

## **Phonics and Early Reading Policy 2019**

### **Introduction**

At Rossett Acre Primary School we strive to ensure that all children become successful, fluent readers by the end of Key stage One, and believe this is achievable through a combination of high quality, discrete phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture.

The Rose Report (2016) emphasised high quality phonics as an important part of the words decoding skills required by children to develop higher level whole language and comprehensions skills. Bold Beginnings (2017) states that "All primary schools should make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception year."

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage (EYFS), Key Stage One, and on into Key Stage Two for those children who still need this further support.

### **Aims**

- To deliver high quality phonics teaching which secures the crucial skills of word recognition which, once mastered, enable children to read fluently and automatically to enable them to concentrate on the meaning of the text
- To ensure that a rigorous and sequential approach to the reading curriculum develops fluency, confidence and enjoyment in reading.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout school
- To differentiate phonics and spelling work according to the needs of children so that all children are given sufficient challenge at a level which they can experience success
- To give children word work strategies that will enable them to become fluent readers and confident writers

## **Phonics Teaching and Learning Structure**

### **EYFS**

Phonics is taught through discrete phonics lessons in daily, 20 minute lessons. Initially, children will be taught as a whole class, as the year progresses they will be split into differentiated groups and taught either as a whole class or in smaller groups. Teachers and teaching assistants are responsible for delivering phonics lessons. Phonics skills are embedded in reading and writing tasks in Literacy sessions, and continuous provision in EYFS support children in consolidating their phonic knowledge.

### **Phase 1**

During the baseline period in Autumn term, phonics teaching is focused on Phase 1 – concentrating on developing children's speaking and listening skills and lays the foundations for the phonics work that starts in Phase 2. The emphasis during Phase 1 is to get the children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects:

- Aspect 1 – Environmental Sounds
- Aspect 2 – Instrumental Sounds
- Aspect 3 – Body Percussion
- Aspect 4 – Rhythm and Rhyme
- Aspect 5 – Alliteration
- Aspect 6 – Voice Sounds
- Aspect 7 – Oral Blending and Segmenting

Each aspect contains three strands:

- Tuning into sounds (auditory discrimination)
- Listening to and remembering (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Many children will have covered some aspects of Phase 1 in nursery and pre-school, but they come to school with a wide variety of experience and gaps in their skills. We ensure we cover all aspects during the first 4-6 weeks of school to identify gaps and strengths with individual children.

### **Phase 2**

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is introduced each week, in the following sequence:

Set 1: s, a, t, p.

Set 2: i, n, m, d.

Set 3: g, o, c, k.

Set 4: ck, e, u, r.

Set 5: h, b, f, ff, l, ll, ss.

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words. Alongside this, children are introduced to Common Exception Words – words that are irregular and cannot be decoded using phonics.

### **Phase 3**

By the time the children reach Phase 3, they should be secure with blending and segmenting words containing the 19 letters in Phase 2.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

### **Year One**

Phonics is taught through discrete phonics lessons in daily, 15 - 20 minute lessons. Children are usually taught as a whole class. Some children will be supported within smaller 'booster' groups to reinforce learning and some children will be 'challenged' to deepen their understanding. Teachers and Teaching Assistants are responsible for delivering phonics lessons. Phonics skills are embedded in reading and writing tasks in English sessions as well as being skilfully woven into the Year One curriculum. This enables children to employ their developing phonics learning whenever they read and write whatever the subject area.

### **Phase 4**

By Phase 4, children will be able to represent each of the 44 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read simple two-syllable words. They will be able to read all Common Exception Words learnt so far and will be able to spell some of them. Phase 4 consolidates the learning from the previous phases.

## Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes, as well the graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling.

Phase 5A & B	Phase 5c
ay ai a-e	plurals
ee ea e-e ey y	er endings
igh ie i-e	est endings
oa ow oe o-e	ing endings
oo ew ue	alternative spellings ai
ou ow	alternative spellings c
oi oy	alternative spellings ee
ir	alternative spellings ch
or au aw	alternative spellings igh
wh	alternative spellings f
ph	alternative spellings oa
	alternative spellings m

## Phonics Screening Check

Year One children complete the Phonics Screening Check at the start of June. The test contains 40 words. Each child sits one-to-one with their class teacher to read each word. The test takes approximately 10 minutes per child. However, there is no time limit and all children complete the check at their own pace. The list of words is a combination of 20 real words and 20 'pseudo' or nonsense words. Teachers endeavour to make the check as informal as possible and the children will be unaware that they have completed a 'test'. Scores are reported to parents as part of the end of year report. For those children who do not achieve the 'pass mark' they will repeat the check in Year Two.

## Year Two -

### Phase 6

In Phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). The detail of the suffixes taught can be seen in the overviews in the Appendix.

## **Key Stage Two**

Phonics learning continues in KS2: this is mainly through the spelling rules and spelling patterns as stated in the National Curriculum. We have adapted the progression produced by North Yorkshire so that this is bespoke to our school. For those children who struggle with any aspect of reading and phonics, we have an extensive range of interventions to utilise in school, depending on the age and specific needs of the individual. (see appendix)

## **Differentiation and intervention**

All staff aim to encourage all children to reach their full potential through the provision of varied opportunities to access phonics. Staff recognise that our phonics planning must allow children to gain a progressively deeper understanding of the phonetic structure of the English language, to ensure all children are provided with the key tools needed to become a fluent reader. Careful thought is given to the provision of appropriate structured work for children with SEND, often through interventions, and those exceeding age-related expectations through enrichment.

At Rossett Acre we have a range of programmes to meet the needs of the children should they require additional support with phonics and reading.

## **Phonics**

<b>Intervention</b>	<b>Detail</b>
<b>Letters and sounds bespoke phonics intervention</b>	Used as an early reading intervention to improve recognition of letters, sounds, segmenting and blending.
<b>SNIP</b>	Targets High Frequency Words
<b>ALK</b>	Targets reading, writing and spelling in an active way
<b>Units of Sound</b>	Provides overlearning of phonics in KS2 to improve reading and spelling.
<b>Stareway to spelling</b>	Useful for dyslexic children in KS2
<b>Word Wasp</b>	Structured, well-paced resource for learning reading and spelling rules for UKS2
<b>Precision Teaching</b>	Bespoke spelling intervention to improve the spelling of common words through repetition and over-learning.

## **Reading Skills**

<b>Intervention</b>	<b>Detail</b>
<b>Individual Reading</b>	Additional support to improve sight reading of common words.
<b>Paired Reading</b>	This can happen between a child and a teacher or between children of different ages. Thus a year 5 might pair read with Y1 to improve the fluency of both children.
<b>Toe by Toe</b>	Suitable for KS2, this provides a systematic multi-sensory approach to reading
<b>3-min Reading Fluency</b>	Additional daily reading to improve fluency
<b>Vipers Reading Boost</b>	Weekly small group intervention to improve comprehension by focussing on a Vipers skill
<b>Challenge Group</b>	To extend reading comprehension at any age

## **Early Reading Books at Rossett Acre**

In Early Years and KS1, children read 100% fully decodable books from our Bug Club range. This phonics book closely connects to the phonics knowledge that the children are being taught in class. This systematic approach to phonics and reading ensures children learn to decode and read with accuracy.

Children at Rossett Acre take two books home in EY to Y2:

- One that is 100% phonically decodable as described
- One book to share with an adult for pleasure. This book will not be 100% decodable but, using national book banding, will be aimed at the child's approximate reading ability so they can read more widely for enjoyment.

Once children enter Y3, those children who need additional support with their reading and phonics will still take home phonically decodable books as per KS1.

## **How we listen to children read**

When children start to read, they will primarily read their phonically decodable book on an individual basis.

Once reading skills have developed, Guided Reading in groups begins in KS1 whilst the other children focus on a carousel of phonic/reading/comprehension activities. Guided Reading books can be 100% phonically decodable or books for pleasure.

### **Reading to Children**

Staff read to children on a daily basis. Research shows that adults reading aloud on class strengthens cognition; increases attention span; develops a stronger vocabulary and improves comprehension. Book Talk begins in Y1 upwards where teachers will share a text with the class and lead a discussion to develop connections and deeper thinking.

### **Parents and Reading**

Through Parents' Evenings and Dojo messages, parents are encouraged to hear their children read as well as read books to their children. A phonics evening is held every Autumn to help parents understand the phonics process when listening to their child read.

Recommended Reads, compiled by the children, are on the website and displayed in classrooms. These are available for all year groups.

## APPENDIX OF PHONICS PROGRAMME

### Phonics in Early Years

<b>Letters and Sounds Phonics</b>		
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Autumn 1 (Baseline Period) Phase 1 Recap</b>	<b>Spring 1 Most children – Introduce Phase 3 Some children recap Phase 2</b>	<b>Summer 1 Most – recap phase 4 Some children – Introduce Phase 5 Some – continue to reinforce Phase 2 and 3</b>
Aspect 1 – Environmental Sounds  Aspect 2 – Instrumental Sounds  Aspect 3 – Body Percussion  Aspect 4 – Rhythm and Rhyme  Aspect 5 – Alliteration  Aspect 6 – Voice Sounds  Aspect 7 – Oral Blending and Segmenting	Set 6: j, v, w, x  Set 7: y, z, zz, qu  Phase 3 Consonant digraphs: ch, sh, th, ng  Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	
<b>Autumn 1/2 All children - Introduce Phase 2</b>	<b>Spring 2 Most – Introduce Phase 4 Some – Recap Phase 3</b>	<b>Summer 2 Consolidation of learning for all groups of children</b>
Set 1: s, a, t, p  Set 2: i, n, m, d  Set 3: g, o, c, k  Set 4: ck, e, u, r  Set 5: h, b, f, ff, l, ll, ss	CVCC words St nd mp nt Nk ft sk lt Lp lf lk pt Xt tr dr gr Cr br fr bl Fl gl pl cl Sl sp st sw Sm pr sc sk Sn nch scr shr Thr str	

## Phonics

- Daily Phonics Lesson (15-20 minutes)
- Of the 5 lessons, 3 x new sounds learnt per week, 1 x lesson is focused on Common Exception words and 1 x lesson is focused on applying skills and knowledge learnt
- Children are initially taught in whole class lessons, once Phase 2 has been covered, children are assessed and grouped by ability
- Ability groups are flexible according to the needs of the cohort – there may be 2 large groups or 3-4 smaller groups working on different phases. Teachers and TA's are responsible for teaching phonics groups, with groups being changed each half term, and responsible teacher/TA rotated so that the children do not always have the same adult input.

### Phonics in Year 1

Autumn Term	Spring Term	Summer Term
<b>Phonics</b>		
<b>Phase 3 Recap</b>	<b>Phase 5 A and B</b>	<b>Revise All</b>
		<b>Phase 5C</b>
ch sh th ng	ay ai a-e	Preparation or Phonic Screening Check
ai ee igh oa	ee ea e-e ey y	plurals
oo oo ar or	igh ie i-e	er endings
ur ow oi ear	oa ow oe o-e	est endings
air ure er	oo ew ue	ing endings
	ou ow	alternative spellings ai
<b>Phase 4</b>	oi oy	alternative spellings c
Cvcc words	ir	alternative spellings ee
st nd mp nt	or au aw	alternative spellings ch
nk ft sk lt	wh	alternative spellings igh
lp lf lk pt	ph	alternative spellings f
xt tr dr gr	Repeat All	alternative spellings oa
cr br fr bl	Preparation or Phonic Screening Check	alternative spellings m
fl gl pl cl		
sl sp st tw		
sm pr sc sk		
sn nch scr shr		
thr str		
Phonics		
<ul style="list-style-type: none"> <li>• Daily phonics lesson 15mins</li> <li>• Weekly dictation in English lessons to practise phonics and tricky words</li> </ul>		

## Spellings in Year 1

<b>Phonics</b>		
<b>LAP</b>	<b>Map</b>	<b>HAP</b>
tricky words	tricky words	tricky words
tricky words	tricky words	tricky words
tricky words	tricky words	tricky words
tricky words	ch	ch
tricky words	sh	sh
cvc words	th	th
cvc words	ng	ng
cvc words	ai	ai
cvc words	ee	ee
cvc words	igh	igh
ch	oa	oa
sh	oo	oo/oo
tricky words	tricky words	tricky words
tricky words	tricky words	tricky words
tricky words	ar	ar
tricky words	or	or
th	ur	ur
ng	ow	ow
ai	oi	oi
ee	er	er
oo	air	air
oa	ure	ure
colours	colours	colours
numbers	numbers	numbers
tricky words	tricky words	tricky words
tricky words	tricky words	tricky words
tricky words	ay	ay/a-e
Days of the week	Days of the week	Days of the week
oi	y	ey, e-e
ow	ie	ie i-e
cvcc words	oe	oe o-e
cvcc words	ew	ew ue
cvcc words	oy	oy
cvcc words	ir	ir
er	er, est	er, est
est	wh	wh
question words	question words	question words
Spellings <ul style="list-style-type: none"> <li>• Daily spelling practice (as part of reading carousel)</li> <li>• Taken home to learn on Friday, tested the following Friday</li> </ul>		

### Spelling and Phonics in Year 2

Jupiter (Phase 3/5)	Mars (Phase 5/6)	Saturn (Phase 5/6)
<b>Autumn Term</b>		
ch	ay ai a-e	ay ai a-e
th	ee ea e-e	ee ea e-e
ng	ie igh i-e	igh ie i-e
ai	oa ow o-e	oa ow o-e
ee	oo ew	oo ew ue
oa	kn/gn	kn/gn
igh	wr	wr
Common words	s spelt as c	s spelt as c
ar	dge/ge	dge/ge
or/aw	Common words	Common words
ur	ed endings	ed endings
ow	le/il	le/il/al
Common words	plurals	plurals
oo	ly endings	ly endings
<b>Spring Term</b>		
Common words	tion	tion
oi/oy	ful suffix	ful suffix
ur/er	not contractions	not contractions
ear/eer	Common words	Common words
air/ear	Suffix ness	Suffix ness
ure	Suffixes less	Suffixes less
Common words	tion	tion
Common words	er endings	er endings
a-e/ay	est endings	est endings
e-e/ea	ment endings	ment endings
<b>Summer Term</b>		
i-e/ie	Suffix mix	Suffix mix
o-e/ow	homophones	homophones
u-e/ew	More contractions	More contractions
Common words	o after w	o after w
wh	qu	qu
ph	zh	zh
Common words	Suffixes ing	Suffixes ing
	u spelt o	u spelt o
	or as al	or as al

### Year 3

Year 3 can still be considered as being in the 'early years of reading'. Spellings are weekly and alternate between common words and phonic patterns. Many of the Year 3 spelling patterns consolidate what has been taught in Year 2.

Children who still have gaps in their phonics take part in phonics interventions from our range of catch-up programmes.

<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Adding 'ing' & 'ed'	Compound words	Contractions
Prefix 'un' & 'dis' Prefix 'in', 'im' & 'il'	Suffix 'er', 'est' & 'y'	Possessive apostrophe with plural words.
'sub' meaning under Prefix 're', 'pre', 'de',	Plurals – adding 's' to nouns	Distinguish the forms its/it's Polysyllabic words
'inter' meaning between or among. 'le' words	Suffix 'ful', 'ly' & 'less'	Words with /ai/ sound spelt ei, eigh, ey Prefix 'mis', 'co', 'non', 'anti' & 'ex' Spelling of ch (Greek: chorus. French: chalet)
Explore spelling patterns for soft 'c' & soft 'g' e.g circle/giraffe	Suffix 'er' & 'able'	Words ending in 'gue' & 'que' antique, tongue Revise plurals 'f', 'y' & 'irregular plurals'
'w' special		

## Overview of KS2 spelling and phonics

Autumn	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Y3	Adding 'ing' & 'ed'	Prefix 'un' & 'dis' Prefix 'in', 'im' & 'il'	Prefix 're', 'pre', 'de', 'sub' meaning under 'inter' meaning between or among.	'le' words Explore spelling patterns for soft 'c' & soft 'g' e.g circle/giraffe	'w' special
Y4	Regular verb endings 's', 'ed' & 'ing'	Suffix 'al', 'ary' & 'ic'	Suffix 'ment', 'ship', 'hood' & 'ness'	Double consonants	Homophones or near homophones: bawl & ball
Y5	Adding 'ing', 'er', 'ed' & 'est'	Prefix 'auto', 'bi', 'circum' & 'trans' 'pre' & 're'	Root words Use of the hyphen to join a prefix to a root e.g re-enter, co-ordinate	Polysyllabic words	Homophones & other words that are often confused
Y6	Revision of spelling conventions soft c/g	Suffix 'ent', 'ence', 'ant' & 'ance'	Root words – prefixes & suffixes	Polysyllabic words	Polysyllabic words – application of knowledge Words containing the letter string ough

Spring	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Y3	Compound words	Suffix 'er', 'est' & 'y'	Plurals – adding 's' to nouns	Suffix 'ful', 'ly' & 'less'	Suffix 'er' & 'able'
Y4	Compound words	Prefix 'a', 'al', 'af', 'ad' 'super', meaning above 'auto', meaning self or own	Plurals – changes to 'f'	Suffix 'ight' & 'ough'	Suffix 'ous', 'ious', 'tion' & 'ial' Endings: 'tion', 'sion', 'ssion', 'cian'
Y5	Explore spelling patterns for soft 'c' & soft 'g'	Plurals - 'x', 's', 'ss', 'ch', 'tch' & 'sh'	Plurals – 'o', 'f', 'ff', & 'y'	Suffix 'ful' Suffix 'cian'	Endings which sound like cious or tious Endings with cial & tial
Y6	Silent letter words: loch, knight	Homophones & other words that are often confused	Adding suffixes beginning with vowel letters to words ending in 'fer'	Words spelt with ei after c	Common exception words & word lists

Summer	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Y3	Contractions Possessive apostrophe with plural words. Distinguish the forms its/it's	Polysyllabic words Words with/ai/ sound spelt ei, eigh, ey	Prefix 'mis', 'co', 'non', 'anti' & 'ex'	Spelling of ch (Greek: chorus. French: chalet) Words ending in 'gue' & 'que' antique, tongue	Revise plurals 'f', 'y' & 'irregular plurals'
Y4	Distinguish the forms its/it's	Common roots	Suffix 'ful', 'ly', 'ive', 'tion', 'ic' & 'ist' 'ation' added to verbs to form nouns	Suffix 'ible', 'able', 'ive', 'tion' & 'sion' 'ture' & 'sure' endings	Common letter strings
Y5	Y endings Words ending in ant, ance/ancy, ent, ence, ency	i before e Suffix 'ible', 'able' 'ably' & 'ibly'	Transforming words Use of the hyphen	Prefix 'in', 'im' & 'il'	Common letter strings Homophones
Y6	Revision of phonics & spelling conventions as appropriate to children's needs & focus on etymological aspects of language. There are 5 units to be taught across Spring & Summer term for year 6. It is recommended that revision of phonics & spelling conventions is completed as appropriate to children's needs, could draw upon units from the Year 5, 4 & 3 programme where appropriate.				

## **Phonics and Reading Interventions**

At Rossett Acre we have a range of programmes to meet the needs of the children should they require additional support with phonics and reading.

### **Phonics**

Intervention	Detail
Letters and sounds bespoke phonics intervention	Used as an early reading intervention to improve recognition of letters, sounds, segmenting and blending.
SNIP	Targets High Frequency Words
ALK	Targets reading, writing and spelling in an active way
Units of Sound	Provides overlearning of phonics in KS2 to improve reading and spelling.
Stareway to spelling	Useful for dyslexic children in KS2
Nessie	Spelling and word recognition programme useful for dyslexic children in Year 1 and 2.
Word Wasp	Structured, well-paced resource for learning reading and spelling rules for UKS2
Precision Teaching	Bespoke spelling intervention to improve the spelling of common words through repetition and over-learning.

### **Reading Skills**

Intervention	Detail
Individual Reading	Additional support to improve sight reading of common words.
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