



Bowlsh Infant School Phonics and Phonetic Reading Planning

*Reading teaching (fluency) is taught separately to phonics and phonetic reading

We use Read, Write Inc as the basis for our coverage and lesson structure. We adapt this scheme to meet the needs of our school and learners. Phonics is taught daily for 15-20mins with additional speedy recall and precision teaching as required throughout the day. Reading is taught daily for 15-20mins and is linked to known/taught phonemes.

Ensuring Fidelity to the RWI scheme

Phonics

- 3 sounds a week
- YG coverage to reach expected standard of phonics screening check
- Systematic Synthetic Daily lessons

Reading

- RWI decodable story books and home readers
- Apply taught phonemes in context

System of coverage linking Phonics and Reading		Week 1	Week 2	Week 3	Week 4
	Phoneme / grapheme	ay ee ou	igh ow ch	oo ck sh	ai ie th
	Reading book focus			Read in class: ay Read at home: ee and ou	Read in class: igh Read at home: ow and ch

Phonics, Reading and Spelling Whole School Progression Overview

We use RWI as the basis for our phonics structure. RWI books are used to support early reading and Book Talk leads into Reading Fluency as the children become more accomplished with their decoding skills.

Phonics sessions	Reading sessions	Assessment	Home
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Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teach Set 1 single sounds. 1 sound a day. (m-r) Word time 1.1 - 1.3	Teach remaining single sounds and set 1 special friends. 1 sound a day. Teach blending using set 1 sounds Word Time 1.4-1.6	Revisit special friends. 3 sounds a week Teach blending with special friends. Segmenting for writing	Revisit special friends / digraphs Teach Set 2 sounds, 3 sounds per week. Teach blending. Segmenting for writing	Revisit Set 2 sounds, 3 per week. Teach blending and include polysyllabic words. Segmenting for writing	Revisit Set 2 sounds, 3 per week. Teach blending and include polysyllabic words. Segmenting for writing
Book Talk Whole Class story time	Ditty cards – small groups Book Talk Whole Class Story Time	Ditty cards and Red Ditty Books – small groups Book Talk Whole Class Story Time	Red Ditty and Green RWI books – small groups Book Talk Whole Class Story Time	Green RWI books – small groups Book Talk Whole Class Story Time	Green and Purple RWI books – small groups Book Talk Whole Class Story Time
RWI assessment at end of Term. Children not regrouped but individuals identified for precision teach	RWI assessment at end of Term. Children not regrouped but identified for intervention or continuation of precision teach of gaps.		RWI assessment at end of Term. Identify children not making expected progress and subgroup if necessary		RWI assessment Phonic screening check for Y1 baseline
Wordless books RWI sound sheets daily. Word time words.	Green words from Word Time. Wordless books moving on to reading scheme red decodable books. Ditty sheets	Ditty Cards Red Ditty books Words containing sounds that children are finding tricky	Red Ditty books Green RWI books RWI sound sheets Sounds identified	Green RWI books Polysyllabic words	Green RWI books Purple RWI books Polysyllabic words

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teach Set 2 sounds, 3 per week. Teach blending polysyllabic words Segmenting for writing Alien words	Teach Set 2 sounds, 3 per week Blending Segmenting for writing	Teach Set 3 sounds, 3 per week Revisit set 3 sounds, 3 per week Blending Segmenting for writing Polysyllabic words	Revisit set 3 sounds, 3 per week Blending (set 2 and 3) Segmenting for writing Polysyllabic words Alien words	Revisit set 2 and 3 sounds, 3 per week Group graphemes according to sound Blending Segmenting for writing Polysyllabic words Alien Words	Revisit set 2 and 3 sounds, 3 per week Group graphemes according to sound Teach additional sounds Blending Segmenting for writing

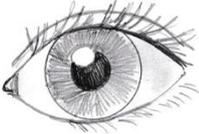


					Polysyllabic words
Purple and Pink RWI books Book Talk Whole Class Story Time	Pink RWI books Book Talk Reading Response Whole Class Story Time	Pink and Orange RWI books Book Talk Reading Response Whole Class Story Time	Orange RWI books Book Talk Reading Response Reading for Fluency Whole Class Story Time	Orange and Yellow RWI books Reading for Fluency Whole Class Story Time	Yellow RWI books Reading for Fluency Reading Response Whole Class Story Time
RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention.	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention. Monitoring Phonic Screening Check	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention.	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention. Monitoring Phonic Screening Check	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention.	Phonic Screening Check
Purple RWI books Pink RWI books	Pink RWI books	Pink RWI books Orange RWI books	Orange RWI books	Orange RWI books Yellow RWI books	Yellow RWI books

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revisit all RWI sounds within spelling lessons Teach Y2 spelling rules from Spelling Shed dge, ge, g, c, kn/gn, CEW	Revisit all RWI sounds within spelling lessons Teach Y2 spelling rules from Spelling Shed wr, le, el, al, il, CEW	Revisit all RWI sounds within spelling lessons Teach Y2 spelling rules from Spelling Shed Y, -es, -ed, -er, -est, -ing, CEW	Revisit all RWI sounds within spelling lessons Teach Y2 spelling rules from Spelling Shed -er, -est, -ed, -ing, -ed, a, o, CEW	Revisit all RWI sounds within spelling lessons Teach Y2 spelling rules from Spelling Shed Ey, a, or/ar, si, -ment, -ness, -ful, -less, -ly	Revisit all RWI sounds within spelling lessons Teach Y2 spelling rules from Spelling Shed Homophones, -tion, contractions, apostrophe for possession
Yellow and Blue RWI books Reading for Fluency Reading Response Whole Class Story Time	Blue RWI books Reading for Fluency Reading Response Whole Class Story Time	Grey RWI books Turquoise GR books Reading for Fluency Reading Response Whole Class Story Time	Purple GR books	Gold GR books	White GR books
			Reading for Fluency - Reading Response - Whole Class Story Time		
RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention.	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention. Monitoring Phonic Screening Check (Y2s who did not meet the threshold in Y1)	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention.	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention. Monitoring Phonic Screening Check (Y2s who did not meet the threshold in Y1)	RWI assessment at end of term. Regroup if necessary Identify children for precision teach / intervention.	Phonics Screening resit for those who did not meet the threshold in Y1
Yellow RWI books Blue RWI books	Blue RWI books	Grey RWI books Turquoise books	Purple books	Gold books	White books

Phonics

Weekly Phonics Teaching System	Monday	Tuesday	Wednesday	Thursday	Friday
	ay	ee	ou	Recap ay, ee, ou	Recap ay, ee, ou
	Say, spot, read, write grapheme	Say, spot, read, write grapheme	Say, spot, read, write grapheme	Say, spot, read, write in words	Say, spot, read, write in sentences

Phonics Success Criteria				
	Say the phoneme upon sight of grapheme on a flashcard	Spot the grapheme in words and add sound button	Read the phoneme/grapheme correctly in words	Write the grapheme correctly upon hearing the phoneme
	The intended outcome is for all of these skills to be mastered in order for knowledge of and application of each sound is secure.			Expected of children who are ready for writing.

Phonics Lesson Structure	RWInc	What does this look like at Bowlsh
	<ol style="list-style-type: none"> 1. Sound Check 2. New Sound 3. Word Reading 4. Application 	<ol style="list-style-type: none"> 1. Flashcard recall – adapted to meet needs 2. New Sound or Recap Sound – introduce in a meaningful way 3. Sound Identification and Word Reading 4. Writing and Reading

Reception			
Phonics Teaching	Common Words	Term	Books
EOY Expected Outcomes Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words			
Set 1 Sounds m a s d t - i p n g o c k u b - f e l h r Word blending		Autumn 1	Wordless Picture books
Set 1 Sounds incl special friends j v y w z - x sh ch th qu - ng nk Word Blending	the, l, put, of, no, my	Autumn 2	Ditty cards
Revisit special friends Word blending	the, l, put, of, no, my, he, for,	Spring 1	Ditty Cards RWI Red Ditty books
Revisit Special friends Set 2 sounds ay ee igh ow oo oo ar or air ou ir oy Word Blending	The, your, said, l, of, my, you, be, no, he, are	Spring 2	RWI Red Ditty books RWI Green books
Revisit Set 2 sounds ay ee igh ow oo oo Word Blending Focus on consonant clusters Segmenting Polysyllabic words	The, of, to, no, my, l, me, go, baby, said, are, you	Summer 1	RWI Green books
Revisit Set 2 sounds ar, or, air, ou, ir, oy Word Blending Focus on consonant clusters Segmenting Polysyllabic words	The, of, to, no, my, l, me, go, said, are, you, all, like, want, her, she, be,	Summer 2	RWI Green Books RWI Purple Books

Year 1	
EOY Expected Outcomes	Apply phonic knowledge and skill as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read other words of more than one syllable that contain taught GPCs Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings



	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Children can read at a pace of 60 words per minute.		
Phonics Teaching	Common Words	Term	Books
Teach set 2 sounds ay ee igh ow oo oo, ar, or, air, ir, ou, oy Blending and segmenting Polysyllabic words Alien words	the, do, to, said, was, you	Autumn 1	RWI Purple Books RWI Pink Books
Teach set 2 sounds ay ee igh ow oo oo, ar, or, air, ir, ou, oy Blending and segmenting Polysyllabic words Alien words	be, he, me, we, she, by, my, no, go, so	Autumn 2	RWI – Pink Books
Teach Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ear, ire, ure Blending and Segmenting	are, they, were, one, once, come, some	Spring 1	RWI Pink Books RWI Orange Books
Teach Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ear, ire, ure Blending and Segmenting Polysyllabic words containing set 2 and 3 sounds Alien words	love, pull, full, put, ask, says, your	Spring 2	RWI Orange Books
Revisit set 2 and 3 sounds Group graphemes according to sound Blending and Segmenting Polysyllabic words Alien words	today, is, his, has, our, there, here	Summer 1	RWI Orange books RWI Yellow books
Revisit set 2 and 3 sounds Group graphemes according to sound Teach additional sounds ui ie e-e ey wh ph au oe ue y Blending and Segmenting Polysyllabic words	today, is, his, has, our, there, here	Summer 2	RWI Yellow Books

Year 2

EOY Expected Outcomes	Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising the alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Reread books to build up fluency and confidence in word reading		
Phonics Teaching	Common Words	Term	Books
Revisit all sounds Teach Y2 spelling rules – dge, ge, g, c, kn/gn Blending and segmenting Polysyllabic words Alien words	Door, floor because, poor, find, kind, mind, behind, child, children	Autumn 1	RWI Yellow books RWI Blue books
Revisit all sounds Teach Y2 spelling rules - wr, le, el, al, il, Blending and Segmenting Polysyllabic words	Wild, climb, most, only, both, old, gold, cold, hold, told	Autumn 2	RWI Blue books
Revisit all sounds Teach Y2 spelling rules - Y, -es, -ed, -er, -est, -ing Blending and Segmenting	Every, everybody, even, great, break, steak, pretty, beautiful, after, fast	Spring 1	RWI Grey books Turquoise GR books

Polysyllabic words Applying prefixes, suffixes and plurals			
Revisit all sounds Teach Y2 spelling rules - -er, -est, -ed, -ing, -ed, a, o, Blending and Segmenting Polysyllabic words Applying prefixes, suffixes and plurals	Last, past, father, class, grass, pass, plant, path, bath, rather,	Spring 2	Purple GR books
Revisit all sounds Teach Y2 spelling rules - Ey, a, or/ar, si, -ment, -ness, -ful, -less, -ly Blending and Segmenting Polysyllabic words Applying prefixes, suffixes and plurals	Whole, any, many, clothes, busy, people, water, again, half, hour	Summer 1	Gold GR books
Revisit all sounds Teach Y2 spelling rules - Homophones, -tion, contractions, apostrophe for possession Blending and Segmenting Polysyllabic words Applying prefixes, suffixes and plurals	Any remaining CEW	Summer 2	White GR books

Reading

Reading Success Criteria			
	Accuracy Reading words correctly	Automaticity Reading words automatically	Prosody Reading with appropriate stress and intonation

Reading Lesson Structure	RWInc	What does this look like at Bowlish
	<ul style="list-style-type: none"> • Read each book 3 times • Read Green Words, phonemes • Reading speedily by the end of the 3rd read 	Day 1 – Decode title, read green words and phonemes. Discuss cover. Day 2 – Read Green words and start reading the book Day 3 - Read Green words and read the book Day 4 – whole book Day 5 – Quick flick then response to the text

Weekly Planning Template

(objectives on Whole School Progression Overview)			
Phonics	Phoneme	Word for	Lesson Strategies
	ee as in bee	free, bee, agree, glee, been, teen, seen, between	Word bingo, find the word, button bonanza
	ay as in bay	Sunday, play, delay, stay, tray, pay, way	
	ou as in cloud	cloud, proud, pound, sound, sour, house	
Reading	Phoneme	Book	Lesson Structure (paired)
	Read in school	Book & Book	Day 1 – cover and phonemes Day 2&3 – green words and start / continue Day 4 – whole book Day 5 – whole book
	Read at home	Book	