

Phonics at Hollin Primary



Ofsted 2024

Reading is at the centre of the school's ambitious curriculum.

Children in early years enjoy sharing books and singing nursery rhymes.

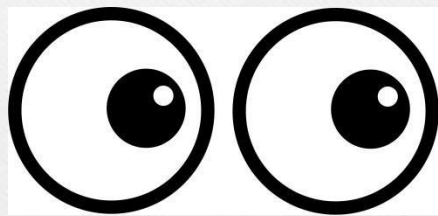
They enthusiastically embark on the school's phonics programme soon after they join the school.

Skilled staff support struggling readers to keep up with the early reading programme.

Pupils read books that are well matched to the sounds that they know with growing confidence.



Systematic, synthetic phonics is an evidence-based, structured approach to teaching children to read. This method of reading helps children to learn the relationships between the sounds (*phonemes*) of spoken language and the letter symbols (*graphemes*) of the written language.



There are 26 letters in the alphabet and the letters and combination of the letters make **44 different sounds**.



Terminology

- **Blending** – to recognise the letter sounds in a written word and blend them in the order in which they are written to pronounce the word.
for example 'c-at..cat'
- **Segmenting** – to 'chop' up the spoken word to help spell it out.



The order of teaching

Through our Read, Write, Inc Phonics programme, the teaching of sounds is done in a sequenced way.

The sounds are taught in a particular order and are organised into **set 1, set 2 and set 3 sounds.**



Set 2
sounds



Speed Sounds Set 2

ay may I play?	ee what can you see?	igh fly high	ow blow the snow	oo poo at the zoo
oo look at a book	ar start the car	or shut the door	air that's not fair	ir whirl and twirl

Speed Sounds Set 3

ea cup of tea	oi spoil the boy	ou shout it out	oy toy for a boy	
ā-e make a cake	i-e nice smile	ō-e phone home	ū-e huge brute	aw yawn at dawn
are care and share	ur nurse with a purse	er a better letter	ow brown cow	ai snail in the rain
oa goat in a boat	ew chew the stew	ire fire, fire!	ear hear with your ear	ure sure it's pure



Set 3
sounds



Pure sounds

Pure sounds are about pronouncing each sound clearly without adding additional sounds to the end.

for example 'c-a-t' not 'cuh-a-tuh'

- Some sounds are tricky to say without the 'uh' at the end. When this is the case try emphasising the main sound. Some may be easier to say by stretching out the sound.

for example 'mmm' rather than 'muh'



Fred talk

Meet Fred...



Fred helps children to read words. He identifies and says the sounds in words. If you listen carefully you can then blend the sounds together to pronounce word in full.

for example “sh-o-p – shop”



Fred Fingers

f i sh



Fred fingers help children to segment words into sounds ready to write.

When we use Fred fingers, we think about how many sounds are in a word, and represent these using our fingers. We then **'Fred talk'** as we write the word.



Sound buttons

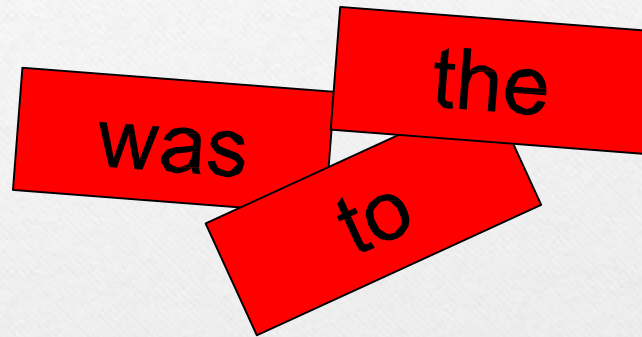
Sound buttons are dots and dashes to show which letters make a sound.

p a n sh i p b l ow

• • • • • • • —



Red words



Red words are common exception words. These words don't often follow the rules that we have been teaching in phonics. If we read these words it wouldn't work. These words are to be learnt by sight. **The phrase we use is: "You can't read a red"**



Home Reading

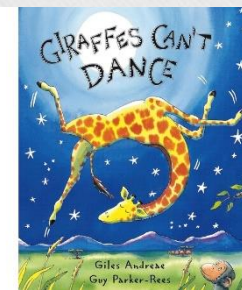
- Pupils are assessed in phonics each half term.
- We use our assessment to group the children into colours that are set out by Read Write Inc.
- Pupils bring home reading books that are accurately matched to their assessment and sounds that they know.
- Pupils may bring home the same book a number of times and this is ok. We would like your child to develop their fluency and speedy reading.



Home Reading

Pupils in Reception, Year 1 and Year 2 bring home

- A decodable phonics books – *to read to* a familiar adult
- A class library book to share with an adult and have *read to them*.
- Read Write Inc Speed Sound book to support them in regularly practising their sounds.



How can you support your child with their early reading skills?

- Read for pleasure – *don't be afraid to read their favourites over and over again.*
- Let your children see you as a reader.
- Support them in practising reading and writing the sounds that they have been taught – *let them teach you!*
- Always be positive and give lots of praise and encouragement.
- Look for sounds and words in the environment

