



Wootton St Peter's School - Phonics Policy

As a school, we teach synthetic phonics as the initial approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc (RWI) Phonics Programme created by Ruth Miskin which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing. We aim to ensure that all pupils can

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Learn letter formation

In Nursery the children start the RWI phonics programme in the summer term before they start in Reception. Before this we grow the children's vocabulary through nursery rhymes, rhyming strings and games, poems, songs and planned talk. We develop the children's love of reading through sharing enticing stories and poetry times by selecting high quality texts which are rich in vocabulary. Children also take part in oral segmenting and blending and listening walks where they identify different sounds. In Reception, Year One and Year Two, children have daily discrete Phonics lessons lasting 30 minutes. Pupils are split into small groups in which the work is matched at the correct level for the children. Phonics sessions involve reading and writing specific sounds in a variety of active and fun ways including games and stories.

Pupils are taught to work effectively with a partner for paired reading to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words). We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

The children's progress in Phonics is assessed each term. Those children who are at risk of falling behind the programme's pace and expectations are given additional support.

Children in Year One take part in the statutory Phonics Screening test during Term 6. The main purpose of this is to give a summative assessment of the children's progression in learning to read, over the previous two years. This is reported to parents at the end of the school year. Any child who doesn't pass the Phonics Test in Year One will retake in Year Two.

We aim for all children to complete the RWI programme before moving to KS2. Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers. A small number of children may reach upper KS2 and continue to require support for reading.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm, and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of RWI lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

It is important to remember to never give up! Every child can learn to read if you persevere.

Parental Involvement

At Wootton School, we are fully committed to working in partnership with parents.

An introductory letter will provide parents with information about RWI and Phonics teaching at Wootton.

Parent information meetings will be scheduled at the start of the academic year.

Parents should support their child with daily reading of the RWI Book Bag Books.

We also send home the book the children have read in their Phonics Group each week which they can confidently share with their families.

Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children. The teacher assesses how children:

- read the grapheme chart
- read the green and red word lists
- decode the ditty/story

Formal assessment is carried out each short term using the RWI Phonic checks.

Monitoring and Review

The Phonics Lead will

- Analyse the Phonics assessments to ensure pupils are in the correct groups and record children’s progress.
- Carry out ‘drops in’ on RWI groups to give advice and to informally check that pupils are in the correct groups
- Where necessary model lessons.
- Provide training to ensure consistent whole-school practise.
- Liaise with the headteacher regarding groupings, teaching spaces and staff for Phonics groups.
- Be responsible for reporting to the governors about the quality of the implementation of Phonics Teaching.
- This Policy will be reviewed June 2026.

Date 27th June 2024

Written By Michaela Hicks (Phonics Lead)

The following pack of materials is to help you support your child at home with their phonics journey. Please check the Ruth Miskin website for other parent support materials and videos, including how to pronounce the phonemes accurately! <http://www.ruthmiskin.com/en/parents/>

The children follow this progression in learning phonics:

Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	o	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ay	ee	igh	ow	oo	oo	ar	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	oy	oi	ay	a-e	igh	i-e	ow	o-e	oo	u-e	or	aw	air	
are	ir	ur	er	ou	ow	ai	oa	ew	ire	ear	ure	tion	cious	tious	

Alongside these they also learn red words (tricky words), which are difficult to blend but are key words they need to read (eg. the, said, your).

You will find the green words are printed in order. The children work through set 1 sounds before moving on to set 2, and then the same for set 3. You will notice there are dots and lines under the different sounds – this is to help the children identify the phoneme and sound it out:

A line is placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph).

A dot is placed under a phoneme that has only one letter for the corresponding grapheme (graph).



How to read and practise the words:

Green words:

Use Fred Talk – point with your finger under each phoneme as you make the sound, then run your finger under the whole word to blend those sounds together to say the word.

Over time, as they get more confident, encourage them to instant sound blend so they are saying the sounds in their head quickly then saying the word out loud. (Fred in your head)

Red words:

The children should be told these words and practise sight reading them (without blending).

Simple Speed Sounds Chart (for Set 1 and Set 2 Sounds)

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speed Sounds Chart (for Set 3 Sounds)

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Red Words (Tricky Words)

Red for a while words These include graphemes that have not been taught by the time they are needed in the reading books. As soon as the grapheme has been taught, each of these turn into a green word! Practise these so they can read them by sight (not blending). You could cut them out to use for games (laminating might be useful!).

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want

they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear

whole	could	would
should	great	son
water		

Set 1 Sounds

1.1

at	mat	sat
mad	dad	sad

1.2

gap	pan	top
got	dog	pin
tip	pig	dig
sit	it	in
on	and	an

1.3

u <u>p</u>	c <u>u</u> p	m <u>u</u> d
k <u>i</u> t	b <u>e</u> d	g <u>e</u> t
m <u>e</u> t	b <u>i</u> n	ba <u>d</u>
c <u>a</u> t	c <u>a</u> n	c <u>o</u> t

1.4

h <u>e</u> n	h <u>i</u> t	h <u>a</u> d
f <u>a</u> n	f <u>a</u> t	l <u>o</u> g
sh <u>o</u> p	f <u>u</u> n	l <u>i</u> p
f <u>i</u> sh	sh <u>i</u> p	l <u>e</u> t

1.5

jet	wet	vet
yes	wish	web
yet	jam	yap
jog	win	yum
rat	red	run

1.6

wing	chin	thick
chop	chat	quit
quiz	sing	thing
bang	this	thin
fix	six	zag
zip	fox	box

st <u>in</u> k	w <u>in</u> k	b <u>ac</u> k
s <u>ki</u> n	s <u>li</u> d	s <u>li</u> p
g <u>ri</u> n	p <u>ro</u> p	p <u>ra</u> m
f <u>ro</u> m	c <u>li</u> p	g <u>ra</u> n
h <u>an</u> d	s <u>tan</u> d	s <u>ta</u> mp
f <u>lo</u> p	f <u>ro</u> g	j <u>u</u> mp
b <u>la</u> ck	f <u>la</u> g	t <u>hi</u> nk
s <u>ki</u> p	b <u>es</u> t	t <u>ri</u> p
b <u>lo</u> b	b <u>ra</u> t	d <u>ri</u> p
d <u>ro</u> p	b <u>li</u> p	f <u>lu</u> ff
d <u>re</u> ss	h <u>u</u> ff	m <u>es</u> s
t <u>es</u> t	t <u>ra</u> p	s <u>pi</u> t
s <u>to</u> p	s <u>po</u> t	s <u>tro</u> p

Set 2 Sounds

2.1

play	may	say
day	way	spray

2.2

see	been	seen
three	green	sleep

2.3

high	light	bright
night	fright	might

2.4

blow	low	know
snow	show	slow

2.5

to <u>o</u>	fo <u>o</u> d	mo <u>o</u> n
zo <u>o</u>	po <u>o</u> l	spo <u>o</u> n

2.6

to <u>o</u> k	bo <u>o</u> k	co <u>o</u> k
lo <u>o</u> k	sh <u>o</u> o <u>k</u>	fo <u>o</u> t

2.7

ca <u>r</u>	pa <u>r</u> t	ha <u>r</u> d
st <u>a</u> r <u>t</u>	st <u>a</u> r	sh <u>a</u> r <u>p</u>

2.8

so <u>r</u> t	sh <u>o</u> rt	ho <u>r</u> se
sp <u>o</u> rt	fo <u>r</u> k	sh <u>o</u> rt

2.9

fair	hair	chair
stair	air	lair

2.10

girl	bird	third
whirl	twirl	dirt

2.11

out	shout	loud
mouth	round	found

2.12

toy	boy	enjoy
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Set 3 Sounds

3.1

clean	dream	seat
scream	please	

3.2

join	voice	coin
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3.3

make	cake	name
same	late	date

3.4

smile	white	nice
like	time	hide

3.5

home	hope	spoke
note	broke	phone

3.6

r <u>u</u> d <u>e</u>	b <u>r</u> u <u>t</u> e	J <u>u</u> n <u>e</u>
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3.7

s <u>a</u> w	l <u>a</u> w	d <u>a</u> wn
c <u>r</u> aw <u>l</u>	p <u>a</u> w	y <u>a</u> wn

3.8

s <u>h</u> ar <u>e</u>	d <u>a</u> re	s <u>c</u> ar <u>e</u>
s <u>q</u> uar <u>e</u>	b <u>a</u> re	c <u>a</u> re

3.9

b <u>u</u> rn	t <u>u</u> rn	s <u>p</u> ur <u>t</u>
n <u>u</u> rse	p <u>u</u> rse	h <u>u</u> rt

3.10

n <u>e</u> ver	b <u>e</u> tt <u>e</u> r	w <u>e</u> ath <u>e</u> r
a <u>f</u> ter	p <u>ro</u> p <u>e</u> r	c <u>o</u> rn <u>e</u> r

3.11

h <u>ow</u>	d <u>ow</u> n	b <u>ro</u> wn
c <u>ow</u>	t <u>ow</u> n	n <u>ow</u>

3.12

p <u>a</u> id	t <u>r</u> ain	p <u>a</u> int
r <u>a</u> in		

3.13

g <u>oa</u> t	b <u>oa</u> t	r <u>oa</u> d
t <u>hr</u> oa <u>t</u>	t <u>oa</u> st	c <u>oa</u> t

3.14

ch <u>ew</u>	n <u>ew</u>	bl <u>ew</u>
f <u>lew</u>	d <u>rew</u>	g <u>rew</u>

3.15

f <u>ire</u>	h <u>ire</u>	w <u>ire</u>
b <u>onf<u>ire</u></u>	in <u>sp</u> ire	c <u>onsp<u>ire</u></u>

3.16

hear	dear	fear
near	year	ear

3.17

picture	mixture	creature
future	adventure	temperature

3.18

delicious	suspicious	vicious
scrumptious	precious	ferocious
tradition	attention	celebration
conversation	congratulation	exploration

Progress expectations

Reception

End of Autumn 1: Read single-letter Set 1 sounds.

End of Autumn term: Read all Set 1 sounds; blend sounds into words orally.

End of Spring 1: Blend sounds to read words; read short Ditty stories.

End of Spring term: Read Red Storybooks.

End of Summer 1: Read Green Storybooks; read some Set 2 sounds.

End of Summer term: Read Green or Purple Storybooks.

Year 1

End of Autumn 1: Read Purple Storybooks; read some Set 2 sounds.

End of Autumn term: Read Pink Storybooks; read all Set 2 sounds.

End of Spring 1: Read Orange Storybooks; read some Set 3 sounds.

End of Spring term: Read Yellow Storybooks.

End of Summer 1: Read Yellow Storybooks; read all of Set 3 sounds.

End of Summer term: Read Blue Storybooks.

Year 2

End of Autumn 1: Read Blue Storybooks.

End of Autumn term: Read Blue Storybooks with increasing fluency and comprehension.

End of Spring 1: Read Grey Storybooks.

End of Spring term: Read Grey Storybooks with fluency and comprehension.

End of Summer 1: Access RWI Comprehension and Spelling programmes.

End of Summer term: Access RWI Comprehension and Spelling programmes.