

Perryfields Primary PRU Curriculum Overview

Phonics and Reading

We use the Read Write Inc Phonics Scheme (RWI) to teach the children how to read. Upon entry to the school the pupils complete an assessment which identifies which sounds or blends they do not recognize or are fluent with. Following this, each individual pupil has their own daily phonics lesson which is personalised to their specific needs, and follows the Fast Track Programme. Over time this closes any gaps in learning and enables them to be able to read. The curriculum is carefully sequenced so that the child works on sounds and blends in a logical way and at their particular level.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



Before your child can start to read, they need to learn to:

- Say the sound that is represented by each letter or groups of letters. These are called 'Speed sounds'.
- How to blend the sounds together in a word to read it e.g. c-a-t \diamond cat. This is called 'sound-blending'.

STEP 1

What are speed sounds?

In Read Write Inc phonics the individual sounds are called 'speed sounds' – because we want your child to read them effortlessly. We use pure sounds so that your child will be able to blend the sounds into words more easily. Letter-sound pictures are used to help them learn these sounds quickly.

Speed Sounds Set 1

Set 1 sounds are taught in the following order. When we say words in pure sounds we call it 'Fred Talk'. E.g. m-a-t, s-a-d. Once they have learnt the first 5 sounds we teach them to blend them.

Sound	How to say it
m	m - mmmmmmountain (keep lips pressed together hard) This sound should be stretched slightly. Try to avoid saying uh after each one. E.g. /mm/ not muh,
a	a - a: a-a-a (open mouth wide as if to take a bite of an apple) The short vowels should be kept short and sharp.
s	s - (keep teeth together and hiss – unvoiced)
d	d – (tap tongue behind the teeth) You will find it harder to avoid saying uh at the end of this sound.
t	t – (tick tongue behind the teeth – unvoiced) Make the sound as short as possible avoiding uh at the end of the sound.
i	i - i-i-i (make a sharp sound at the back of the throat – smile) The short vowels should be kept short and sharp.
n	n - nnnnnnet (keep tongue behind teeth)
p	p - (make distinctive p with lips – unvoiced) Make the sound as short as possible avoiding uh at the end of the sound.
g	g – (make soft sound in throat) You will find it harder to avoid saying uh at the end of this sound.
o	o - o–o-o (push out lips; make the mouth into o shape) The short vowels should be kept short and sharp.
c	c - (say c as you breathe sharply out – unvoiced) Make the sound as short as possible avoiding uh at the end of the sound.
k	k – (make sharp click at back of throat) Make the sound as short as possible avoiding uh at the end of the sound.
u	u - u-u-u (make a sound in the throat) The short vowels should be kept short and sharp.
b	b – (make a short, strong b with lips) You will find it harder to avoid saying uh at the end of this sound.
f	f - ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
e	e - e-e-e (release mouth slightly from a position) The short vowels should be kept short and sharp.

l	l - lllleg (keep pointed curled tongue behind teeth).
h	h - (say h as you breathe sharply out – unvoiced) Make the sound as short as possible avoiding uh at the end of the sound.
r	r - rrrrrrobot (say rrr as if you are growling)
j	j – (push lips forward) You will find it harder to avoid saying uh at the end of this sound.
v	v - vvvvvvulture (keep teeth on bottom lip and force air out gently)
y	y – (keep edges of tongue against teeth) You will find it harder to avoid saying uh at the end of this sound.
w	w – (keep lips tightly pursed) You will find it harder to avoid saying uh at the end of this sound.
z	z - zzzzzzig zzzzzag (keep teeth together and make a buzzing sound).
x	x – (say a sharp c and add s – unvoiced) Make the sound as short as possible avoiding uh at the end of the sound.

STEP 2

Can the child sound-blend three sound words? They will learn the sounds above by sight but also how to blend them together to read words. For example: l-e-g, h-a-t, c-u-b, p-e-n

STEP 3

Can the child read the Phonics Green Word Cards as shown below?

Sound Known	Words
m, a, s, d, t	mat, at, mad, sad, dad, sat
m, a, s, d, t, i, n, p, g, o	in, on, it, an, and, pin, pat, got, dog, sit, tip, pan, gap, dig, top
m, a, s, d, t, i, n, p, g, o, c, k, u, b	bin, cat, cot, can, kit, mud, up, cup, bad
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h	bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x	red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap, win, web, wet

STEP 4

The following 'special friends' sounds are then taught in order.

Sound	How to say it
sh	sh - shhhh (make a shhh noise as though you are telling somebody to be quiet!)

th	th - thhhhank you (stick out tongue and breathe out sharply).
ch	ch - (make a short sneezing sound) Make the sound as short as possible avoiding uh at the end of the sound.
qu	qu – (keep lips pursed as you say cw – unvoiced) You will find it harder to avoid saying uh at the end of this sound.
ng	ng - thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat).
nk	nk - I think I stink (make a piggy oink noise without the oi! nk nk nk)

STEP 5

Can the child read the Phonics Green Word Cards as shown below?

Sound Known	Words
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk	ship, shop, fish, wish, thin, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, wing, wink
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk	3 Sounds: bell, well, fell, huff, mess, sock, think, quick, thing. 4 Sounds: blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink

STEP 6

Set 2 sounds are taught in the following order:

Sound	Sound Context and Phrase
ay	ay – may I play?
ee	ee- what can you see?
igh	igh – fly high
ow	ow – blow the snow
oo	oo – poo at the zoo
oo	oo – look at a book
ar	ar – start the car
or	or – shut the door
air	air – that’s not fair
ir	ir – whirl and a twirl

ou	ou – shout it out
oy	oy – toy for a boy

Set 3 sounds are taught in the following order:

Sound	Sound Context and Phrase
ea	ea – cup of tea
oi	oi – spoil the boy
a-e	a-e – make a cake
i-e	i-e – nice smile
o-e	o-e – phone home
u-e	u-e – huge brute
aw	aw – yawn at dawn
are	are – care and share
ur	ur – nurse with a purse
er	er – a better letter
ow	ow – brown cow
ai	ai – snail in the rain
oa	oa – goat in a boat
ew	ew – chew the stew
ire	ire – fire, fire
ear	ear – hear with your ear
ure	ure – sure it's pure
tion	tion – pay attention: it's a celebration
tious/cious	tious – scrumptious cious - delicious

Can the child read the Phonics Green Word Cards and then the nonsense words as shown below?

Sound Known	Words	Nonsense Words
ay	Spray, play, day, way, may, say	Tay, shay, kay, vray, chay, blay
ee	See, three, been, green, seen, sleep	Steen, sclee, treek, cheeth, fleep, dreen
igh	High, night, light, fright, bright, might	Quigh, sigh, kigh, glight, dight, pright

ow	Blow, snow, low, show, know, slow	Sprow, zow, trow, drow, spow, smow
oo	Too, zoo, food, pool, moon, spoon	Moom, goove, choove, shoom, drood, sploot
oo	Took, look, book, shook, cook, foot	Dwood, swook, thook, plook
ar	Car, start, part, star, hard, sharp	Charp, stard, plarp, blart, flarg, nart
or	Sort, short, horse, sport, fork, snort	Forg, sporg, sorm, morch, thorch, skorb
air	Fair, stair, hair, air, chair, lair	Sair, nair, gair, yair, zair, plair
ir	Girl, bird, third, whirl, twirl, dirt	Wirp, nirth, quirp, firl, mirch, yirp
ou	Out, shout, loud, mouth, round, found	Doud, hout, plout, frou, brou, yound
oy	Toy, boy, enjoy	Skoy, bloy, spoy, croy, foy, stoy
ea	Clean, dream, seat, scream, real, please	Vean, theat, heab, pleak, deast, reat
oi	Join, voice, coin	Oin, loit, coink, spoid, moit, poist
a-e	Make, name, cake, same, late, date	Dake, plake, flade, quade, galte, jate
i-e	Smile, white, nice, like, time, hide	Chipe, chine, sprile, vite, shike, flide
o-e	Home, hope, spoke, note, broke, phone	Voke, shome, plode, chote, sprole, blone
u-e	Tune, rude, huge, brute, use, June	Truke, spuge, pute, trute, vude, wule
aw	Saw, law, dawn, crawl, paw, yawn	Zaw, fraw, traw, fawnt, plaw, staw
are	Share, dare, scare, square, bare, care	Sare, klare, jare, brare, slare, knare
ur	Burn, turn, spurt, nurse, purse, hurt	Churse, hurn, shurp, purf, durn, plurse
er	Never, better, weather, after, proper, corner	Versp, sninker, skern, hanter, therve, flern
ow	How, brown, down, cow, town, now	Zown, cowst, downt, smow, clowse, gownt
ai	Snail, paid, tail, train, paint, rain	Hail, lail, chaid, quaim, blaib, naith
oa	Goat, boat, road, throat, toast, coat	Foat, boaf, moach, choam, stoad, pload
ew	Chew, new, blew, flew, drew, grew	Thew, dewt, stewt, snew, spewt, prewt
ire	Fire, hire, wire, bonfire, inspire, conspire	Blire, stire
ear	Hear, dear, fear, near, year, ear	Flear, crear
ure	Picture, mixture, creature, future, adventure, temperature	Vure, gure
tion	Conversation, celebration, exploration, tradition, congratulation, attention	
tious/cious	Delicious, suspicious, vicious, precious, ferocious Scrumptious	