



# Phonics and Early Reading at Iver Village Infant Academy



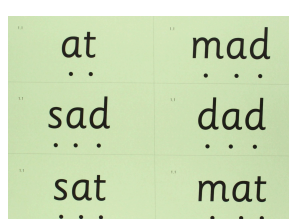
At Iver Village Infant School Academy, we are committed to ensuring that every child develops a strong foundation in reading through high-quality phonics teaching. To achieve fidelity in our approach to phonics, we follow the Read Write Inc. scheme, a structured and engaging program that supports our children in learning to decode words confidently and fluently from Nursery to Year 2. Through our interactive daily sessions and consistent approach, we make certain that pupils learn the fundamental ability of successfully decoding and blending in order to develop reading fluency and master the alphabetic code. Through this strategy, we aim to foster a love of reading while equipping our pupils with the essential skills they need to become independent, enthusiastic readers.

Pupils are taught how to sound and speak words by using Fred to detect known graphemes and chunk words. They use this strategy to read and spell using *Fred fingers*. Phonics sessions are held daily for all students to ensure that they have the chance to orally read and hear words, recognise the pictorial writing of words (graphemes), spell words using taught sounds, and then use this to read texts using taught sounds. We make certain that every child, regardless of starting point, has the opportunity to progress. Clear targeted actions are implemented to help our students when necessary. Alongside the phonics, we culture the love for reading by providing the reading resources such as RWI linked books, banded books and a range of genre and diverse authors.

## How do we teach Early Reading?

From EYFS to KS1, children get a daily 45-minute phonics session taught by both teachers and LSAs. During RWI sessions, children are divided into groups based on their reading progress. We use formative assessments every half term to place students in groups where they will make the most progress. Children who are not making the expected progress are given one-on-one and small group intervention sessions. 'Pinny Time' is also used to return to essential sounds throughout the day, especially during breaks.

The phonics lessons follow a consistent, simple but engaging structure. To aid recall and prevent cognitive overload, we teach children mnemonics for each of the phonemes. Children are taught one method to read and write the first 40+ phonemes, then another way to read the same phoneme. We use our speed sound charts to assist children establish connections between the many graphemes they are learning to represent phonemes. Children learn how to use their grapheme/phoneme knowledge to read real basic words, beginning with sounding them out and proceeding to quickly apply their grapheme/phoneme knowledge to read real simple words-initially sounding out these words and progressing onto speed reading words as well as alien words.





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We use Fred Frog to play 'Fred Talk' games with children to aid them with their oral blending skills and to help them read words by sound-blending. Fred makes the sounds, and the children combine them to say or read the word. During other lessons, both teachers and support staff adopt this technique. To help our children who are still learning to blend, we use magnetic letters and boards.

We ensure that every child receives the support they require to progress: a spelling list based on their taught phonemes of the week, graphemes to practise, and some high frequency words. We use alphabet sounds teaching tubs, which include objects related to the alphabet, to help our SEND children recognise the sounds in their surroundings.

## Set 1 Sounds

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	qu	x	ng
				nk

## Set 2 Sounds

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

## Set 3 Sounds

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

## Additional Sounds

ue	ie	au	e-e
kn	ck	wh	ph

After the speed sound lessons, the children progress to reading books at their phonics level. Before being sent home, the book is read at least three times in school for accuracy, fluency, and understanding, and the children should be able to confidently retell the story. In addition to these books, children receive a reading book aimed at their reading level, and can select a book of their choice from the school library or reading corner. In addition, pupils are given a spelling list based on their phonemes of the week, graphemes to practise, and some high frequency words.







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## Assessment

### Assessment for Learning:

One strong element of the RWI technique is that the children teach their partners after taking inputs from the teacher. Children can rehearse and reinforce their information in this manner. This allows the children to clarify their comprehension for themselves while also assisting the teacher in recognizing and addressing any misconceptions.

### Formative Assessment:

Every class incorporates choral response, group and pair work to accomplish this. Teachers may assess children's phonic understanding and adjust the speed and focus of their instruction accordingly. Children who are making slower progress are recognised by the Phonics Lead, who then provides further help in the form of interventions and additional home resources. Children who are making rapid progress are quickly tested and moved into another group prior to the summative assessment.

### Summative Assessment:

A half-termly assessment is completed using the RWI Assessment materials. The assessment is conducted by the Phonics Lead, supported by the HLTA. The following areas are assessed;

- Sound to grapheme correspondence
- Ability to apply phonics knowledge to decode regular words and to read common exception words
- Reading fluency

The assessment outcomes is then used to identify gaps, reorganise groups, allocate RWI reading levels and speed sound sets. This information is also shared with parents.

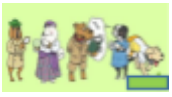
Phonics Reading levels (RWI):

RWI levels	Expected term
1 <sup>st</sup> 13 set 1 sounds	Nursery Summer
Red Ditty	Reception Spring
Green	Reception Summer
Purple	
Pink	
Orange	Y1 Autumn
Yellow	Y1 Spring
Blue	Y1 Summer
Grey	Y2 Autumn
	Y2 Spring & Summer

### Supporting parents to understand how to help their children:

To promote shared reading as a central component of parental engagement approach, we encourage parents to read to children before they are able to read for themselves. The culture and importance of reading at home is beneficial for early readers to develop a love of reading.

We provide 'How to Help' workshops on Phonics and Early Reading to ensure parents and caregivers are prepared to support their children at home.

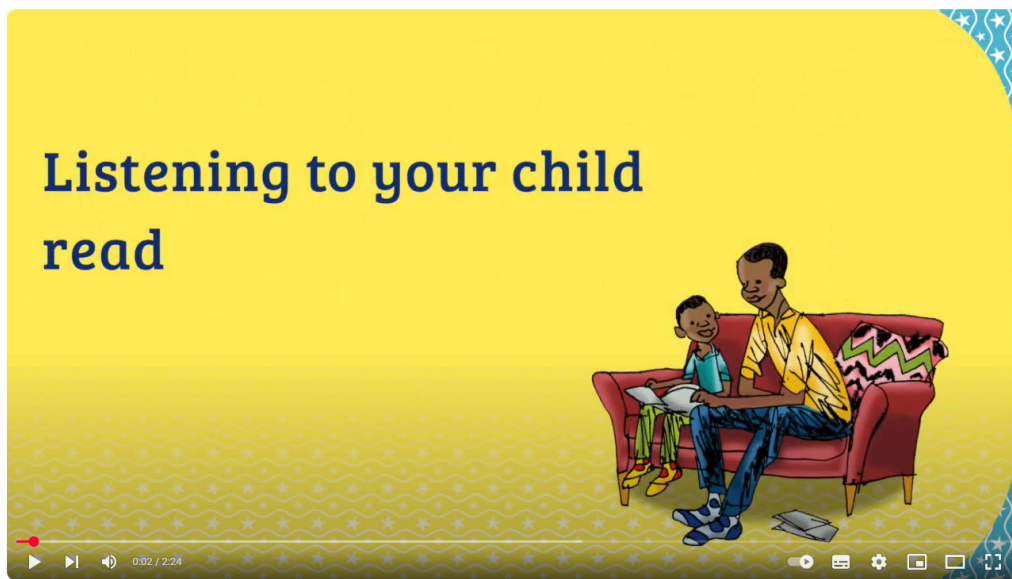


## Phonics and Early Reading at Iver Village Infant Academy

Please use the link here:

[Parents: how to listen to your child read a Read Write Inc. storybook](#)

for a short video guide on how to read with your child at home.



Parents: how to listen to your child read a Read Write Inc. storybook

The following link will take you to frequently asked questions about reading at home. If you have any further questions, please do not hesitate to contact your class teacher. Thank you.

[Frequently Asked Parent Questions](#)