

# Phonics at The Mill Academy



We are a  
Ruth Miskin

**Read Write Inc.**

school  
2024



### **Phonics and Early Reading in Nursery**

Our Nursery focuses on developing a love of reading by ensuring provision offers access to a wide range of picture books and short stories which are both read to them and accessible to explore independently. They begin to develop their vocabulary through purposeful role-play opportunities and child-led discussions. The children focus on rhythm and sounds, the skills of listening and identifying and writing the letters of Read Write Inc's Set 1 sounds. This includes learning the rhyme to help them begin to form the letters accurately. The vocabulary rich learning environment inspires children to broaden their own vocabulary and become confident in exploring and using new words. In the term before they are due to begin Reception the RWI Nursery programme is introduced to ensure the best possible start.

### **Read Write Inc Phonics**

When pupils first enter in Reception, they robustly follow the Read, Write, Inc. systematic synthetic phonics (SSP) scheme. This is followed until the Autumn term in Year 2 and is taught progressively and with fidelity. Children, who are within Reception and KS1, are taught each day in small, teacher-led groups to learn sounds and reading skills according to their ability which is assessed each half term. To ensure pupils retain their knowledge of phonemes and graphemes, they spend 45 minutes on this Systematic Synthetic Phonics programme, as well as revisiting sounds throughout the day. Pupils who are not keeping up with their peers undertake daily Fast Track Tutoring intervention support and where pupils have not yet mastered the English alphabetic code in Key Stage 2, they access the Fresh Start Programme to ensure they catch up quickly. The Reading Leader oversees the teaching of the scheme by carrying out regular side-by-side coaching. Teachers attend regular training to ensure that their skills are constantly being developed. Where needed, children will be given focused 1-2-1 (fast track tutoring) or small group support to help develop their knowledge of the sounds or word blending.

*Early Reading is prioritised for the best start. A robust, systematic synthetic phonics programme is in place. Stories, rhymes, songs and poems are prioritised.*

	Baseline	Autumn	Spring	Summer
<b>FS1</b>		Teach Pre-Phonics skills using the Pre-Phonics skills document.	Teach Pre-Phonics skills using the Pre-Phonics skills document.	<p>Begin to teach Set 1 sounds using the Read Write Inc Nursery programme to those children who are in their last term of Nursery. (Daily sessions)</p> <p>Continue to teach Pre-Phonics skills for January and Easter Nursery starters.</p>
<b>FS2</b>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>For those children who have accessed the Read Write Inc. programme for Nursery, it is expected that they will know some Set 1 sounds and can orally blend and segment words.</li> </ul>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>Teach Set 1 sounds.</li> <li>It is expected that by the end of Autumn 1 children will know 16 sounds.</li> <li>It is expected that by the end of Autumn 2 children will know 25 sounds.</li> </ul> <p><u>Book reading expectation</u></p> <ul style="list-style-type: none"> <li>It is expected that some children will begin to read the Sound Blending books and ditty sheets.</li> </ul>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>Review Set 1 sounds and begin to teach Set 2.</li> <li>It is expected that by the end of Spring 1 children will know 31 sounds.</li> <li>It is expected that by the end of Spring 2 children will know 35 sounds.</li> </ul> <p><u>Book reading expectation</u></p> <p>Read Red books containing Set 1 sounds for fluency.</p>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>Teach Set 2 sounds.</li> <li>It is expected that by the end of Summer 1 children should know 35 sounds.</li> <li>It is expected that by the end of Summer 2 children should know 41 sounds.</li> </ul> <p><u>Book reading expectation</u></p> <p>Read Green/Purple books containing Set 1 sounds for fluency.</p>

	Baseline	Autumn	Spring	Summer
<b>Year 1</b>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>At baseline, it is expected that children in Year 1 will know 41 sounds.</li> </ul> <p><u>Book reading expectation</u></p> <p>Read Green/Purple books containing Set 1 sounds for fluency.</p>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>Teach Set 3 sounds.</li> <li>It is expected that by the end of Autumn 1 children will know 47 sounds.</li> <li>It is expected that by the end of Autumn 2 children will know 56 sounds.</li> </ul> <p><u>Book reading expectation</u></p> <p>Read Pink/Orange books containing Set 2 sounds for fluency.</p>	<p><u>Sound knowledge</u></p> <p>Review Set 3 sounds.</p> <p>It is expected that by the end of Spring 1 children will know 64 sounds.</p> <p>It is expected that by the end of Spring 2 children will know 74 sounds.</p> <p><u>Book reading expectation</u></p> <p>Read Yellow books containing Set 2 sounds for fluency.</p>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>Review Set 3 sounds.</li> <li>It is expected that by the start of the summer term children in Year 1 will know 74 sounds.</li> </ul> <p><u>Book reading expectation</u></p> <p>Read Blue books containing Set 2 and Set 3 sounds for fluency at 70+ words per minute.</p>
<b>Year 2</b>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>At baseline, it is expected that children in Year 2 will know 74 sounds.</li> </ul>	<p><u>Sound knowledge</u></p> <ul style="list-style-type: none"> <li>Review Set 3 sounds and sound families.</li> </ul> <p><u>Book reading expectation</u></p> <p>Read Grey books containing Set 3 sounds for fluency at 90+ words per minute.</p>	<p>Whole Class Reading – fluency, vocabulary development &amp; comprehension</p>	<p>Whole Class Reading – fluency, vocabulary development &amp; comprehension</p>

# Pre-Phonics Skills in Nursery

As children begin Primary school (Reception year) they will start a synthetic phonics scheme (RWI) that will give them the early skills they need to be able to word read. Before children begin RWI, they need to learn and understand a wide range of pre-phonics skills. These skills are taught in our Nursery class. Pre-phonics skills give children the early building blocks of listening, recognising, and identifying sounds that they hear. It also enables them to make their own sounds that they can name and describe. These pre-phonics skills are vital in supporting children to 'tune in' to sounds that they hear so that they have all the skills they need to successfully begin word reading.

Environmental Sounds	Instrumental Sounds	Body Percussion	Rhyme & Rhythm	Alliteration	Voice Sounds	Oral Blending & Segmenting
<p>WALT Listen to and identify outdoor sounds.</p> <p>WALT Listen to and identify indoor sounds.</p> <p>WALT Name some animals / objects and make their sounds, without seeing them.</p> <p>WALT Make the correct noise from a set of clues.</p> <p>WALT Talk about stories linked to my experiences and make every day sounds to go with the pictures.</p>	<p>WALT Use instruments to make different sounds.</p> <p>WALT Identify and name different instruments being played.</p> <p>WALT Remember and repeat a rhythm.</p> <p>WALT Discriminate and copy loud and quiet sounds.</p> <p>WALT Stop and start playing an instrument at a signal.</p> <p>WALT Play an instrument to describe an action.</p> <p>WALT Perform a short instrumental piece for others</p>	<p>WALT Perform a song with actions.</p> <p>WALT Perform an action to match a musical instrument.</p> <p>WALT Perform actions increasing and decreasing my speed, as necessary.</p> <p>WALT Copy a body sound.</p> <p>WALT Copy a sequence of body sounds.</p> <p>WALT Identify a body sound (snoring, eating, clapping etc.)</p> <p>WALT Move our bodies in response to an instrument</p>	<p>WALT Join in with repetitive story phrases.</p> <p>WALT Fill in the rhyming gaps in a story, rhyme, or song.</p> <p>WALT Move in time to the beat; fast, slow, skipping, marching etc.</p> <p>WALT Clap the beats in my name and other familiar words.</p> <p>WALT Recognise when two words rhyme.</p> <p>WALT Verbally continue a rhyming string.</p>	<p>WALT Suggest a person who has a name beginning with a given letter.</p> <p>WALT Suggest an object that begins with a given sound.</p> <p>WALT Sort objects that begin with the same sound.</p> <p>WALT Make suggestions of things that begin with the same sound.</p> <p>WALT Join in with an alliterative story and make suggestions.</p> <p>WALT Look at an object and recognise the initial sound.</p>	<p>WALT Use our voices to make slow, fast, quiet, loud, long, short sounds.</p> <p>WALT Make the right movements with my mouth to say some sounds.</p> <p>WALT Make sounds with my voice – be a clock, tick tock.</p> <p>WALT Continue a sound pattern with my voice and vary the pitch.</p> <p>WALT Use our voices to add sounds to a story.</p> <p>WALT Listen to and sing a variety of songs and nursery rhymes.</p>	<p>WALT Understand 'Fred Talk' words that are segmented.</p> <p>WALT Sound out and clap CVC words.</p> <p>WALT Hear and remember the separate spoken sounds in words, orally blending these together to say whole words matched to an object or action.</p> <p>WALT Identify objects with three phonemes from 'Fred Talk.</p> <p>WALT Blend 2 or 3 phonemes from 'Fred Talk' to make a word.</p> <p>WALT Copy 'Fred Talk' and blend the whole word.</p>



# Assessment

Pupils are assessed at least once per half term using the RWI online portal. The assessments are analysed by the reading leader and pupils are grouped according to ability. This information is shared with class teachers and each reading teacher so that gaps can be targeted in speed sound / word time lessons and throughout the day. Parents/carers are informed of which group their child is in every half term .

# Fast Track tutoring

Children who are in the lowest progress group receive extra daily practice known as Fast Track tutoring. This provides intensive, targeted support to address specific gaps in a child's reading.

# Home Reading

Children in Nursery will bring home a book to share and enjoy with a grown up.

Once children have learnt the first 16 sounds in Set 1 and can use Fred Talk to blend words together, they will start to bring home either a paper ditty sheet or a Sound Blending book. A new ditty sheet will be sent home daily, the sound blending book will be changed every 3 days.

Children in Red to Grey groups will bring home the book they have read in school, the matching book bag book and a reading for pleasure book that they have selected themselves. The reading for pleasure book is to be shared and enjoyed with a grown up at home. Their phonics books will be changed every 3-5 days dependent on their phonics group. Their reading for pleasure book will be changed at least weekly or more often if needed.

Once children complete the Read Write Inc. programme, they select their own book to take home from a selection of early chapter books.



Ditty sheet



Storybook and book bag books



Early Chapter books

# Phonics Screening Check FAQ

## What is the Phonics Screening Check?

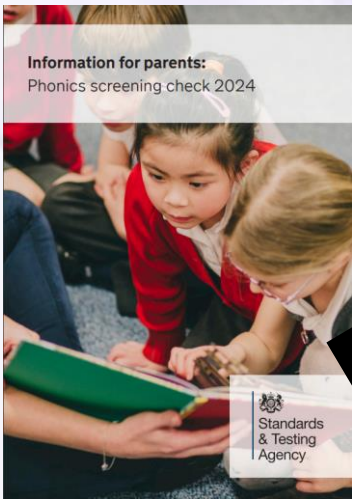
The Phonics Screening Check is a short, statutory reading assessment designed to give teachers information about how individual children are progressing in phonics. It is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.

## Who takes the Phonics Screening Check?

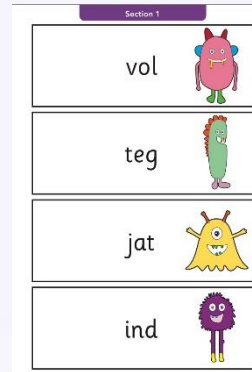
Year 1 children are expected to take the Phonics Screening Check during a specified week in June. Some Year 2 children might also be checked if they didn't achieve the expected standard in Year 1 or if they have not taken the check before.

## What happens during the Phonics Screening Check?

The check contains 40 words. Each child sits one to one with a teacher and reads each word aloud. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense/alien words). The check takes about 10 minutes, but each child can complete it at their own pace.



[https://assets.publishing.service.gov.uk/media/664c87774f29e1d07fadcb9/2024\\_Information\\_for\\_parents\\_assessment\\_phonics\\_screening\\_check\\_WEBHO.pdf](https://assets.publishing.service.gov.uk/media/664c87774f29e1d07fadcb9/2024_Information_for_parents_assessment_phonics_screening_check_WEBHO.pdf)



## How are the results reported?

By the end of the Summer Term, schools will report results of the check to parent/carers and will confirm if children have met the standard threshold.

## What happens if a child does not meet the standard?

The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need extra help and support. Children who do not achieve the expected level will retake the test when they are in Year 2.

## What are pseudo words (nonsense/alien words)?

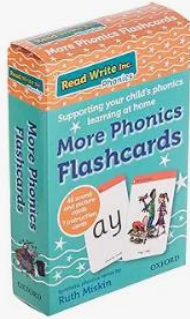
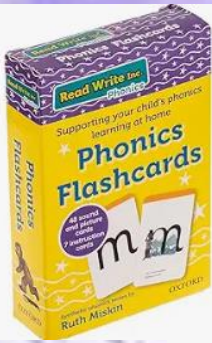
Pseudo words are words that are phonically decodable but are not actual words with an associated meaning. Children cannot read these words by using their memory, so they must use their decoding skills. All pseudo words in the check are accompanied by a picture of an imaginary creature so that children recognise these as nonsense or 'alien' words.

## How can I support my child at home?

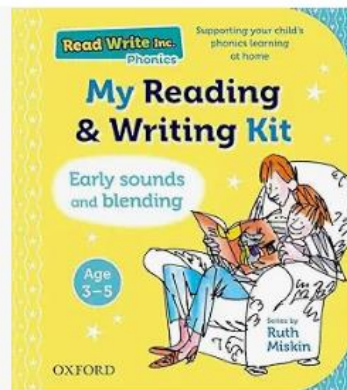
- Enjoy sharing and reading books as much as possible.
- If your child is struggling to read a word, encourage them to 'Special friends, Fred Talk, Read the word' and then blend the sounds together from left to right.
- Talk about the meaning of unfamiliar words.
- Ask your child's class teacher if you have any questions.
- Attend our parent/carer meetings throughout the year.



# Further links and resources



Resources can be purchased online to support your child's phonics knowledge at home.



Please click the link below which will take you to a YouTube playlist of videos all about RWI Phonics.

<https://www.youtube.com/playlist?list=PLDe74j1F52zSciOMSn3zQDSzgu9TrbQ1c>



1		<b>What is Read Write Inc. Phonics?</b> Ruth Miskin Training • 8.5K views • 1 year ago 2:47
2		<b>Understanding Phonics</b> Ruth Miskin Training • 3.3K views • 1 year ago 2:58
3		<b>How to say the sounds</b> Ruth Miskin Training • 5.2K views • 1 year ago 2:45
4		<b>The Phonics Screening Check</b> Ruth Miskin Training • 4.3K views • 1 year ago 1:52
5		<b>Listening to your child read</b> Ruth Miskin Training • 3.2K views • 1 year ago 2:25
6		<b>Why read to your child?</b> Ruth Miskin Training • 1.2K views • 1 year ago 2:08

## Website links

<https://www.ruthmiskin.com/parentsandcarers/>

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