will receive additional support in school through 1:1 or small group reading to make sure they are making the progress they need to.

Children read every book 3 times.

Aims

1. Read every word accurately.

2. Read accurately at a faster pace.

3. Read accurately at a faster pace and story-telling voice (prosody-timing, phrasing, emphasis, intonation)

Day 1



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1. Read the sounds we are going to use today several times. Sometimes a sound is not taught already. Practise longer and new sounds explicitly.
2. Story green words -Teach some of the key words in the story that they might not understand or be able to read. Special friends and Fred talk, My Turn / Your Turn (mtyt) and explore the meaning hiding the word and then read again.
3. Speedy green word. Ambition for speed read is 1 word per second. Fred in the head and say. Speed words building up the speed.
4. Red words-Hold up and say, mtyt, face point out when it is the tricky part, point out the tricky letters (circled ones) and read again. Read speedily.
5. Red words speedy reading – put them in with review and speed read.
6. Children, in partners, read story green words and red words. Partner practise Day 1 version - read through the sounds words partner 1 reads and 2 repeats starting with circles and other out of order with words too. Then do the same for the story and green words and the red words.
7. Read story introduction in an engaging manner (oxford owl or in the handbook- to be printed) "Let me read the story to you about the book....."
8. Partner 1 and 2 read. Partner 1 is the teacher and points to the word whilst partner 2 reads. Encourage with use your Fred talk if stuck. Then swap. Recap special friends and key words and then carry on. **DON'T MOVE ONTO THE NEXT DAY FOR FLUENCY IF THEYRE NOT READING ACCURATELY**
9. Teacher read

Day 2

1. Story green words –Read the words on the back page to your partner out of order.
2. Speedy green word need to look at again. Fred in the head and say when comes forward. Speed words building up the speed.
3. Children, in partners, read story green words and red words. Partner read day 2 version- read through the words partner 2 reads and 1 repeats across the rows and down the columns. Then do the same for the story green and red words. Encourage with use your Fred in the head talk if stuck. Are they reading accurately and quickly. Model if necessary.

Day 3

1. Think about the story – Teacher -model read with expression, think out loud, mtyt, freeze frame(FF) . Comprehension question asides and use the story telling voice TOL –think out loud-close the book and think about what you have read to find the answer, TTYP – turn to your partner answer questions
2. Third read is by the children in a story teller voice (when they take it home they are ready to read it well). Check for story telling voice and accuracy.
3. Questions about the story verbally (at the later level written down)
4. Fastest finger stories (answer on the page) and Have a Think questions (HAT -inference)

Writing

In KS1, children have an English lesson, which gives them an opportunity to write for a purpose within a context linked to a class story. We ensure RWI phonic prompts (pinching sounds) and strategies are used, along with red words and that sentences have the correct punctuation. We want children to experience success and become accurate writers using the RWI knowledge they are mastering in the morning sessions so we use the structured approach detailed above to support them as they develop independence. **The following is a suggested approach:**

Day 1 Phonics writing



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- Hold a sentence in your head using mtyt. Remind about kung-fu punctuation. Point out capital letter. Write on the board each word- read it back add one on, with hiding fingers, pinching and finger spaces. Read it back at the end what does it need. Show me a tiny full stop. Read again several times with expression.
- Back to tables – cover the sentence, tell partner what the sentence is. On top line write the sentence. Tick if it is correct.

Write the sentence on a big piece of paper and keep for the next day to add the next sentence to.

Day 2 Phonics writing

- As day 1 with different sentence- add to the same piece of paper.
- Orally start a sentence. Children repeat. Ideas wave across the room, finish my sentence with your idea. Tell your sentence. Join 2 ideas together and mtyt. With your partner add detail to your sentence and say your sentence until you can say it exactly the same.

Day 3 Phonics writing

Proof read- checking can spot and correct errors. Write the same 2 sentences but with errors and tell them that there are 4 errors. Neat line through and write again. Children go back and write the sentence correctly and check.