



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Phonics Guidance for Parents**

At West Buckland Primary School and Nursery we use the highly successful 'Read, Write, Inc.' program to teach Phonics. This strong learning platform enables children to progress to be free readers and perform well in the Key Stage One National Check.

Read, Write, Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

The Read Write Inc. programme is for primary school children learning to read. It is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and more information on this can be found at: <https://www.ruthmiskin.com/en/programmes/phonics/>

Children in Reception, Year 1 and Year 2 will have daily Phonics lessons. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. The teachers read to the children, too, so the children get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing.

Your child will work with children who are at the same reading level as him or her. Children will move to a different group if they are making faster progress than the others. Your child will have one-to-one support if we think he or she needs some extra help to keep up. In the summer term, the government asks us to do a phonics check of all the Year 1 children. That gives us extra information about their progress.

By the end of Year 2, your child should be able to read aloud books that are at the right level for his or her age. In Year 3 we concentrate more on helping children to understand what they are reading, although this work begins very early on. This happens when the teacher reads to the children and also when the children read their own story book.

Your child will bring different sorts of books home from school. It helps if you know whether this is a book that your child can read on their own or whether this is a book that you should read *to* them. The teacher will have explained which is which. Please trust your child's teacher to choose the book(s) that will help your child the most. Help your child to sound out the letters in words and then to 'blend' the sounds together to make a whole word. Try not to refer to the letters by their names and help your child to focus on the sounds when reading.

Sometimes your child might bring home a picture book that they know well. Please don't say, 'This is too easy.' Instead, encourage your child to tell you the story out loud; ask them questions about things that happen or what they think about some of the characters in the story.

We know parents and carers are very busy people. But if you can find time to read to your child as much as possible, it helps him or her to learn about books and stories. They also learn new words and what they mean. Show that you are interested in reading yourself and talk about reading as a family.

### **Set 1**

These are speed sounds – 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**

Children will also talk about 'special friends' which are two letter making one sound.

**sh th ch qu ng nk ck**

At this stage children will be able to sound words containing these sounds.

Eg.) m – a – t mat

s – p – o – t spot

s – p – l – a – sh splash

They will require segmenting and blending.

Children here will be reading Red, Green and Purple story books in their guided reading sessions.

Tricky words (need to be able to read, write and spell these):

the	to	I
no	go	into

Common exception words (need to be able to recognise these):

a	your	they	me	are	for
is	be	of	do	said	in
all	my	we	he	some	

### **Set 2**

Speed sounds at this stage are:

**ay ee igh ow oo ar or air ir ou oy**

They will require segmenting and blending.

Children here will be reading Pink, Orange and Yellow story books in their guided reading sessions.

Tricky words (need to be able to read, write and spell these):

you	they	all
are	my	her
he	she	we
me	be	was

Common exception words (need to be able to recognise these):

off	what	want	old	call
then	push	ask	his	so

### **Set 3**

Speed sounds at this stage are:

**ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**

Some of these are 'split digraphs', Children will also talk about 'special friends on the end' which are two letter making one sound, which are split by another letter being in between them.

Children here will be reading Blue and Grey story books in their guided reading sessions.

Tricky words (need to be able to read, write and spell these):

said	like	do
come	there	little
out	have	so
some	were	one
when	what	

Common exception words (need to be able to recognise these):

saw	by	now	school	love	brother
I've	where	their	watch	fall	above
tall	who	I'm	any	wall	house
friend	once				

### **Set 3 advance**

Speed sounds at this stage are:

**ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**

Some of these are 'split digraphs', and the 'special friends on the end' again'.

Children here will be reading Blue and Grey story books in their guided reading sessions.

Tricky words (need to be able to read, write and spell these):

oh	people	could
their	Mr	Mrs
looked	called	asked

Common exception words (need to be able to recognise these):

come	bought	two	son	should	everyone
mother	here	buy	through	father	You're
whole	wear	thought	other	water	too

### **Tricky (Red) words**

These are words that can be thought of as 'tricky' words because we can't 'sound them out' to read them. These words are common words that appear often in reading and need to be learnt by sight. We practise these words as part of our daily sessions and send these home in children's word tins.

## **Writing**

When children begin to write the letters, there is a rhyme to support each one.

a	Round the apple down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem, and draw the leaves (flower)
g	Round her face down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and dot for his head (insect)
j	Down his body curl and dot (jack-in-the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up down up (worm)
x	Down the arm and leg and repeat the other side (Exercise)
y	Down a horn up a horn and under his head (yak)
z	Zig-zag-zig (zip)

Further details and resources can also be found at: <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

And a series of videos via YouTube of the scheme in action can be viewed here:

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIq9GdxtQ?mc\\_cid=5b8869f543&mc\\_eid=e8472869d3](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ?mc_cid=5b8869f543&mc_eid=e8472869d3)

We are really proud to be using this scheme to support the children, and our EYFS and KS1 staff are all trained in successfully delivering it to the highest quality.

You should be able to know how your child is progressing by the words in their 'word tin' and the books they are bringing home. Teachers will share with you any concerns they may have throughout the journey and will use Parents Evening meetings to discuss the progress in more detail.

We hope the information here is useful and enables you to support at home. If you have any questions or would like further information please speak to your Childs' class teacher.