



Phonics and Early Reading Curriculum Statement

Vision:

“It is what you read when you don't have to that determines what you will be when you can't help it.”

— [Oscar Wilde](#)

At Whitemoor we recognise that every child is unique and brings to school a diverse range of knowledge and experience. We support, encourage and challenge children to develop their potential and individuality through the acquisition of a key set of fundamental skills. Teaching every child to read is one such skill.

At Whitemoor, we teach high quality phonics using Read, Write Inc (OUP).

We aim to develop enthusiastic and fluent readers through an inspiring reading curriculum and high quality teaching. All adults work together creatively to ensure that reading retains the highest of profiles in school. Children who are not making expected progress are identified immediately through sound assessment procedures and appropriate, intensive support is put in place.

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— [Dr. Seuss, *I Can Read With My Eyes Shut!*](#)

Reading Intent

At Whitemoor, leaders prioritise the teaching of reading: word reading and reading comprehension and reading is identified as a key priority on our School Improvement Plan. Leaders monitor the provision of reading through learning walks in English and phonics sessions as well as rigorous monitoring, including Pupil Voice throughout the year. The impact of this provision is measured through the analysis of (i) end of year cohort data (Phonics Screening Check and end of KS1 and 2 Reading assessments) and (ii) individual pupil progress throughout the year (on going assessments). All teachers meet with the SLT to discuss Pupil Progress twice a year and to action plan and gap analyse following this. We are a partner school of the Flying High English Hub.

Early Reading (Word reading):

To ensure that every child in our school will learn to read we ensure we use the Read Write Inc (OUP) synthetic phonics programme from YR to Y2.

We use Read Write Inc to teach phonics and graphic knowledge (common exception words and tricky words). In order to be certain that the scheme is delivered effectively, we rigorously follow Read Write Inc. and ensure that staff have the highest level of training through our school Early Reading Lead and we also use the Read Write Inc ongoing package of consultant level support. All teachers delivering Read Write Inc have attended external Read Write Inc training and we have fortnightly coaching sessions to further develop teaching practice. Read Write Inc is taught every day, and children are streamed into groups according to ability. Children are assessed every half term and groups are revised accordingly. Where children do not make the expected progress within a group, they receive 1:1 tuition.



Implementation:

Teaching phonics is a daily priority:

Children in EYFS have daily phonics lasting 30 minutes. Children in year 1 have a daily English session lasting for 60 minutes, this incorporates 20 minutes phonics teaching. The structure of each session follows Read Write Inc guidance.

There are a number of phonics groups daily (the number of groups changes according to need) and children are grouped based on assessments carried out on a half termly basis. Groups are flexible and children move between groups as the need arises based on assessments and the subsequent gap analyses.

If children are not reaching these expectations and keeping up with the pace of our phonics programme we intervene quickly by giving extra support. This is largely 1:1 support. The content of these sessions is determined by on-going gap analyses and our in depth knowledge of each child. These sessions are additional to our daily phonics sessions.

We have a skilled team who can teach phonics:

Every member of our staff delivering phonics has accessed recent in house training by our Phonics Lead and external training from Read Write Inc - including our most experienced staff. We access ongoing in-house training via a Read Write Inc specialist teacher through Read Write Inc and coaching sessions with the Early Reading lead.

Five key principles underpin the teaching in all *Read Write Inc.* sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.



Progression through the phonemes F2 during the Autumn term

Week	Teach
1	m, a, (time for settling into school and learning the structure of a phonics session – aim to teach at least 2 sounds this week – consolidate and move on if possible.)
2	s, d, t, i, n,
3	p, g, o, c, k,
4	u, b, f, e, l,
5	h, sh, ck, r, j
6	v, y, w, th, z,
7	ch, qu, x, ng, nk
October half term	

AUTUMN 1

Expectation – Set 1 sounds

Children taught as a whole class for the first half term –
Speed sound lesson lasting 15 mins.

Teach 5 new phonemes per week over 7 weeks

32 phonemes taught

Children are then assessed at the end of Autumn 1 and grouped as follows:

Group 1 – Children who know most or all Set 1 sounds.

Group 2 – Children who know some Set 1 sounds and can blend.

Group 3 – Children who know some Set 1 sounds and cannot blend.

Group 4 – Children who know few Set 1 sounds – SEN



AUTUMN 2

	What to teach
Group 1 – On track	Ditty photocopy 1-10 (10-20 if needed) Review Set 1 sounds/Word Time 1.1-1.4 Teach word time 1.5 – 1.6
Group 2 – Slightly below	Speed Sounds 1: Group C (Know Most Set 1 sounds and can blend) Teach gaps in Set 1 sounds and 'special friends' Word Time 1.1 – 1.5
Group 3 – Below	Speed Sounds 1: Group B (Know some Set 1 sounds and cannot blend) Teach gaps in Set 1 single letter sounds and Word Time 1.1-1.4
Group 4 – SEN	Speed Sounds 1: Group A (Know few or no Set 1 sounds) Teach Set 1 single letter sounds and Word Time 1.1-1.3

Progression through the phonemes F2 during the Spring & Summer term

Following the first term, F2 children will then continue to be grouped by ability and as per the Read, Write, Inc scheme. This will allow us to support and boost children before they fall too far behind their peers. It will also allow us to extend our more able children.

Year One & Year Two

Children follow the same format as F2 but will work on Set 2 sounds and eventually Set 3 sounds as detailed below. These sounds are the more complex sounds. They read books appropriate to their reading level. Daily sessions of RWI phonics last for one hour. Once children become fluent speedy readers they will move on to literacy in Year One and Active English in Year Two.



Children will be taught how to read as follows:

Fred Talk



We use pure sounds ('m' not 'muh', 's' not 'suh', etc.) so that your child will be able to blend the sounds into words more easily.

At school we use a puppet called Fred who is an expert on sounding out words! we call it, 'Fred Talk'.
E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets.

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

Set 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower,
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl
o	All around the orange
c	Curl around the caterpillar
k	Down the kangaroos body, tail and leg
u	Down and under the umbrella, up to the top and down to the puddle
b	Down the laces, over the toe and touch the heel
f	Down the stem and draw the leaves
e	Slice into the egg, go over the top, then under the egg
l	Down the long leg
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
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Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

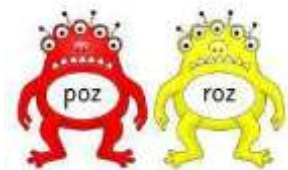


Step 2:

The children are then taught Set 2 Sounds - the long vowels. When they are very confident with all of set 1 and 2 they are taught Set 3 Sounds.

Long vowel sound	Set 2 Speed Sound cards Teach these first	Set 3 Speed Sound cards	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	ao: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse for a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Nonsense words (Alien words)





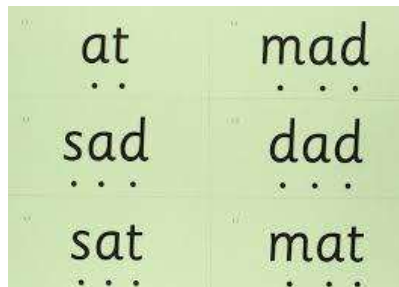
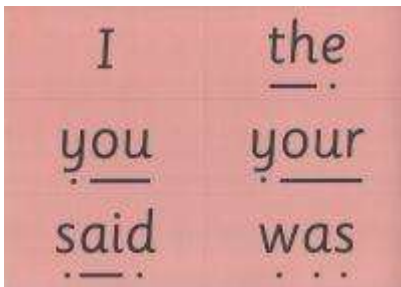
As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.

Step 3:

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp:

Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have **red** and **green** words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable.



Dots and dashes represent the sound each letter makes.

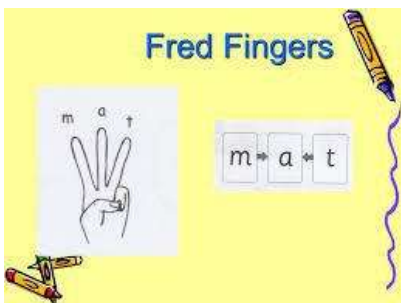
Once your children have been introduced and taught these words in school we will send them home for them to continue practising with parents.

During the RWI session children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills. We use 'hold, edit or build' a sentence to teach comprehension skills.

Hold a sentence is an activity that encourages children to remember a whole sentence while focusing on spelling and punctuation.

Build a sentence is to give children the opportunity to create their own sentence to that shows the meaning of a word and edit a sentence allows the children to critique a sentence using their knowledge of spelling punctuation and grammar. Children complete a longer piece of independent writing, which gives them the opportunity to show off their creativity and to practice their spelling, grammar and punctuation.

Spelling Quiz



A spelling quiz will be held each week (this will only start in Reception when children are ready to write and form their letters). Children will use first use 'Fred fingers' to first sound out a word before they write it down. Children learn how to spell rather than just get tested. Furthermore, this way of teaching spellings allows children to use Fred fingers whenever they get stuck with spelling a word. Children pinch each sound on fingers before writing the word.



Order of Story books:

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and teachers discuss this with parents.

Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year Two

Reading books in EYFS, Year 1 and Year 2 (whilst still on the RWI programme) match our phonics programme. Children are taught specific phonemes / graphemes and then have access to the equivalent books that reinforce the phonics that have been explicitly taught.

They also have access to books that they can choose in order to encourage reading for pleasure and with an adult. Children change their books every 3 or 5 days depending on which Read Write Inc level the children are on.

We encourage parents to hear their child read at home to develop fluency. Our expectation is that children read at home daily in Early Years and KS1. Reading diaries / records are used by parents to note any problems or issues their children are finding with the books, to ask teachers for further support or to praise their children. The teacher monitors these in order to ensure children are reading at home and also to gain information about other books that children may have access to at home. We carry out parent reading workshops which explain how Read Write Inc works at the New Parent Meeting for children in Early Years and also once during each academic year for all parents of children in Early Years and Year 1. In addition, the Early Reading Lead teacher has a stand at parents' evening to answer any queries which parents may have.



Impact:

See also Appendix 1 for further detail.

The following is a breakdown of where we expect children to be in relation to their phonological development through EYFS and Year 1:

EYFS:

Nursery

All children in nursery follow the Read Write Inc nursery programme which grows children's vocabulary through role-play, discussion, building sentences and using productive questioning. It places emphasis on developing children's love of reading through story and poetry times. In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'. This gives them a flying start before going into the Reception class.

Reception

In Reception all children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading:

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see above
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Talking

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

Year 1:

- November: Expected Score on Phonics Screening Check of 19/40
- February: Expected Score on Phonics Screening Check of 25/40
- End of Spring Term:
- April: Expected Score on Phonics Screening Check of 35/40



Year 2:

- By Christmas in year 2 it is anticipated that the majority of children will have completed the Read Write Inc programme.

By the end of Year 2 we expect our children to be skilled at word reading to ensure:

- the speedy working out of the pronunciation of unfamiliar printed words (decoding); decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;
- the speedy recognition of familiar printed words; read books at an age appropriate interest level, accurately and at a reasonable speaking pace;
- books at an age appropriate interest level are read at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;
- most words are read effortlessly and children are able to work out how to pronounce unfamiliar written words with increasing automaticity.

Decoding fluently and accurately by the end of Year 2 means that no further direct teaching of word reading skills (with the exception of vocabulary development) should be needed for the majority of children at our academy. However, we offer the following provision for those children who may need further support:

Children who do not pass the Phonics screening in Year 1:

Any children who do not pass the phonics screening in Year 1 will remain in the RWI programme when in Year 2. If children still do not pass the phonics screening in Year 2 they will remain in the RWI scheme during Year 3 and 4. This would only be a very small number of children, who we feel would benefit. If a child has a high level of need and is not accessing phonics, then a personalised curriculum would include phonics teaching at their own personal level within it.

Fresh Start Read Write Inc Programme for children in years 5 and 6 who need a phonics-based support at an appropriate interest level for their age group.



Appendix 1



RWI – **FOUNDATION** ASSESSMENT DOCUMENT FOR READING/WRITING

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2 <u>Use this as baseline for Year 1 on OTRACK</u>
Speed Sounds 1: Group A (Know few or no Set 1 sounds) Teach Set 1 single letter sounds and Word Time 1.1-1.3	<u>BELOW</u> Know few Sounds 1 DAILY 1-1 ADDITIONAL TEACHING.		<u>SIGNIFICANTLY BELOW</u> - Know few Set 1 Sounds DISCUSS LEVELS WITH SENCO – ASSESSED ON BSQUARED IN YEAR 1 IMPLEMENT DAILY 1-1 RWI TUTORING Consider SEN referral and investigate addition reasons why children may be working below (Home issues, EAL, new to school, summer birthday, SEMH issues?)			
Speed Sounds 1: Group B (Know some Set 1 sounds and cannot blend) Teach gaps in Set 1 single letter sounds and Word Time 1.1-1.4	<u>JUST BELOW</u> Know some Set 1 Sounds and cannot blend	<u>BELOW</u> Know some Set 1 Sounds and cannot blend	<u>SIGNIFICANTLY BELOW</u> Know some Set 1 Sounds and cannot blend	<u>SIGNIFICANTLY BELOW</u> Know all Set 1 Sounds cannot blend	<u>SIGNIFICANTLY BELOW</u> Know some Set 1 Sounds but cannot blend	<u>SIGNIFICANTLY BELOW</u> D0+ Know some Set 1 Sounds cannot blend
Speed Sounds 1: Group C (Know most Set 1 sounds and can blend) Teach gaps in Set 1 sounds and 'special friends' Word Time 1.1 – 1.5	<u>ON TRACK</u> Know all Set 1 Sounds and can blend simple CVC words.	<u>JUST BELOW</u> Know all Set 1 Sounds and can blend simple CVC words.	<u>BELOW</u> Know most Set 1 Sounds and can blend simple CVC words.	<u>BELOW</u> Know all Set 1 Sounds and can confidently blend	<u>SIGNIFICANTLY BELOW</u> Know all Set 1 Sounds and can confidently blend	<u>SIGNIFICANTLY BELOW</u> C0 Know all Set 1 Sounds and can confidently blend
Ditty photocopy 1-10 (10-20 if needed)		<u>ON TRACK</u> Confidently blending	<u>JUST BELOW</u>	<u>JUST BELOW</u>	<u>BELOW</u>	<u>BELOW</u> C0+



Review Set 1 sounds/Word Time 1.1-1.4 Teach word time 1.5 – 1.6		Completed Ditty photocopies 1-10	Confidently blending and working within Ditty 1-10	Completed at least 10 Ditty photocopies and are ready to start Red.	Completed at least 10 Ditty photocopies and are ready to start Red.	Completed at least 10 Ditty photocopies and are ready to start Red.
Red Ditty Book Review Set 1 sounds/Word Time 1.1-1.5 Teach Word Time 1.6 – 1.7		ABOVE Completed further Ditty photocopies 10-20 and started Red Ditty books 1-4	ON TRACK Completed further Ditty photocopies 10-20 and started Red Ditty books 1-4	ON TRACK Completed all Red Ditty Books and ready to move to Green	JUST BELOW Completed all Red Ditty Books and ready to move to Green	JUST BELOW S0 Completed all Red Ditty Books and ready to move to Green
Green Teach Set 2 Sounds & Review Set 1			ABOVE Completed all Red Ditty Books and ready to start Green	ABOVE Half way through Green	ON TRACK Starting or half way through Green	ON TRACK S0+ Completed Green
Purple Teach Set 2 & Review Set 1					ABOVE Completed Green	ABOVE D1 Half way through Purple – this would be exceptional

(Assess children using EYFS profile until end of Summer 2, use this level as a baseline for Year 1 moving into WAPS)



RWI – **YEAR 1** ASSESSMENT DOCUMENT FOR READING/WRITING

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Speed Sounds Set 1 Groups A, B, C	SEN REGISTER – WORKING SIGNIFICANTLY BELOW ARE (consider reasons why EAL? Home issues? New to school/education? SEMH?) IMPLEMENT DAILY 1-1 RWI TUTORING DISCUSS LEVELS WITH SENCO – CHILDREN SHOULD BE ASSESSED USING BSQUARED					
Ditty photocopy 1-10 (10-20 if needed) Review Set 1 sounds/Word Time 1.1-1.4 Teach word time 1.5 – 1.6	CO+	CO+	CO+	CO+	CO+	S1
Red Ditty Book Review Set 1 sounds/Word Time 1.1-1.5 Teach Word Time 1.6 – 1.7	<u>BELOW</u> S0 Red completed	S0	S0	S0	S0	S0+
Green Teach Set 2 Sounds & Review Set 1	<u>JUST BELOW</u> S0+ Green completed	<u>BELOW</u> S0+ Green completed	S0+	S0+	S0+	D1
Purple Teach Set 2 & Review Set 1	<u>ON TRACK</u> D1 Purple completed	<u>JUST BELOW</u> D1 Purple completed	<u>BELOW</u> D1 Purple completed	D1	D1	D1+
Pink	<u>ABOVE</u> D1+	<u>ON TRACK</u> D1+	<u>JUST BELOW</u> D1+	<u>BELOW</u> D1+	D1+	C2



Teach Set 3 Sounds & Review Set 1 & 2	Pink completed	Pink completed	Pink completed	Pink completed		
Orange Teach Set 3 Sounds & Review Set 1 & 2		<u>ABOVE C1</u> Orange completed	<u>ON TRACK C1</u> Orange completed	<u>JUST BELOW C1</u> Orange completed	<u>BELOW C1</u> Orange completed	<u>BELOW C1+</u> Orange completed
Yellow Review Set 1, 2 and 3 sounds			<u>ABOVE C1+</u> Yellow completed	<u>ON TRACK C1+</u> Yellow completed	<u>JUST BELOW C1+</u> Yellow completed	<u>JUST BELOW S1</u> Yellow completed
Blue Review Set 2 and 3 sounds				<u>ABOVE S1</u> Working within Blue	<u>ON TRACK S1</u> Working within Blue	<u>ON TRACK LOWER S1+</u> Working within Blue
GREY					<u>ABOVE D2</u> Blue completed Ready to start Grey or working within Grey	<u>ON TRACK HIGHER D2</u> Blue completed Ready to start Grey or started Grey
COMPLETED RWI SCHEME - YEAR 1 LITERACY GROUP						<u>ABOVE D2+</u> Grey completed. Working within Year 1 Literacy group



RWI – **YEAR 2** ASSESSMENT DOCUMENT FOR READING/WRITING

	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
Speed Sounds Set 1 Groups A, B, C	SEN REGISTER – WORKING SIGNIFICANTLY BELOW ARE (consider reasons why EAL? Home issues? New to school/education? SEMH?) IMPLEMENT DAILY 1-1 RWI TUTORING. DISCUSS LEVELS WITH SENCO/RWI LEADER					
Ditty photocopy 1-10 (10-20 if needed) Review Set 1 sounds/Word Time 1.1-1.4 Teach word time 1.5 – 1.6	S0	S0	S0	S0	S0	S0
Red Ditty Book Review Set 1 sounds/Word Time 1.1-1.5 Teach Word Time 1.6 – 1.7	S0+	S0+	S0+	S0+	S0+	S0+
Green Teach Set 2 Sounds & Review Set 1	D1	D1	D1	D1	D1	D1
Purple Teach Set 2 & Review Set 1	D1+	D1+	D1+	D1+	D1+	D1+
Pink	C1	C1	C1	C1	C1	C1



Teach Set 3 Sounds & Review Set 1 & 2						
Orange Teach Set 3 Sounds & Review Set 1 & 2	<u>BELOW C1+</u> Completed Orange	<u>C1+</u>	<u>C1+</u>	<u>C1+</u>	<u>C1+</u>	<u>C1+</u>
Yellow Review Set 1, 2 and 3 sounds	<u>BELOW S1</u> Completed Yellow	<u>BELOW S1</u> Completed Yellow	<u>S1</u>	<u>S1</u>	<u>S1</u>	<u>S1</u>
Blue Review Set 2 and 3 sounds	<u>JUST BELOW S1+</u> Working within Blue	<u>BELOW S1+</u> Working within Blue	<u>BELOW S1+</u> Working within Blue	<u>S1+</u>	<u>S1+</u>	<u>S1+</u>
GREY	<u>ON TRACK D2</u> Working within Grey	<u>JUST BELOW D2</u> Working within Grey	<u>BELOW D2</u> Working within Grey	<u>A TERM BELOW D2</u> Working within Grey	<u>D2</u>	<u>D2</u>
COMPLETED RWI SCHEME - YEAR 1 LITERACY GROUP	<u>ABOVE D2+/C2</u> Working on Year 2 Literacy work – TEACHER ASSESS FROM NOW ON	<u>ON TRACK D2+</u> Completed Grey and ready to work on Year 2 work in class	COMPLETED RWI by the end of the Autumn term Assessed using WAPS on Literacy work completed in class			

RWI – YEAR 2 ASSESSMENT DOCUMENT FOR READING/WRITING

