



INGLE FARM EAST PHONICS AGREEMENT

Phonics is an essential body of knowledge that students need to master to be proficient in reading and spelling. Synthetic phonics instruction is a fundamental part of an effective teaching program for beginning or struggling readers. Synthetic phonics supports students to understand the relationship between the sounds and the various letters and letter combinations that represent them. Phonics ability consists of a finite number of items to learn so mastery can occur in a short time span. Once mastered attention can be devoted to development of fluency, vocabulary and comprehension.

Phonics and the Big 6 –Department for Education

RECEPTION PHONICS AGREEMENT

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| Teachers Will | <p>Build phonological awareness through:</p> <p><i>Rhyme:</i> recognise, matching odd one out and production</p> <p><i>Syllabification:</i> detecting and segmenting words into syllables</p> <p><i>Alliteration:</i> recognition, matching, odd one out and production</p> <p><i>Analysis:</i></p> <ul style="list-style-type: none"> • Phoneme isolation at the initial, final and middle position of words • Segmenting of words into phonemes • Blending phonemes to create words • Manipulation – omit or substitute phonemes to make new words <p>Teach the following elements in each daily Read Write Inc lesson:</p> <p><i>*Students are grouped according to their reading ability, as assessed by the RWI Teacher Leader.</i></p> <p><i>Speed Sound Lesson</i></p> <ol style="list-style-type: none"> 1. Say the sound - in isolation and words 2. Read the sound - with/without picture mnemonic 3. Review the sounds 4. Write the letter - focus on correct formation 5. Speed write - review known letters 6. Fred talk - oral blending <p><i>Word Time</i></p> <ol style="list-style-type: none"> 1. Review the sounds 2. Learning to blend sequence <u>or</u> blending independently sequence <p>Once students are assessed by the RWI Teacher Leader as being secure in Set 1 Speed Sounds and can blend and read CVC words, students will begin the Red Ditty Level books. Teachers will follow the Ditty timetable sequence focussing on both accuracy and fluency.</p> <p>Following on from the Red Ditty Level books, students will progress to the three-day timetable for teaching Green, Purple, Pink and Orange Level books (refer to Read Write Inc Phonics Handbook 1).</p> <p>Take home readers will be introduced once students are:</p> <ul style="list-style-type: none"> • Secure in Set 1 Speed Sounds • Able to blend CVC words independently <p><i>*Use the Oxford Literacy Assess Running Record kit to determine the appropriate take home reading level.</i></p> |
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| Other ideas for high quality classroom instruction | <ul style="list-style-type: none"> • Use decodable readers (SPELD phonic books and Dandelion books). • Teach one speed sound per day per RWI sequence. • Daily revision of previously taught speed sounds. • Use dictation of speed sounds, words and sentences. • Use multi-sensory activities (magnetic letters, interactive whiteboard). • Identify rhyming words in songs, rhymes and stories. • Red words-phonically irregular words • Read Write Inc routines (team stop signal, my turn your turn, turn to your partner, silent handwriting signal, 1/2/3 signal). • Read Write Inc participation (my turn your turn, partner practice, partner talk, choral work, no hands up). • Immediate feedback (verbal and non-verbal). • Praising of student effort. • Shared picture books – 1 big book per week and multiple picture books daily, fiction and nonfiction texts. |
| Strategies to be taught | <ul style="list-style-type: none"> • Phonological awareness. • Automatic recognition of Set 1 and Set 2 Speed Sounds. • Correct letter formation. • Blending (for reading) and segmenting (for spelling). • Correct pencil grip and handwriting posture. • Read Write Inc routines eg MTYT, TTYP. |
| Assessment to inform teaching | <ul style="list-style-type: none"> • Alphabet checklist – beginning of the year and end of Set 1 Speed Sounds. • Phonological awareness screen as needed. • Read Write Inc individual assessment – every 6 to 8 weeks. • Oxford Literacy Assess running records. |
| Resources | <ul style="list-style-type: none"> • Read Write Inc Handbook 1. • Read Write Inc teacher's kit. • Read Write Inc Red Ditty books and coloured storybooks. • Decodable books – SPELD phonic books and Dandelion books. • Department for Education Best Advice papers – Phonics |
| Students Take Home | <ul style="list-style-type: none"> • Read Write Inc Set 1 Speed Sound flashcards to practice sounds and make words. • Read Write Inc Speed Sound desktop chart to practice sounds and letter formation. • Take home decodable readers (only once assessed as secure in set 1 Speed Sounds and blending independently). |

YEAR 1 PHONICS AGREEMENT

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| <p>Teachers Will</p> | <p>Continue to build phonological awareness through: <i>Rhyme:</i> recognise, matching, odd one out and production <i>Syllabification:</i> detecting and segmenting words into syllables <i>Alliteration:</i> recognition, matching, odd one out and production <i>Analysis:</i></p> <ul style="list-style-type: none"> • Phoneme isolation at the initial, final and middle position of words • Segmenting of words into phonemes including digraphs and trigraphs • Blending phonemes to create words • Manipulation: omit or substitute to make new words <p>Teach the following elements in daily Read Write Inc lessons: <i>*Students will be grouped according to their reading ability, as assessed by the RWI Teacher Leader and will be working on story books at different colour levels. If on Green, Purple, Pink and Orange Level books the 3 day programme will be followed (refer to Read Write Inc Phonics Handbook 1)</i> <i>If on Yellow, Blue or Grey Level books the 5 day programme will be followed (refer to Read Write Inc Phonics Handbook 2)</i></p> <ul style="list-style-type: none"> • Speed Sound Lesson – including say the sound, read the sound, review the sounds, write the letter, speed write, Fred talk green words and alien words • Read Speed Sounds from story book • Read story green, speedy green (high frequency) and red (phonically irregular) word cards • Partner practice of story green, speedy green and red words • Story introduction – day 1 • Read the story – first read – focus on decoding; second read – focus on fluency; third read – comprehension • Teacher read aloud • Hold a sentence/red words spelling • Handwriting - automaticity and correct letter formation/proportion, correct pencil grip and handwriting posture • Build a sentence – orally and written • Write about and proof read as directed by teacher • Linked texts • Grammar and punctuation related to storybook text |
| <p>Other ideas for high quality classroom instruction</p> | <ul style="list-style-type: none"> • Use decodable texts – SPELD, Dandelion and Read Write Inc book bag texts • Review speed sounds daily • Model thinking ‘Think out loud’ strategy when reading • Ask literal, inferential and evaluative questions about texts read to/by students • Using Read Write Inc desk plates when writing • Use dictation of speed sounds, words and sentences. • Use multi-sensory activities (interactive whiteboard). • Identify rhyming words in songs, rhymes and stories. • Read Write Inc routines (team stop signal, my turn your turn, turn to your partner, silent handwriting signal, 1/2/3 signal). • Read Write Inc participation (my turn your turn, partner practice, partner talk, choral work, no hands up). • Immediate feedback (verbal and non-verbal). • Praising of the effort rather than the student. • Shared picture books – 1 big book per week and multiple picture books daily, fiction and non-fiction texts. |

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| Strategies to be taught | <ul style="list-style-type: none"> • Phonological awareness. • Fred talk, Fred fingers - Blending (for reading) and segmenting (for spelling). • Read Write Inc routines eg MTYT, TTYP. • Hold a sentence • Build a sentence |
| Assessment to inform teaching | <ul style="list-style-type: none"> • Read Write Inc grouping assessment – at least 4 times per year • Oxford Literacy Assess Running Records to determine take home reading level • Phonics Screening check (term 3) • Additional assessments if required |
| Resources | <ul style="list-style-type: none"> • Read Write Inc Teacher Handbook 2 • Read Write Inc story books – • Read Write Inc teachers kit • Decodable & levelled books • Department for Education Best Advice papers – Phonics |
| Students Take Home | <ul style="list-style-type: none"> • Read Write Inc Speed Sound desktop chart to practice sounds and letter formation. • Speedy green words, red words and speed sounds associated with coloured text working on in class • Take home decodable or levelled readers depending on needs • Take home book bag book associated with coloured text working on in class |

YEAR 2 PHONICS AGREEMENT

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| Teachers Will | <ul style="list-style-type: none"> • Aim for most students to complete Read, Write Inc by the end of Year 2. • Continue to build on the reading and writing of Read, Write, Inc and place greater emphasis on the spelling, grammar and punctuation. <p>Teach the following elements in daily Read Write Inc lessons:</p> <p><i>*Students will be grouped according to their reading ability, as assessed by the RWI Teacher Leader and will be working on story books at different colour levels. If on Green, Purple, Pink and Orange Level books the 3 day programme will be followed (refer to Read Write Inc Phonics Handbook 1)</i></p> <p><i>If on Yellow, Blue or Grey Level books the 5 day programme will be followed (refer to Read Write Inc Phonics Handbook 2)</i></p> <ul style="list-style-type: none"> • Sound blending and chunking multisyllabic words for reading • Technical language to develop a consistent and common language eg phonemes, graphemes, split digraphs, pure sounds, Fred talk/ fingers • Set 2 and 3 Speed Sounds • Review Set 1 Speed Sounds • Teach students alternative spellings of the same sound eg ‘ay’, a-e’ and ‘ai’. • Provide opportunities for students to practise the sounds and use them in their reading, spelling and writing • Teachers will use Fred Fingers to segment and spell words • Red Rhythm will be used to support the learning of phonetically irregular words (red words) • Students to spell new words and continue to review past words every week • Provide opportunities for students to practise with a partner • Give short tests to assess and celebrate learning. • Continue to revise/re-teach correct letter formation • Teach students how to ‘hold’ simple sentences in their heads so that they can think about how to spell and punctuate the sentences as they write. • Vocabulary and grammar used in their own writing compositions • Teach students how to independently proof read their own writing to check/correct grammar, punctuation and spelling. • Students to rehearse their sentences out loud so that they don’t forget their ideas before writing |
| Other ideas for high quality classroom instruction | <ul style="list-style-type: none"> • Exposure to a wide range of texts types to increase vocabulary knowledge and build on existing experiences and understandings. • Stories to be read three times drawing them into plot, vocabulary, setting, then character’s motives and feelings and coda (the message in the story) • Draw on ideas in the storybook to teach students grammar and vocabulary to use for independent writing compositions. |
| Strategies to be taught | <ul style="list-style-type: none"> • Fred talk (oral blending) • Fred fingers (segmenting sounds) • Use mnemonics (memory aids) to help students learn the sounds easily • Use mnemonic phrases to help student remember each letter group eg ‘ay, may I play” • Read Write Inc routines eg MTYT, TTYP |
| Assessment to | <ul style="list-style-type: none"> • RWInc Teacher leader to assess each child using on-going assessment to |

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| inform teaching | 1) identify struggling students for intensive 1-1 tutoring to catch up quickly 2) adjust groups regularly to ensure students are learning at instructional level <ul style="list-style-type: none">• Teachers will use an assessment tracker to assess each child's progress• Oxford Literacy Assess Running Record Kit |
| Resources | Read Write Inc Teacher's Kit containing : <ul style="list-style-type: none">• Teacher's Handbooks• Storybooks• Matched writing books• Sound cards• Friezes• Posters (Simple speed sounds and complex speed sounds)• Magnetic sound cards• Word cards (Green and Red)• Fred the frog (soft toy)• Story books• Department for Education Best Advice Paper – Phonics• Spelling: from beginning to proficiency |

DISABILITY UNIT PHONICS AGREEMENT

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| Teachers Will | <p>Build phonological awareness through:</p> <p><i>Rhyme:</i> recognise, matching odd one out and production <i>Syllabification:</i> detecting and segmenting words into syllables <i>Alliteration:</i> recognition, matching, odd one out and production <i>Analysis:</i></p> <ul style="list-style-type: none">• Phoneme isolation at the initial, final and middle position of words• Segmenting of words into phonemes• Blending phonemes to create words• Manipulation – omit or substitute phonemes to make new words <p>Teach the following elements in each daily Read Write Inc lesson:</p> <p><i>*Students are grouped according to their reading ability, as assessed by the Unit Leader.</i></p> <p>Speed Sound Lesson</p> <ol style="list-style-type: none">1. Say the sound - in isolation and words2. Read the sound - with/without picture mnemonic3. Review the sounds4. Write the letter - focus on correct formation5. Speed write - review known letters6. Fred talk - oral blending <p>Word Time</p> <ol style="list-style-type: none">1. Review the sounds2. Learning to blend sequence or blending independently sequence <p>Once students are assessed by the Unit Leader as being secure in Set 1 Speed Sounds and can blend and read CVC words, students will begin the Red Ditty Level books. Teachers will follow the Ditty timetable sequence focussing on both accuracy and fluency.</p> <p>Following on from the Red Ditty Level books, students will progress to the three-day timetable for teaching Green, Purple, Pink and Orange Level books (refer to Read Write Inc Phonics Handbook 1).</p> <p>Take home readers will be introduced once students are:</p> <ul style="list-style-type: none">• Secure in Set 1 Speed Sounds• Able to blend CVC words independently <p><i>*Use the Oxford Literacy Assess Running Record kit to determine the appropriate take home reading level.</i></p> <p>Group students according to ability:</p> <ul style="list-style-type: none">• Group 1 – Adapted Nursery Program: Play based, songs, stories, fine motor to develop handwriting, sensory activities, introduce Speedy Sounds• Group 2 – Nursery Program: Full Program (paced according to need)• Group 3 – Junior Primary Program: Full Program (paced according to need)• Group 4 – Student who attend mainstream Read Write Inc Full Program |
| Other ideas for | <ul style="list-style-type: none">• Use decodable readers (SPELD phonic books and Dandelion books). |

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| high quality classroom instruction | <ul style="list-style-type: none"> • Daily revision of previously taught speed sounds. • Use dictation of speed sounds, words and sentences. • Use multi-sensory activities (magnetic letters, interactive whiteboard). • Identify rhyming words in songs, rhymes and stories. • Red words-phonically irregular words • Read Write Inc routines (team stop signal, my turn your turn, turn to your partner, silent handwriting signal, 1/2/3 signal). • Read Write Inc participation (my turn your turn, partner practice, partner talk, choral work, no hands up). • Immediate feedback (verbal and non-verbal). • Praising of student effort. • Reading Doctor • Shared picture books – 1 big book per week and multiple picture books daily |
| Strategies to be taught | <ul style="list-style-type: none"> • Phonological Awareness • Automaticity of letter-sound recognition of Set 1 and Set 2 Speed Sounds • Correct letter formation • Blending (for reading) and segmenting (for spelling). • Correct pencil grip and handwriting posture. • Read Write Inc routines eg MTYT, TTYP. |
| Assessment to inform teaching | <ul style="list-style-type: none"> • Alphabet checklist – beginning of the year and end of Set 1 Speed Sounds. • Phonological awareness screen as needed. • Read Write Inc individual assessment – every 6 to 8 weeks. • Oxford Literacy Assess running records. |
| Resources | <ul style="list-style-type: none"> • Read Write Inc Nursery Program (including readers) and Junior Program teacher's kits • Speld Readers and Dandelion books • Department for Education Best Advice papers – Phonics • Reading Doctor App |

INGLE FARM EAST R-7 SPELLING AGREEMENT

Spelling is the process of converting oral language to visual form by placing graphic symbols on a writing surface. Writing systems vary with respect to how a language is graphically represented. Each spelling is a system which integrates phonetic, visual, morphemic and etymological patterns to represent the language.

Spelling : a Practical Guide for classroom teachers Department for Education

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| <p>Teachers Will</p> | <ul style="list-style-type: none"> • Use the Gradual release model of Responsibility to allow for differentiation Modelled - whole class Guided – teacher works with small groups Independent – students practise and apply their learning • Explicitly teach spelling strategies aligned to the four types of knowledge Phonetic – how words and letter combinations sound. Visual – the way words and combinations look (Fresh Start) Morphemic – the meaning units within a word Etymological – the origins of words. • Provide a balanced program which includes the four kinds of spelling knowledge • Yr. 3_7 teachers will use Read Write Inc. Fresh Start as an intervention strategy for reading and spelling. |
| <p>Other ideas for high quality classroom instruction</p> | <ul style="list-style-type: none"> • Using word lists that are organised to the four types of spelling knowledge • Focusing on high frequency words • Linking spelling to writing • Teaching language features of text types • Using a word wall • Extending phonics instruction in upper primary to include morphological elements (eg Greek and Latin roots) • Explicitly teaching and providing opportunities for students to practice how to use a dictionary / thesaurus • Having a word of the day or word of the week • Getting students to develop their own word bank • Analysing students writing • Integrating the teaching of spelling into other curriculum areas • Developing a rich vocabulary in all areas of the curriculum (inclusive of specialised subjects) • Teaching technical terms eg phoneme, diagraph, trigraph • Providing time for independent practice and opportunities for peer tutoring |
| <p>Strategies to be taught</p> | <ul style="list-style-type: none"> • Proof reading, editing and self-assessment • Effective use of resources eg dictionary, thesaurus and spell check • Opportunities to develop a rich vocabulary in a variety of contexts • Developing individual word banks • Researching the origins of words • Prefixes and Suffixes to understand the meaning & word building • Read Write Inc routines eg MTYT, TTYP |
| <p>Assessment to inform teaching</p> | <ul style="list-style-type: none"> • Use a wide variety of assessments e.g phonics screening check, Waddington, Brightpath, dictation, standardised tests, Super Spell, formative assessment. • Analyse students writing – Brightpath / writing samples. • NAPLAN, PAT, |

Resources

- Read Write Inc
- Simple/Complex sound charts displayed in classrooms
- Best Advice – Phonics
- Spelling – a practical guide for classroom teachers
- Spelling: from beginning to proficiency
- The Big Six – Components of reading
- Fresh Start for intervention
- Dictionary, thesaurus, ipads,
- The Australian Curriculum