

Our Phonics Mission

Our aim is to teach every child to read and write, and to keep them reading.



Expectations

The children will be assessed according to their reading ability at the start of the year. They will then move into different groups periodically, according to their progress. Our aim is for every child to be off phonics by the end of Year 1 so that they are prepared for the KS1 tests. These are known as SATs, following the assessment process, the children will be placed into a phonics group to meet their individual needs. They will have a phonics lesson taught by a trained phonics teacher, who will deliver the session daily. They will be taught new sounds (digraphs and trigraphs) each day, and recap on previous sounds at the start of each session. This is called the speed sound section. Children will be encouraged to say the sounds out loud using their 'Fred fingers', write the sounds, write words that have the sound in them and spot the sounds (special friends) in words in corresponding phonics books. Once the children have learnt the sounds they are then able to blend unfamiliar words using 'Fred Talk'. Children will be given a phonics book to take home and read with you on a weekly basis. Please look after these books and return them when prompted to be exchanged for the next one. The phonics teacher keeps a record of all the books going home and will not issue a new one until the previous one is returned or paid for if it is lost or damaged. It is really important that the children read these books at home as they are linked to their new learning and not read in class. Recent studies have shown this maximises their progress.

<https://home.coxfordowl.co.uk/reading/reading-scholarship-coxford-owl/learn-write-the-phonics-guide/>

Why Phonics?

Read Write Inc. programmes work because we get children's brain 'COGS' working: Everything CONNECTS: children connect sounds with mnemonic pictures; words with their meanings; and stories with the sounds they know. They connect their own experiences to the stories they read and learn to lift the words off the page. Children learn ONE thing at a time and practise it until it becomes second nature. Interactive practice keeps children focused, and their capacity to learn develops exponentially. They learn at their GOLDILOCKS spot (not too easy, not too hard) with others at a similar challenge level. No time is wasted. Children remember what they learn by SAYING it out loud to a partner. If they can't explain it, the teacher repeats it until they can. What's more, our teachers are trained so they have capacity to show love for what they do. The more they love teaching, the more the children love learning.

PHONICS



Vocabulary

Diagraph: 2 letters that make one sound (th, ay, oy, ir, oo, ow)

Trigraph: 3 letters that make one sound (igh, are, air)

Fred fingers: Children use their fingers to represent each sound in a word.

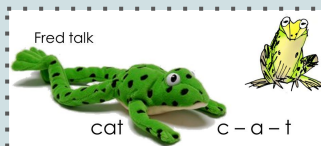
Blending: Children fluently join together sounds in a word.

Segmenting: Children divide words into sounds.

Fred Talk: Fred can only speak in sounds

Special friends: These are the digraphs and trigraphs in words that children are encouraged to look for.

SATs : Mandatory end of key stage assessments



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.



- Fred Talk
- Fred Fingers
- Fred in the Head

