



Read Write Inc:
An introduction to
Phonics at Bamford
Academy
(Set 1)



At

Bamford Academy we pride ourselves in giving our children the best start in reading and writing. We believe the Read Write Inc. programme can support this. We have a 15-minute phonics session every morning across Reception and Key Stage 1, to help children to understand and improve their knowledge of sounds. This can then be transferred into the wider learning curriculum, to support reading and writing.

We use 'pure' sounds so that the children will be able to blend the sounds into words more easily. When we say words in pure sounds we call it 'Fred Talk'. Fred the Frog puppet plays an important role in our Read Write Inc lessons. Fred is only able to speak in sounds, not whole words.

E.g. p-a-n, c-l-a-p.



'Fred talk' helps children read unfamiliar words by pronouncing each sound in the word one at a time.

Children can start blending sounds into words as soon as they know a small group of letters well.

During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

We never use letter names at this early stage. When teaching a speed sound, we either have to 'stretch' or 'bounce' it.

These are a 'stretch' sound, we should not say uh after each one e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

The 'bounce' sound just repeats the letter sound (not the name) e.g. a a a a a a.

Set 1 sounds are taught in the following order;

m - mmmmmountain (keep lips pressed together hard - **stretchy sound**)

a - a a a a apple (**bouncy sound**)

s - ssssssnake (keep teeth together and hiss - **stretchy sound**)

d - d d d d dinosaur (**bouncy sound**)

t - t t t t tower (tick tongue behind the teeth - **bouncy sound**)

i - i i i i insect (**bouncy sound**)

n - nnnnnnet (keep tongue behind teeth - **stretchy sound**)

p - p p p p pirate (make distinctive p with lips - **bouncy sound**)

g - g g g g girl (**bouncy sound**)

o - o o o o orange (**bouncy sound**)

c - c c c c caterpillar (**bouncy sound**)

k - k k k k kangaroo (make sharp click at back of throat - **bouncy sound**)

u - u u u u umbrella (**bouncy sound**)

b - b b b b boot (**bouncy sound**)

f - ffffflower (keep teeth on bottom lip and force air out sharply - **stretchy sound**)

e - e e e e egg (**bouncy sound**)

l - llllleg (keep pointed curled tongue behind teeth - **stretchy sound**)

h - h h h h horse (**bouncy sound**)

sh - shhhh (make a shhh noise as though you are telling somebody to be quiet! - **stretchy sound**)

r - rrrrrrobot (say rrr as if you are growling - **stretchy sound**)

j - j j j j jack-in-a-box (**bouncy sound**)

v - vvvvvvulture (keep teeth on bottom lip and force air out gently - **stretchy sound**)

y - y y y y yak (**bouncy sound**)

w - w w w w worm (**bouncy sound**)

th - thhhhank you (stick out tongue and breathe out sharply - **stretchy sound**)

z - zzzzzzig zzzzzag (keep teeth together and make a buzzing sound - **stretchy sound**)

ch - ch ch ch ch choo (**bouncy sound**)

qu - qu qu qu qu queen (**bouncy sound**)

x - x x x x exercise (**bouncy sound**)

ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat - **stretchy sound**)

nk - I think I stink (make a piggy oink noise without the oi! nk nk nk - **stretchy sound**)

How to practise Sound-Blending

The children will be ready to blend sounds together to read words once they have learnt all of set 1 sounds and can say them in and out of order at speed. When beginning to read words the children will say each sound and then blend it together e.g. m-a-t, mat/ c-a-t, cat/ b-a-ck, back/w-i-sh, wish/ th-i-ck, thick.

Children will begin to read more and more words, the more sounds they learn.

The following video is an example of blending 'pure' sounds to make a word.

https://www.youtube.com/watch?v=dEzfpod5w_Q

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word may it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out the letters in 'Alien words'. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the Phonics Screening Test children complete at the end of year 1.



Green Words

The **Green Word Cards** include decodable words. On one side of the **card**, dots and dashes are used to show the graphemes in the word. On the other side, the word appears on its own to help children gain fluency when reading the words independently.

Red Words

The **Phonics Red Word Cards** help children read non-decodable words containing the sounds they are learning. One side of the **card** includes a circle around the tricky grapheme to help children identify the tricky part of the word. The children should be told these words and practise sight reading them (without blending).

Spelling with your Fred Fingers

m a t
● ● ●



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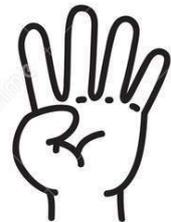
Children are taught to use their fingers to help them write words. The children

say the word out loud and break it down into its individual sounds. If a word has 3 sounds children hold up 3 fingers, 4 sounds 4 fingers etc.

Children then pinch each finger as they say the sounds needed in the word then they write the letters that represent each sound. When using

Fred Fingers each finger represents one sound.

b l a c k
● ● ● —



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Fred in Head

Once children can sound out a word, we teach them to say the sounds in their heads. The teacher holds up the words to give the children time to mime the sounds, and then pushes the word forward as a signal to say the word together, until they say the word straight away.

We show them how to do this by:

1. Whispering the sounds and then saying the whole word.
2. Mouthing the sounds silently and then saying the whole word.
3. Saying the whole word straight away.

Letter formation

Children are taught how to form letters using a handwriting phrase to help. See the web address below for phrases and explanations of how to teach letter formation:

https://www.youtube.com/watch?v=4T_EE6PcZbY

*Digraphs, these are 2 letters which make 1 sound, such as,
ng nk sh th*

We teach these letters as cursive handwriting to show they are 1 sound and as part of an introduction to cursive writing.

Thank you for taking the time to read this document about our Read Write Inc Scheme for EYFS and Key Stage 1.

