



St Bartholomew's C of E Primary School – Read Write Inc Phonics Long Term Plan

Intent

To create an inclusive, inspiring and challenging curriculum, which develops children's knowledge of phonics, enabling them to become successful readers who develop a life-long love of reading. To ensure children in KS1 are given the best opportunities to achieve expected progress, or more, in reading.

Implementation

In our school, phonics is taught across EYFS and KS1. We do this using the RWI programme of study. This is a scheme which provides a structured and systematic approach to teaching Phonics. It is designed to create fluent readers, confident speakers and willing writers. We teach in this way because research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read. According to the DfE (Department for Education), 'almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words'. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

In our school we realise the importance of Phonics as it provides children with the building blocks needed to become successful readers. The children are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as 'sh' or 'oo' and then blend these sounds together, from left to right, to make a word. Children can then use this knowledge to decode new words they hear or see.

In Reception, the children learn the set 1 and set 2 sounds. Then in Year 1, the children learn the 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading but also spelling and develops skills which are transferrable to their Literacy. In Year 1, there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling.

Across EYFS/KS1, children have daily phonics lessons which they enjoy. Each session is broken up into different parts including the teaching of a new sound, reading words with the new sound, revision of previous sounds taught and also writing words. Phonics is embedded across the curriculum and the children are encouraged

to use phonics to support them in a range of topic work. Phonics is displayed in each RWI area across the school. The children are encouraged to use these displays to support their writing in all lessons across the curriculum.

Children in both Year 1 and 2 are assessed using the RWI assessments test at the end of each term. The test identifies the children's progress so far as well as their targets. In addition to this, children in Year 1 are also assessed using a phonics screening check at least twice a year. Regular assessment using the phonics screening test, alongside the RWI assessment test, enables us to group children for phonics/RWI, ensuring the teaching they receive is tailored to the level they are at. The final Year 1 phonics test takes place in June. The check is designed to confirm whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. The test consists of 40 words – a combination of 20 real words and 20 pseudo words (nonsense words) for the child to read 1:1 with their teacher. This is carried out by the Phonics leader who has undertaken the phonics testing training and is someone who the children are familiar with. Children who do not pass this in Year 1 will be re-assessed in Year 2, in the same manner. The results of this are reported to parents in the summer.

Home reading books are phonics based and we use the RWI book bag books which ensure continuity with our Phonics scheme. These are at the level of each individual child and match the books the children read in our Phonics lessons. Reading books are changed on a weekly basis. The Phonics leader also prepares and distributes phonics packs which contain the sounds that are taught on a daily basis. This allows parents to know what their child is learning, as well as secure the learning from school.

Impact

The result of phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading. Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

	Reception	Year 1	Year 2
Autumn 1	<p>Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h h r j v w x y z t h c h q u n g n k</p> <p>Read some single letter Set 1 sounds</p>	<p>Review Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>Read all set 2 sounds</p> <p>Read all words containing set 2 sounds</p> <p>Read word time 1.6-1.7 words</p> <p>Read Purple level story books</p>	<p>Review set 3 sounds: 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>Read all set 3 sounds speedily</p> <p>Read all words containing Set 3 sounds speedily</p> <p>Spell set 2 and set 3 words</p> <p>Read Blue level storybooks</p>
Autumn 2	<p>Review single letter alphabet gaps from the sounds above.</p> <p>Children to read all set 1 sounds.</p> <p>Teach children to blend using single letter alphabet sounds</p> <p>Teach word time 1.1–1.5</p>	<p>Teach set 3 sounds: 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>Read all set 2 sounds speedily</p> <p>Read all words containing set 2 sounds speedily</p> <p>Read word time 1.6-1.7 words</p> <p>Spell set 2 words</p> <p>Read Pink level story books</p>	<p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Read all set 3 sounds speedily</p> <p>Read all words containing Set 3 sounds speedily</p> <p>Spell set 2 and set 3 words</p> <p>Read a passage at 70-80 words per minute</p> <p>Read Blue level storybooks with increasing fluency and comprehension</p>
Spring 1	<p>Review Set 1 Special Friends: sh th ch qu ng nk</p> <p>Read all set 1 sounds speedily</p> <p>Children to blend sounds to read words</p> <p>Teach word time 1.5-1.6</p> <p>Read ditty stories</p>	<p>Review set 3 sounds: 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>Read all set 2 sounds speedily</p> <p>Read all words containing set 2 sounds speedily</p> <p>Read word time 1.6-1.7 words</p> <p>Spell set 2 words</p> <p>Read Orange level story books</p>	<p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>Teach multi-syllabic words</p> <p>Spell multi-syllabic words</p> <p>Spell set 2 and set 3 words</p> <p>Read Grey level storybooks</p>
Spring 2	<p>Read all set 1 sounds speedily</p> <p>Children to blend sounds to read words</p> <p>Teach word time 1.6-1.7</p> <p>Read Red level storybooks</p>	<p>Review set 3 sounds: 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>Read some set 3 sounds</p> <p>Read some words containing Set 3 sounds</p> <p>Spell set 2 and set 3 words</p> <p>Read Yellow level story books</p>	<p>Recap any missing sound gaps and build fluency when reading stories.</p> <p>They can read at a pace of 80-90 words per minute.</p> <p>Spell multi-syllabic words</p> <p>Spell set 2 and set 3 words</p> <p>Read Grey level storybooks with increasing fluency and comprehension</p>
Summer 1	<p>Teach Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>Read some set 2 sounds</p> <p>Read word time 1.6-1.7 words</p> <p>Read Green level storybooks</p>	<p>Review set 3 sounds: 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>Read most set 3 sounds</p> <p>Read most words containing Set 3 sounds</p> <p>Spell set 2 and set 3 words</p> <p>Read a passage at 60-70 words per minute</p> <p>Read Yellow level story books</p>	
Summer 2	<p>Review Set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>Read some set 2 sounds</p> <p>Read some words containing Set 2 sounds</p> <p>Build speed of reading words containing Set 1 sounds.</p> <p>Read word time 1.6-1.7 words</p> <p>Read Green/Purple level storybooks</p>	<p>Review set 3 sounds: 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>Read all set 3 sounds speedily</p> <p>Read all words containing Set 3 sounds speedily</p> <p>Spell set 2 and set 3 words</p> <p>Read Blue level story books</p>	
End of year expectations	<p>Children can read all Set 1 sounds and Set 2 sounds in words, including words with consonant blends. Children to build up speed of reading some of these words and read them without hesitation.</p>	<p>Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read Set 3 sounds in words without hesitation.</p> <p>They can read at a pace of 60-70 words per minute.</p>	