



**Oakwood
Academy**

Phonics Teaching Structure

Read Write Inc. weekly routine

For groups:			
Day 1	Day 2	Day 3	Day 4
New sound - see slide 5	Sound recap lesson	Sound recap lesson	Sound recap lesson
Paired practice of sounds from weekly book	Ditty 1 introduction	Ditty 2 introduction	Ditty 3 introduction
	Green & red words	Green & red words	Green & red words
	First read (children)	First read (children)	First read (children)
	Read aloud (teacher)	Read aloud (teacher)	Read aloud (teacher)
	Second read (Children)	Second read (Children)	Second read (Children)
	Questions to talk about	Questions to talk about	Questions to talk about
	Hold a sentence	Hold a sentence	Hold a sentence
	Target sounds games - see slide	Target sounds games - see slide	Target sounds games - see slide

Read Write Inc. weekly routine

For groups:				
Day 1	Day 2	Day 3	Day 4	
New sound - see slide 7	Sound recap lesson - see slide 8	Sound recap lesson - see slide 8	Sound recap lesson - see slide 8	
Paired practice of sounds from weekly book	Paired practice of sounds from weekly book	Paired practice of sounds from weekly book	Paired practice of sounds from weekly book	
	Paired practice speedy green and red words	Paired practice speedy green and red words	Paired practice speedy green and red words	
	Vocabulary check of green words - including one word on vocabulary board	Second read children	Third Read-storytellers voice	
	Story introduction	Read Aloud (Teacher)	Write about	
	First Read (children)	Hold a sentence	Target sounds games - see slide 9	
	Hold a sentence	Questions to talk about	Give out home reading books for home	
	Target sounds games - see slide 9	Target sounds games - see slide 9		

Read Write Inc. weekly routine



For groups:			
Day 1	Day 2	Day 3	Day 4
New sound - see slide 7	Sound recap lesson - see slide 8	Sound recap lesson - see slide 8	Sound recap lesson - see slide 8
Paired practice of sounds from weekly book	Paired practice of sounds from weekly book	Paired practice of sounds from weekly book	Paired practice of sounds from weekly book
	Paired practice speedy green and red words	Paired practice speedy green and red words	Paired practice speedy green and red words
	Vocabulary check - including one word on vocabulary board	Second read children	Third Read-storytellers voice
	Story introduction	Read Aloud (Teacher)	Questions to talk about
	First Read (children)	Hold a sentence	Write about
	Hold a sentence	Target sounds games - see slide 9	Target sounds games - see slide 9
	Target sounds games - see slide 9		Give out home reading books for home

Speed sound lesson Set 1

	Say the sound
	Find the
	Say the sound (front and back of card)
	Read the sounds
	Sound in the pack (practice sound mixed in with previously learned sounds)
	Air write the letter
	Write the on paper as saying the sound
	Speed write new sound
	Speed write previously learned sounds
	Fred talk sounds with learned sounds and ask children to blend.
	Word time - children (Fred talk word, children blend orally and then write, then tick or fix)

Put sped sound group 1
here

Speed sound lesson Set 2 & 3

	Share the sound
	Say the sound (front and back of card)
	Find the sound on the speed sound chart
	Blend the sounds - teacher Fred talk words with the target sounds
	Sound in the pack (practice sound mixed in with previously learned sounds)
	Use Fred talk to blend the target sound in the green words
	Read the previously learned green word
	Read the nonsense words containing the target sounds
	Read the red words identifying the challenging sound in the word
	Use Fred fingers to identify how many sounds in the target words
	Spell the target words in books - mark the words with the correct dots and dashes on the teacher board and use tick or fix
	Spell the target red words in red pencil - mark the challenging sound with a circle and use tick or fix.
	Target sound games - click here for suggestions

Speed sound 2 & 3 lesson

Recap

* The recap stage is done with much more pace than when the sounds is introduced on day 1

	Share the sound
	Blend the sounds - teacher Fred talk words with the target sounds
	Sound in the pack (practice sound mixed in with previously learned sounds)
	Read the previously learned green word
	Read the red words identifying the challenging sound in the word
	Use Fred fingers to identify how many sounds in the target words
	Spell the target words in books - mark the words with the correct dots and dashes on the teacher board and use tick or fix
	Spell the target red words in red pencil - mark the challenging sound with a circle and use tick or fix.
	Pick 2 - 3 previously learned sounds and ask students to spell words with these graphemes in their books

Phonics Recap Games

Bingo	Choose approx. 12 words contain known graphemes and new target sound. Students pick six and write in their books. Use Fred talk to break words into sounds -students blend and mark out. Shouting bingo when they have all six marked.
Noughts and crosses	Teacher draws noughts and crossed grid on the whiteboard and fills in 9 words with known graphemes. Students play with a partner on small whiteboards but can only put a nought or cross in a square after reading the sound in that square.
Hangman	Teacher draws dashes on board and lets students know the target sound in the word prior to guessing eg. This word contains 'oa'.
Rally robin	In partners or groups of four with one white board. Write target sound at the top of the whiteboard. Set a timer. Pass the whiteboard around the group with each student adding a word with the target sound. See how many they can get before the timer sounds.
Round robin	As above but each child has a board. There can be different target sounds written at the top of each board. The boards all move as soon as students have added a word to the board.
Relay race	Write a target sound on the white board or large piece of paper at the front of class. Split the class into groups and provide each group with post it notes of a different colour. The group decide on va word with the target sound. One member of groups takes the sound to the bard / piece of paper and sticks it up. They come back and tag the next member of their team who takes the next word to the board and so on.
Two corners / Four corners	Allocate a target sound to each side / each corner of a room. Teacher says a word containing known graphemes. Students go to the side / corner to indicate which of the target sounds they think was in the word.
Stand up - sit down	Pick two targets sounds. Allocate stand up to one sound and sit down to the other sound. Teacher says a word. Students sit down or stand up to indicate which of the target sound they can hear in the word.
Treasure chest	Create a number of treasure chests in the classroom in the form of hoola hoops of different colours. Give each hoop a target sound. Teacher says a word, pupils write the word on a post it note and then place it in the chest with the correct target sound.
Connect four	Provide students with a 8 * 6 grid. Each students provided with a different colour pencil. Teacher gives a word, pupil A writes in a square of their choice in their colour pencil. Play passes to pupil B who writes the next word in the grid with their coloured pencil. The am being to get four words in a row,

Glossary

Phoneme	Spoken sounds - there are about 44 in the English language
Grapheme e	How we write each of the spoken sounds e.g the spoken sounds 'f' is written using the graphemes f, ff, ph.
Fred talk	(Fred is the frog) he can only talk in sounds e.g. sh-o-p □ Special friend The grapheme of the phonemes
Blend	Saying all the sounds together in a whole word e.g. shop
Fred Fingers	Each finger is pinched to reflect a phoneme which is also said aloud
Special Friend / Fred / Blend	The rhyme that child are taught to remember when they are looking at and decoding a new word
Red words	Words that cannot be sounded out e.g. I, said, they
Green words	Words that can be sounded out using our phonics