

**Milton Mount Primary School**

# Phonics Handbook



## Early Reading

Reading for pleasure has been defined by the National Literacy Trust as reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading.

Repeated research findings link reading for pleasure with both educational and wellbeing benefits. There is strong evidence that reading for pleasure can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing

throughout life. Children who read for pleasure do significantly better at school.

At Milton Mount Primary, we aim to foster a love of reading! We give children the very best start they can have - balancing learning to read with reading for pleasure.

### How we teach your children to read

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a teaching programme called [Read Write Inc. Phonics](#) to teach our children to read and write. We make sure every child can read the last set of phonic stories before they move onto our whole school reading curriculum. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too.

During this time, we group children by their reading progress for 45 minutes a day (20 to 45 minutes in Reception) and re-assess children at least every half-term so we can place them in the group where they'll make the most progress.

## How do we make phonics easy for children to learn?

*Read Write Inc.* Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and engaging.

The phonic knowledge is split into two parts. First we teach children one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help all children, and especially slower-starters, to read the sounds easily.

Children learn to read words by sound-blending using a frog called Fred. Fred says the sounds and children help him blend the sounds to read each word. For example, c-a-t becomes 'cat'.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay, may I play, a-e – make a cake.



## How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these yet.)

Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky red' words and tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time your child reads the story to you at home, they will be able to read it confidently with expression.

## How can you help at home?

We appreciate you're busy but here are three things that will make the biggest difference to your child's progress. Every night:

1. Read a bedtime story to your child.

Your child will bring home lovely books and will choose from a selection of fiction, non-fiction and poetry. Read these stories *to* your child – don't ask them to read the story themselves as this is beyond their current reading stage. There is some good advice about how to make bedtime story time fun on the [oxford owl website](#)

2. Listen to your child read the storybook we send home.

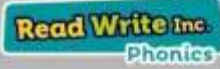
Your child will be assigned a Read Write Inc book each week. They will be able to read this book confidently because they have already read it two or three times. Please do not say ***"This book is too easy!"*** Praise your child for how well they read it – celebrate what a great reader they are. They'll also bring home a decodable reading book called a Book Bag Book, we never ask children to read books containing sounds they haven't been taught.

3. Log on to our [school library](#) where you can order high quality books to share with your child and support their love of reading. You can reserve books, check which books you have borrowed and share book reviews. All children will receive a log in for this. We encourage all parents and children to [join their local library](#) which has a vast range of books to suit all interests.

## What if my child needs additional support?

Children who need extra support with reading receive tutoring sessions with an adult who is Read Write Inc. trained. Children are regularly assessed to ensure tutoring sessions target phonics gaps.

# Set 1 Sounds



## Desktop Speed Sounds Chart

### Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

First we teach the 'pure sounds' of individual letters. Children will learn to read Set 1 Speed Sounds: these are sounds written with one letter: 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 and sounds written with two letters (your child will call these 'special friends'): sh th ch qu ng nk ck.

Watch this video on the [how to pronounce the sounds](#)

Read Write Inc. Phonics

What is Read Write Inc. Phonics?

Read Write Inc. Phonics

How to say the sounds

Read Write Inc. Phonics

Sound-blending

What is Read Write Inc. Phonics?  
Find out how Read Write Inc. Phonics helps your child.

How to say the sounds  
Learn how to pronounce the Read Write Inc. sounds.

What is Sound-blending?  
Ruth Miskin's way of teaching children to blend sounds.

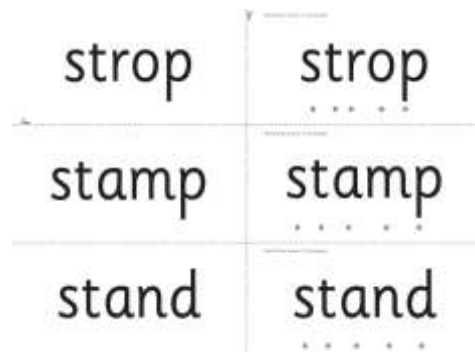
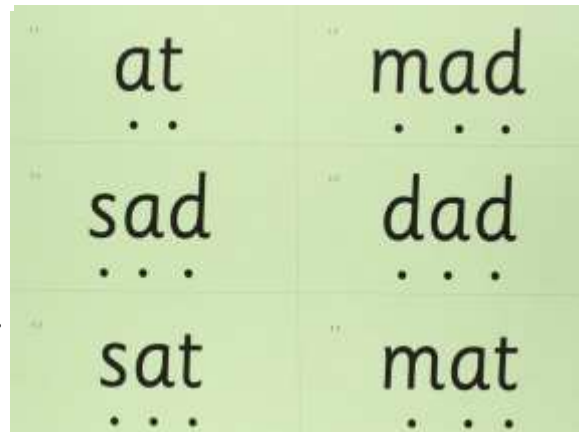
## Blending Sounds

We teach children to orally blend using Fred the frog. Fred can only speak in sounds. He says d-o-g, h-a-t etc. Speaking like Fred helps children to understand that words are made up of sounds. Fred helps children practise blending sounds together because he needs the children to say the words for him. Fred says d-o-g, children tell him the word is dog.

This is how we **quickly** teach **all of our children** to blend.



When children have learnt the first five sound m, a, s, d and t, children learn to blend these sounds together to read words in 'word time'. We use CVC - consonant vowel consonant words.



Then we progress to four and five sound words.

m a t



sh i p



We use Fred Fingers to help children sound out words to spell easily. It means they do not have to memorise lists of spelling words. It is a tool so they will be able to spell any word.

# Ditties/Red Books

When children can confidently read Word Time one to five, they are ready to read their first story! We start off with reading a Ditty (sheet with short captions). We always practise reading the Speeds Sounds, Green Words and Red Words before reading the Ditty. Red Words are words that children cannot decode phonetically meaning children don't have the sound knowledge to Fred talk them. Children learn to read these words by sight reading. Once they can read words with the Set 1 special friends they can move onto Red Books. These are very short books.

## Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the



I got pop  
dad got a sip  
the dog did not



Word Time 1	Read	Spell	Word Time 2	Read	Spell	Word Time 3	Read	Spell	Word Time 4	Read	Spell	Word Time 5	Read	Spell	Word Time 6	Read	Spell	Word Time 7	Read	Spell
at			an			bad			fan			jam			bang			bell		
dad			and			bin			fat			jet			bat			best		
mud			dog			can			fish			jog			chat			blob		
mat			dig			cat			fun			rat			chin			blip		
rad			gap			cot			had			red			chop			brat		
sat			get			cup			hen			run			fox			clip		
			in			kit			hit			sack			fix			dress		
			it			mud			let			vet			quit			drip		
			on			up			lip			web			quiz			drop		
			pan			back			log			wet			sing			flag		
			pin			kick			met			win			six			flip		
			sit			lock			sack			wish			thick			frog		
			tip						set			gap			thin			from		
			top						ship			yes			thing			gran		
									shop			yum			this			grin		
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																		test		
																		thing		
																		think		
																		trip		
																		well		
																		wink		

## Set 2 and Set 3 Sounds

Once the children can blend 4 sound words (like sand) and can read all the Set 1 sounds speedily, children begin to read Green storybooks. At this point we also teach the Set 2 sounds. Set 2 Sounds include: ay ee igh ow oo oo ar or air ir ou oy. Words containing these sounds are in Pink, Orange and Yellow Storybooks. Children will then learn to read Set 3 sounds: ea oi a-e i-e o-e u-e e-e aw are ur er ow ai oa ew ire ear ure tion tious cious e. Words containing these sounds are in Blue and Grey Storybooks.

Speed Sounds Set 2



Speed Sounds Set 3



## Storybooks

As children's sound knowledge progresses, they read books with new and challenging words. Children read each Read Write Inc. Storybook three times in class with their partner. Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension. They love reading and want to read because they can read all of the words in the Storybook. We do not send phonics stories home the children cannot read because we always want them to be set up to succeed in their reading. We want to make sure they enjoy reading so that they want to read.

***The more they read, the faster progress they will make.***

## Home Reading

Children who access the RWI programme will bring home three stories each week. The first story is a **Black and White Book**. This book is a replica of the book they would have read that week at school- they should be experts at reading this book by the time they bring it home! This is a chance for them to SHOW OFF, build fluency and really feel like a reader. The second book they will bring home is their **Book Bag Book** which contains the sounds children have learnt at school, so they will be able to read this decodable book to you!



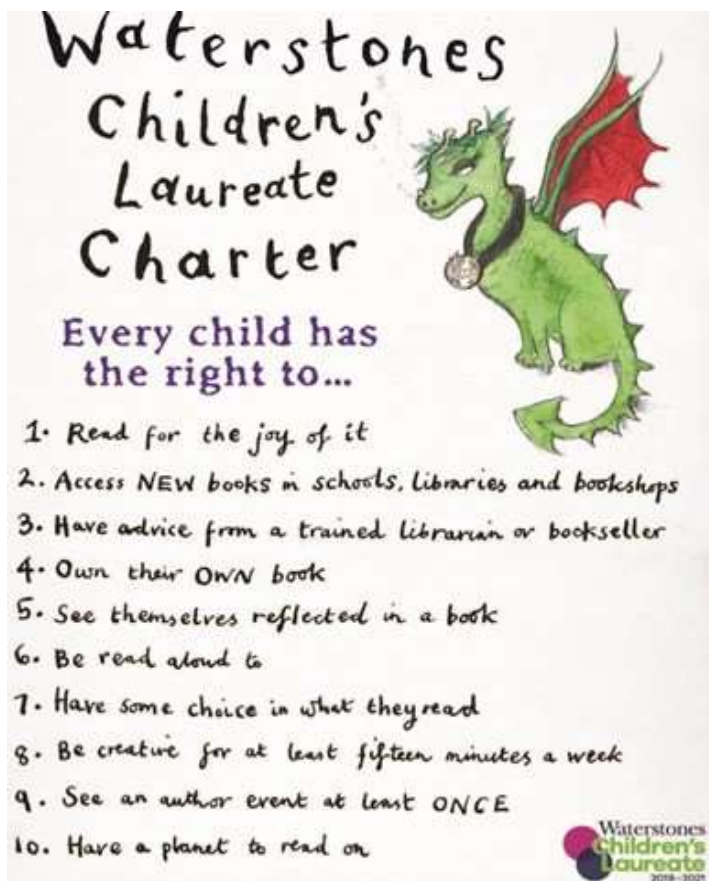
The third book is a **story to share**, and this should be read by an adult as it contains ambitious vocabulary children can't read for themselves. Please record in the yellow reading diary when you have read with your child. Your child's class teacher will also record when they have read in school. Enjoy reading to your child, talk about the story and ask questions as you go along, have fun doing silly voices, predict what may happen next, get children to explain their thinking. Children become readers on the laps of their parents. Show how special reading time is and make it priority in your family!

## What happens after Phonics?

Once children have completed the Read Write Inc Phonics programme, they will move on to the Read Write Inc Comprehension program if they are in Key Stage 1, or our school reading planning if they are in Key Stage 2. They will learn to read passages of text, learn the skills of answering questions using the text, skimming and scanning, learn new vocabulary etc. They will be supported to bring home a reading book that is at their reading level, and find the joy in reading a multitude of different books, genres, authors and expanding their vocabulary through different subject matter.

### What else can I do to promote a love of reading?

If you need help choosing high quality texts to share with your child at home, please ask your child's teacher, our librarian Victoria Williams, or look at the [Book Trust](#) or [CLPE](#)



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**Every child has  
the right to...**

1. Read for the joy of it
2. Access NEW books in schools, libraries and bookshops
3. Have advice from a trained librarian or bookseller
4. Own their OWN book
5. See themselves reflected in a book
6. Be read aloud to
7. Have some choice in what they read
8. Be creative for at least fifteen minutes a week
9. See an author event at least ONCE
10. Have a planet to read on

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Laureate  
2018-2021

### Every child has the right to be a reader!

We want to create a culture where everyone is reading their way to a better life. Research shows that reading can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of academic and social success.