



**Samuel Barlow**  
Primary Academy

# Phonics Curriculum

## Overview

## Read Write Inc

The academy follows the Read Write Inc programme from F1 to Year 2. Read Write Inc lessons take place first thing in the morning across the Early Years and Key Stage 1 classes. The Read Write Inc philosophies are embedded in the teaching and learning of reading and writing throughout the curriculum. The use of this synthetic phonics programme ensures that all children are taught:

- phonemic awareness (the sounds that make up words such as c/a/t);
- the sound–spelling relationships in words;
- how to say the sounds that make up

words; and to do this by:

- using texts that are made up of words that use the sound–spelling relationships children have learned;
- using interesting and authentic stories to develop vocabulary and language comprehension.

Children are assessed regularly and placed in groups according to their assessment. This ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2, through the use of a phonics tracker which is updated half-termly.

Read Write Inc guide for parents from Oxford Owl:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Phonics expected progression – based on Read Write Inc			
	End of Autumn	End of Spring	End of Summer
<b>Reception</b>	Read all Set 1 sounds Blend sounds into words orally     Book band for wider reading skills: <b>Pink</b>	Blend sounds to read words Read short ditty stories Read RWI red decodable storybooks   Book band for wider reading skills: <b>Red</b>	Read some Set 2 sounds Read RWI green decodable storybooks   Book band for wider reading skills: <b>Red / Yellow</b>































# Phonics Curriculum Map

<b>Year 1</b>	<p>Read all Set 2 sounds Read RWI purple / pink decodable storybooks</p> <p>Book band for wider reading skills: <b>Yellow / Blue</b></p>	<p>Read some Set 3 sounds Read RWI orange / yellow decodable storybooks</p> <p>Book band for wider reading skills: <b>Green</b></p>	<p>Read Set 3 sounds Read RWI yellow / blue decodable storybooks</p> <p>Book band for wider reading skills: <b>Orange / Turquoise</b></p>
<b>Year 2</b>	<p>Continue to access RWI sessions as appropriate Read RWI blue storybooks with increasing fluency and comprehension</p> <p>Book band: <b>Purple</b></p>	<p>Continue to access RWI sessions as appropriate Read RWI grey storybooks with increasing fluency and comprehension</p> <p>Book band: <b>Gold</b></p>	<p>Focus on establishing accurate and speedy word reading skills</p> <p>Book band: <b>Gold</b></p>










## Speed Sounds Set 1

Sound Mat




















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 

## Speed Sounds Set 2

ay 	ee 	igh 	ow 	oo 
oo 	ar 	or 	air 	ir 

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

## Reception high frequency words

The 45 key words children in Reception need to be able to read and then spell by the end of the year

I	go	come	went	up	you	day	was
look	are	the	of	we	this	dog	me
like	going	big	she	and	they	my	see
on	away	mum	it	at	play	no	yes
for	a	dad	can	he	am	all	
is	cat	get	said	to	in		

## Year 1 and Year 2 high frequency words

The key words children in Year 1 and Year 2 need to be able to read and then spell by the end of Key Stage 1

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	great	move	again
floor	break	prove	half
poor	steak	improve	money
because	pretty	sure	Mr
find	beautiful	sugar	Mrs
kind	after	eye	parents
mind	fast	could	Christmas
behind	last	should	
child	past	would	
children	father	who	
wild	class	whole	
climb	grass	any	
most	pass	many	
only	plant	clothes	
every	bath	busy	
everybody	path	people	
even	hour	water	