



# **The Federation of Spixworth Schools**

## **Policy for Phonics and Early Reading**

Agreed by Governing Body: Spring 2022

To be reviewed: Spring 2025

Group Responsible: SLT

## **Intent**

At The Federation of Spixworth Schools, we believe that success in phonics is essential for all other learning. Developing from speaking and listening, strong phonic knowledge provides children with the ability to read well and so opens doors to success in every other subject.

### **Our objectives for Phonics and Early Reading are to:**

- Teach the full range of reading strategies including: phonic knowledge, grammatical knowledge, word recognition and contextual knowledge
- Teach children to understand the phonic system and use this to read accurately to build confidence
- Develop children's ability to monitor their reading and correct their mistakes
- Develop children's interest in words and their meanings, developing a varied and rich vocabulary
- Give children access to a range of genres in fiction and poetry
- Provide opportunities for children to use and be able to read a range of non-fiction texts
- Teach children to use ICT systems to locate information
- Develop children's powers of imagination, inventiveness and critical awareness through reading a range of texts
- Enable children to express personal responses with increasing fluency by providing opportunities to discuss books with reference to author, illustrator, genre, theme and characters
- Model the reading process for children
- Enable children to take part regularly in reading activities
- Develop activities through which children develop their interest in books, and read with enjoyment
- Maintain partnership with parents through the child's reading progress.

## **Entitlement and Curriculum Provision**

In Reception, children follow the EYFS Curriculum and teaching and learning is planned for in line with the Communication and Language and Literacy areas. In Key Stage One and Key Stage Two children follow the Reading programmes of study of the National Curriculum for English. Skills in English are embedded throughout all areas of the Primary National Curriculum. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised Progression (see appendix), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. For the majority of children, the bulk of its key skills are embedded by the age of 7 (Year 3). As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

## **Implementation**

### **Foundations for phonics**

- Building on nursery provision, we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- Children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

### **Daily phonics lessons in Reception and Year 1**

- We teach phonics for up to 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each week (often on a Friday), we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins from Week 1 of the autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1, review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Daily Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 (and intervention in Year 3) who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

### **Teaching reading: Reading practice sessions three times a week**

- We teach children to read through reading practice sessions at least three times a week.
- These:
  - are taught by a fully trained adult
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Home reading with Decodable Books**

- The decodable reading practice book is taken home to ensure success is shared with the family. This book is changed once a week.
- Reading for pleasure books (from the library) also go home for parents to share and read to children.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### **Additional reading support for vulnerable children**

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### **Ensuring consistency and pace of progress**

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and *How to videos* ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### **Impact**

#### **Assessment of Phonics**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- Summative assessment is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan any catch-up support that may be needed.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

#### **Statutory assessment**

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

#### **Ongoing Phonics assessment for catch-up**

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments. Continued provision using Little Wandle is based on need.

### **Reading to Learn**

Once the children have mastered the essentials of Phonics (typically within Year 2), our focus shifts towards reading to learn. See the Reading policy.

## **Roles and Responsibilities**

### **All Staff:**

- Are responsible for delivering our whole school approach to phonics and early reading
- Will model good speaking and listening behaviours and uphold the same high expectations for all children
- Will ensure the school environments are language rich
- Will have a working knowledge of how to support children in this area, including those with speech and language needs as appropriate and attend relevant training to ensure their subject knowledge is secure and current.
- Will keep up to date with record keeping and assessment
- Be aware of progression within the phonics curriculum and their role in supporting the teaching of phonics and early reading

### **Role of the Subject Leader:**

- Deciding with the SLT the priorities for phonics in line with the School Improvement Plan.
- Evaluate the provision for phonics in relation to meeting the development needs as specified on the SIDP and seek additional resources as required
- To write and review the school's phonics and early reading policy
- To demonstrate good practise in teaching phonics both within their own and other classes.
- To identify, organise and provide relevant INSET on teaching phonics in line with identified priorities on the SIDP.
- Keep up to date with developments in phonics at a local and national level.
- Moderate teacher assessment in phonics.
- Manage phonic resources
- Advise staff on teaching and learning strategies in phonics
- Encourage and facilitate home-school liaison, including parent workshops.
- Provide Induction Programmes for new staff on the teaching and learning of phonics.
- Tracking pupil progress in phonics and analysing data of groups, classes or cohorts to inform next steps
- Evaluating the delivery of the phonics curriculum across the school
- Reporting to the Executive Headteacher and Governing Body on the effectiveness of policy and practice in phonics.

### **Links to other policies**

This Reading policy needs to be read alongside other school policies, including:

- Spoken Language
- Reading
- Writing, including handwriting and spelling
- Marking and Feedback

### **Review**

This policy is reviewed every three years by the Subject Leader and SLT.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

## APPENDIX:

## Little Wandle Letters and Sounds Revised 2021:

Programme progression Reception and Year 1 overviews.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

**Reception**

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with –s /s/ added at the end (hats sits)</li> <li>words ending –s /z/ (his) and with –s /z/ added at the end (bags)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>longer words, including those with double letters</li> <li>words with –s /z/ in the middle</li> <li>words with –es /z/ at the end</li> <li>words with –s /s/ and /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>longer words and compound words</li> </ul>	Review all taught so far

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /eel/ e-e these /ool/ /yool/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eel/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /eel/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye







\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.









### Summer 1: Phonics screening check review – no new GPCs or tricky words









Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe









## Phase 2 grapheme information sheet











## Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b>	 snake	Show your teeth and and let the s hiss out <b>ssssss ssssss</b>	Under the snake's chin, slide down and round its tail.
 <b>a</b>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet, and down into space.
 <b>t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	From the tiger's nose to its tail, then follow the stripe across the tiger.

 <b>p</b>	 penguin	Bring your lips together and push them open and say <b>p p p</b>	Down the penguin's back, up and round its head.
 <b>i</b>	 iguana	pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>	Down the iguana's body, then draw a dot [on the leaf] at the top.
 <b>n</b>	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down the stick, up and over the net.
 <b>m</b>	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears, then add a flick on the nose.

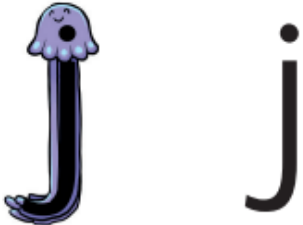
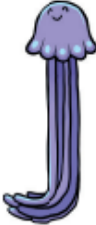










Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound <b>g g g</b>	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.









Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say <b>u u u</b>	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a <b>rrrr</b> sound <b>rrrrr rrrrr</b>	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply <b>h h h</b>	Down, up and over the helicopter
 b	 bear	Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down bear's back, up and round his big tummy.



	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner.  <b>Catchphrase:</b> Rock that sock!
	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and down its trunk.
	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>fffff</b>	Down the flamingo's neck, all the way to its foot, then across its wings.
	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press <b>lll lll</b>	All the way down the lollipop.

## Phase 2 grapheme information sheet

## Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvv vvvv</b>	Down to the bottom of the volcano, and back up to the top.
	 wave	Pucker your lips and keep them small as you say <b>w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yoyo	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the <b>z</b> sound <b>zzzzzz zzzzzz</b>	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say <b>qu qu qu</b>	Round the queen's face, up to her crown, down her robe with a flick at the end.  qu Quick, it's the queen!
 th th	 thumb	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th <b>Unvoiced:</b> Tongue on your teeth push the air out <b>th th th</b>	th Thumbs up, we're having fun.
 sh sh	 shells	Show me your teeth and push the air out <b>shshshshsh shshshshsh</b>	sh Share the shells.
 ch ch	 cherries	Pucker your lips and show your teeth. Use your tongue as you say <b>ch ch ch</b>	ch Chew the cherries, children.

 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>	Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>	n I think I am pink.