

## Phonics and Reading – Primary

### Intent

Reading is one of the most important skills your child will learn during their time at school. Reading, listening to and talking about stories and non-fiction texts develops children's vocabulary because they meet words they would rarely hear or use in everyday speech.

Our aim is that every child becomes a confident, fluent reader who loves books and has a reading age that at least matches their chronological age. Through daily, systematic, and consistently high-quality phonics teaching, children learn to blend sounds to read words and segment words to support their spelling. To ensure our children develop a strong phonic awareness and master effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Read, Write, Inc (RWI). Read Write Inc. ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum, ensuring they flourish as learners throughout their time at school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.



### Implementation

#### School Library

At Bournville All-Through we have primary and secondary phase libraries. Children are able to attend the library to choose a book to read at home. We have fiction, non-fiction, early readers, picture books and poetry in the primary library. We have ensured that our community is represented throughout the variety of books, so children are able to see themselves throughout book choices. We have the library audited periodically to ensure it is kept up-to-date and current, ensuring good quality texts.

#### Daily phonics and reading lessons

All children that are working through the Read Write Inc programme have a session every day. We use the Read Write Inc blueprint lesson plans to ensure consistency across the school. Children are assessed every six weeks and grouped into phonics and reading groups based on this assessment.

This ensures:

- children are working with and reading phonics sounds that are securely matched to their current need.
- regular assessment which allows us to progress children or identify any support required quickly.
- we use books matched to the children's secure phonic knowledge, using the Read Write Inc half termly reading assessments.

Reading practice sessions focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression.
- comprehension: teaching children to understand the text.

## Teaching Reading at Key Stage 1 and 2- CUSP Reading Curriculum



At Bournville All- Through School we teach reading using 'Curriculum with Unity Partnership' (CUSP). The CUSP Reading curriculum is designed to help every child develop a deep love of reading and the skills they need to become confident, fluent readers. It brings together high-quality texts, rich vocabulary teaching, and carefully sequenced lessons that build knowledge step by step. Children revisit key ideas regularly so they can remember more over time, strengthening both their comprehension and their enjoyment of books. Through a diverse range of stories, non-fiction and poetry, pupils are introduced to exciting worlds, new ideas and ambitious language, helping them grow as curious, thoughtful readers.

### Impact

Desired outcomes are seen and measured in the following ways:

- Children will make progress through the different phases of phonics in line with year group expectations and make progress from their own individual starting points.
- Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real as well as nonsense words.
- Children will demonstrate high levels of engagement in phonics and will apply their phonological knowledge when reading and writing, using the working walls to assist them when needed but become increasingly independent in this process.
- Children will have an increased recognition of tricky words and high frequency words when reading and apply these when writing.
- Children with SEND will develop phonic skills and knowledge and they will develop their ability to apply this across the curriculum which will help to prepare them for the next stage in their education.

### Statutory Assessment

- Phonics screening test results will be inline or above National Average and all pupils will pass the phonics screening by Year 2 having been given catch-up intervention sessions.
- Results in literacy and communication and language in EYFS will inline or above National Expectations.

Those pupils who are below expected outcomes will receive catch-up sessions to ensure gaps are closed early on

- Pupil results in reading at the end of KS1 and 2 will be inline or above National Expectations.



### Teaching order of Read Write Inc Phonics Sounds



We follow the Read Write Inc expectations of progress:

- Children in Reception are taught to read and spell words using all of the Set 1 sounds (*single letter sounds and some digraphs*), including words with adjacent consonants (CCVC/CVCC) with fluency and accuracy. Children will read and begin to spell words using some of the Set 2 sounds.
- Children in Year 1 review Set 2 sounds from Reception and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists.

### Set 1 Sounds

Children can start blending sounds into words as soon as they know a small group of letters well. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in a sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. In RWI, the individual sounds are called 'speed sounds' – because we want children to read them effortlessly. Set 1 sounds are the single letter sounds as well as five 'special friend' sounds (two letters that make one sound – digraphs). They are taught in the following order: **m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk, ll, ff, ss, ck.**

#### Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh		ship, shop,
th		thing, thin,
ch		chip, chop, champ,
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	stink, think, link, sink

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay

as in play, ee as in tree and igh as in high. When children are taught Set 2 sounds, they will learn:

- a simple picture prompt linked to the sound.
- a short phrase to say e.g. may I play.
- the letters that represent a sound (special friends) e.g. ay

Each sound has a list of 'green words' (can be sounded out) linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray. Green words are decodable words that children can use their 'Fred Talk' to sound out and blend. They feature the sound that the children have been learning that day. In a phonics lesson, children cover up to 5 or 6 new green words to support their reading of a new sound. When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

The tables below show each sound, the associated phrase and example green words for set 1 special friends, set 2 and 3 sounds, as well as additional sounds that are taught alongside the sets.

### Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool
oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That's not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt
ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ, joy

### Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	make, cake, flake, bake
ea	Cup of tea	neat, real, clean, please
i_e	Nice smile	hide, shine, white, nice
o_e	Phone home	phone, bone, home, spoke
u_e	Huge brute	tune, rude, June, perfume
aw	Yawn at dawn	saw, law, raw, straw
are	Share and care	bare, spare, scare, flare
ur	Nurse with a purse	burn, turn, hurl, burp, lurk
ow	Brown cow	howl, down, brown, frown
oi	Spoil the boy	join, coin, voice, choice
ai	Snail in the rain	paint, train, rain, pain
e	e: he, she, me, be, we	he, she, we, be, me
oa	Goat in a boat	coat, throat, boat, float
ew	Chew the stew	flew, blew, crew, new
er	A better letter	over, weather, never
ire	Fire, fire!	spire, conspire, hire, fire
ear	Hear with your ear	fear, dear, gear, spear
ure	Sure, it's pure	picture, mixture, adventure

### Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	rescue, blue, glue, clue
ie	Terrible tie!	ties, tried, pie, lie
au	Paul the astronaut	Paul, august, author, pause
e-e	Go Steve and Pete!	even, Steve, Pete, theme
kn	Knock knock, who's there?	knight, knee, knock, knit, knot
ck	Tick tock clock	clock, pick, black, snack

### Red Words

Children learn 'red words'. These are words that require them to stop and think, they can't use their sounds to blend them and so they have to work hard to remember them so they can read and spell them accurately. Children will also learn 'red words' alongside their learning of the sounds above. These are introduced in a progression that matches the order they are introduced in the different coloured Read Write Inc books.

Red Ditty Level								
put	the	I	no	of	my	for	he	
Green Level								
your	said	you	be	are				
Purple Level								
to	me	go	baby	put(s)	your			
Pink Level								
I've	like	all	we	want	her	call	she	I'm
something	into	so						
Orange Level								
what	do	today	they	old	I'll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tall	one
I've	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole
water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			