



# Hugglescote Primary School



# Phonics & Early Reading Handbook 2021



# **Rational**

Reading is an essential life skill giving children the opportunity to obtain information and knowledge independently. It enables them to experience and enjoy language in a wide variety of forms. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

## **Intent**

We are determined that every child will learn to read, regardless of their background, needs or abilities.

## **Phonics (reading and spelling)**

At Hugglescote Community Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Hugglescote Community Primary School, 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. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

## **Comprehension**

At Hugglescote Community Primary School we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

## **Implementation**

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

- We teach phonics for 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 Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 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 or 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 phonics tracker 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 three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - 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 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### **Home reading:**

- The decodable reading practice book is taken home to ensure success is shared with the family.
  - Reading for pleasure books 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.
  - Once children are at a stage where they have been taught all of the graphemes, GPC's and are fluent at reading they will choose a book from our book banding system (orange upwards)

### **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.

## **Ensuring reading for pleasure:**

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Hugglescote Community Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

## **In Year 2 (until July 2022):**

Phonics is taught daily in Year 2 in 20-30 minute whole group sessions. These groups are monitored and set according to need and progress. This is monitored regularly through use of phonic assessments and the phonic screening materials.

Phonics is taught using Letters and Sounds: Principles and Practice of High Quality Phonics (Crown Copyright 2007) planned through Phonics Play (Phase 2-6). Some RML (Read Write Inc) resources are used to support our children in our early reading.

***This is due to a cross over of schemes implemented in school. We use phonics tracker to identify gaps and teach using the letters and sounds teaching process. We use keep up lessons to ensure no child is left behind.***

In addition to this Year 1 use a baseline screening assessment at the start of the year. At the end of each half term children are assessed formally using the screening materials to track progress.

The school has a named Phonics Lead (Miss M Stretton) All staff are trained in the teaching of phonics and have sufficient expertise in the teaching of phonics and reading that ensures consistency from one year to the next.

Phonetically decodable books which match children's grapheme-phoneme correspondence knowledge are used both in school and at home to allow sufficient practise in reading and re-reading.

Parents are encouraged to support their child's learning in Early Reading by attending a Parents Reading Evening prior to their children starting school in September each year and in practising phonemes/tricky words and reading at home. In year 1, parents are encouraged to attend a phonics meeting to set out expectations and ideas they can use to support their children to blend to read words at home using 'phonics home learning packs'.

We record the graphemes children are being taught in their word/sound book in EYFS OR in their home contact book in year 1 to inform parents of the graphemes being taught.

### **Impact**

All children, including the weakest readers, make good progress to meet or exceed age-related expectations.

All children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

### **Assessment:**

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 the Keep-up support that they need.

- 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.
- Phonics tracker is used to identify any gaps in year one and year two and homework is sent home with the identified graphemes that children need to learn or continue to practise.

### **Statutory assessment:**

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

### **Ongoing 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* and phonics tracker summative assessments.



# An Introduction to Phonics

Synthetic Phonics is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter l sounds like lllll when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word.

## How do we teach phonics at Hugglescote?

### **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**

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

<b>Autumn 2 Phase 2 graphemes</b>	<b>New tricky words</b>
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	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.

<b>Spring 1 Phase 3 graphemes</b>	<b>New tricky words</b>
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

<b>Spring 2 Phase 3 graphemes</b>	<b>No new tricky words</b>
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	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:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul> </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:               <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> </ul> </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 /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ 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
/ee/ 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 /ee/ ey donkey /oo/ 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 owl 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














## Which techniques/resources do we use to support phonics learning at Hugglescote?

We use the Little Wandle grow the code resources and frieze which are displayed in classrooms or on table top mats.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

We use sound buttons to help identify sounds in reading and spelling.

The bug has wings.

To support the children with blending sounds orally we use Fingers. Fingers represent the sounds and we move our hand to blend when we say the word.

We also use a range of phonics play resources and games to teach reading and spelling.

A use the Little Wandle grapheme cards and word flash cards; some have sound buttons and some are plain. We use green and red words for decodable and non-decodable words.





We use mnemonics and phrases from the Little Wandle scheme when teaching graphemes. We teach the letter names alongside this so children can distinguish between graphemes when spelling.

# Planning

All planning throughout EYFS, KS1 and into KS2 consists of this structure – revisit and review, teach and practise, practise apply and assess. Our plans follow the weekly planning given in Little Wandle Letters and Sounds Revised. An example of our planning is shown below.





## Weekly grid Reception phase 2

## Autumn 1 week 1

Lesson focus	Revisit and review		Teach and practise						Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase	Oral blending	Teacher-led blending words	Tricky words	Oral blending game
s snake		Show your teeth and let the s hiss out ssssss	sock sun star snake	s snake 	Under the snake's chin, slide down and round its tail.				Can you touch your ... ? t-o-p l-e-g h-e-a-d a-r-m
a astronaut	s	Open your mouth wide and make the a sound at the back of your mouth a a a	ant apple arrow astronaut	a astronaut 	Around the astronaut's helmet and down into space.				Can you do the actions? n-o-d your head c-l-a-p your hands t-a-p your foot r-u-b your tummy
t tiger	s a	Open your lips; put the tip of your tongue behind your teeth and press t t t	teddy toast teeth tiger	t tiger 	From the tiger's nose to its tail, then follow the stripe across the tiger.				What's that noise? What sound does: a d-u-ck make? a f-r-o-g make? a d-o-g make? a s-n-a-i-k (snake) make?
p penguin	s a t	Bring your lips together, push them open and say p p p p	pencil pizza peg penguin	p penguin 	Down the penguin's back, up and around its head.				What is it? p-i-n a-n-t s-u-n t-a-p
Review	s a t p	Graphemes to display: s a t p	Match initial sound to object: star snake apple teddy penguin tiger pencil						Blend from the box s-u-n a-n-t p-e-g t-i-n s-o-ck

## Weekly grid Reception phase 3

## Spring 1 week 1

Lesson focus	Revisit and review			Teach and practise				Practise and apply		
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	Read the sentence	Spelling	Reading practice sessions with decodable reading books three times a week
ai tall	qu ch sh th ng nk	bang fish quick chat	is as the I	 ai tail in the rain	r-ai-n f-ai-l t-ai-l	rain wait tail sail fail main	<b>tail</b> Some animals – like horses, dogs and cats – have tails. <b>sail</b> To travel on water in a boat. Also, the piece of cloth on a boat which catches the wind. <b>main</b> The most important or biggest – I like to have my main meal at lunchtime.	His fish has a quick tail.	rain wait + the	
ee sheep	ai qu ch sh th ng nk w	with pink wait rain	is as the I put*	 ee sheep in a jeep	s-ee f-ee-t sh-ee-p	see feet meet sheep deep feel	<b>sheep</b> An animal that eats grass and has a white, fluffy coat. Sheep give us wool to make scarves and gloves. <b>deep</b> Going a long way down – The water in the ocean is very, very deep! <b>feel</b> I feel very happy today as you're all doing such a great job.	A pink sheep with feet.	see feet + put	
igh light	ai ee qu ch sh th ng nk	that web see feel	is as the I put* pull*	 igh a light in the night	l-igh-t h-igh-t t-igh-t	high light night right tight fight	<b>right</b> I like to get the answer right. Also, to move in a way that's the opposite of left. <b>tight</b> My trousers always feel tight after a big Sunday lunch! <b>fight</b> You must not fight over who uses the new bike first.	I can see the web is up high.	night right + pull	
oa goat	ai ee igh th ff ll ng ch sh	this sail tight night	is as the I put* pull* full*	 oa soap that goat	c-o-a-t t-o-a-d r-o-a-d	coat soap goat toad road boat	<b>toad</b> A type of frog with dry, lumpy skin. <b>goat</b> An animal with horns and a beard. <b>boat</b> Something which travels across water – He loved playing with his toy boat in the bath.	Get into the boat and sail off.	coat boat + full	
Review	ai ee igh oa ng sh ch th	<b>Play Change It:</b> light fight feet feel fail sail sigh sight light (use cards, not words)	is as the I put* pull* full*			<b>Match the words to the pictures:</b> boat sheep feet rain light toad	<b>Quick review:</b> bang fish wait web pink tight feel deep right this that	This pink coat is tight.	sheep road	

## Weekly grid Reception phase 4

## Summer 1 week 1

Lesson focus	Revisit and review			Teach and practise				Practise and apply		
	GPCs	Words	Tricky words	Oral blending	New words	Example definitions and sentences	New tricky words	Read/write the sentence	Spelling	Reading practice sessions with decodable reading books three times a week
Phase 4 CVC words with short vowels	Review Phase 3 long vowel sounds* and Phase 2 digraphs* as needed, based on assessment	lightning farmer shark chain chair queens	the I go no of you	w-e-n-t h-e-l-p t-e-n-t	went help tent wind hand [and]	<b>went</b> I went to the woods with my dog. <b>wind</b> Movement of air – The wind blew through the trees. <b>tent</b> This is made of material and poles. You put it up outside and you can sleep in it!	said	Help the farmer put up the tent.	went help + said	
		went help thicker chart morning pattern	the I go no of you said	h-u-m-p l-i-f-t b-a-n-d	hump lamp jump band lump lift	<b>lamp</b> Something that makes light – I turned on my bedside lamp so I could read. <b>band</b> A group doing something together, like playing musical instruments. Also, a loop of something, like an elastic band. <b>lift</b> To move something to a higher position – Mum lifted me up so I could see over the fence.	so	Lift up the lamp so I can see the lump.	jump lift + so	
		hand jump lift wind and seven	the I go no of you said so	b-e-s-t g-i-f-t l-o-s-t	best gift nest soft just lost	<b>gift</b> A present – We all took gifts to Nan's birthday party. <b>nest</b> Something a bird makes to lay its eggs in. <b>just</b> Only – It was just a little snow, not enough to make a snowman. Exactly – New football boots! That's just what I wanted. By a little – I threw the basketball but it just missed the hoop.	have	The best gift is the big box.	best soft + have	
		chunk soft link lost butter nest	the I go no of you said so have	th-u-m-p b-e-l-t f-a-c-t	thump tenth belt sixth fact pond	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> </div> <b>tenth</b> The tenth number is 10. <b>sixth</b> The sixth number is 6. <b>pond</b> A small area of water – We have lots of tadpoles in our garden pond.	like	I have lost my belt by the pond.	fact pond + like	
Review		<b>Play Change It:</b> thump hump lump lamp limp wimp (use cards, not words)	the I go no of you said so have like		<b>Match the words to the pictures:</b> nest tent lamp belt hand pond	<b>Quick review:</b> thump tenth sixth jump just lost shark lightning morning		<b>Write:</b> I see seven chicks in a nest.	just hand	

## Weekly grid Year 1 phase 5

## Spring 1 week 1





Lesson focus	Revisit and review			Teach and practise					Practise and apply		
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	New tricky word	Read/write the sentence	Spelling	
/ee/ y funny	ee ea e u-e u ue ay a a-e ie i i-e	beach these even heap between least	want water	/ee/ y	h-a-pp-y s-i-l-l-y s-m-e-l-l-y	happy silly funny hairy carry smelly	<b>hairy</b> My dog is very hairy! <b>carry</b> I helped Mum carry the shopping bags.	n/a	Look at the happy children being silly on the beach.	happy funny + water	
/el/ ea head	e y ir aw ue u ew ow	smelly growl bench silly fever third	want water	/el/ ea	h-e-a-d b-r-e-a-d r-e-a-d-y	feather head bread ready break/fast spread	<b>ready</b> Are you ready to learn more? Yes! <b>spread</b> I spread jam on my toast in the morning – yum!	any	Is there any bread for breakfast?	head bread + any	
/w/ wh wheel	w e y ir aw ue u ew	head bread hairy happy winking checking	want water any	/w/ wh	wh-e-e-l wh-i-s-p-e-r wh-a-i-l	whisper wheel white whale whimper [when]	<b>whimper</b> My dog hurt its paw and gave a sad little whimper. <b>whisper</b> Shhhh! When we are trying to be quiet, we whisper.	many	I feel happy when the whale is near me in the water.	wheel white + many	
Grow the code: /oa/ toe shoulder	oa o o-e e y ea wh ir aw ue u ew	<b>Where in the word?:</b> floating stone woke explode most open	want water any many	/oa/ oe ou	t-oe g-oe-z w-oe	toe woe goes shoulder boulder	<b>woe</b> He fell over at school and told Dad his tale of woe when he got home. <b>shoulder</b> The part of our bodies between the neck and the top of our arms. <b>boulder</b> A boulder is a really big rock – you would find it hard to lift a boulder!	again	I was sitting on a boulder with my toes in the water.	toe shoulder + again	
Review	e y ea wh oa o ir aw ue u ew	<b>Sort the e/ee words:</b> feather spread ready eating least treat	want water any many again	n/a	n/a	<b>Match the words to the pictures:</b> whale wheel shoulder breakfast toe head	<b>Quick review:</b> smelly hairy silly whisper white whimper goes boulder bread	n/a	<b>Write:</b> A joke can be funny or silly.	carry whisper	

Reading practice sessions with decodable reading books three times a week

# **Assessment**

## Year 1 Phonics Test

The Year 1 Phonics Screening Check is designed to indicate the progress of children in phonic decoding/reading skills. The phonics screening check consists of 20 real words and 20 silly or 'pseudo-words'. A silly or pseudo word is a made up word which does not make sense e.g. 'tomp'. The pseudo words are meant to create a pure test of phonics as they will be new to all children.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

The phonics screening check will be administered by the class teacher with one child at a time. There is no time limit for the test, but it is expected to take ten minutes per child. Should children struggle with the phonics check they will be required to take it again in Year 2. We allow children to use sound buttons if they wish to.

In year 1 the children take a previous phonics screening every half term. Their results are given to the reading lead who tracks their progress. The children who did not pass the screening in year 1 continue to be assessed as they were in year 1 while in year 2. When the children take the screenings, they are encouraged to draw the sound buttons if they choose too. They are also taught to look for the digraph first.

All staff are encouraged to jot down quick notes about any problems that particular children are having or any GPCs that lots of children are struggling with. By doing this we can make sure that we can build extra support into future planning.

## **Sessions and grouping**

In EYFS, the children continue to be exposed to phonics in the setting and through stories and rhymes. They receive daily phonics sessions taught as whole class sessions. In the morning, they are exposed to the Little Wandle Scheme but during the course of the day, there are always phonics based activities as part of the continuous provision. This frequent exposure to phonics supports the children in retaining what they have learnt. Keep up sessions are delivered in the afternoons and three reading practise sessions are provided throughout the week.






The children in year 1 and 2 are streamed according to assessments. Children are taught phonics daily and have keep up phonics session when needed. We are just beginning to implement the reading practise sessions 3 times a week in year 1 and year 2 using phonetically decodable books.

Children are expected to have a secure understanding of phonics at Phase 5 of 'Little Wandle Letters and Sounds Revised' by the end of Year 1 and additional support is given for pupils identified as not being on track to achieve this using keep up lesson.

This is an example of the planning used for this:

### Week 3

	 Revisit and review		 Teach and practise		 Practise and apply
Lesson focus	GPCs	Focus GPC/ catchphrase	Oral blending	Teacher-led blending words Independent reading	Spelling
<b>igh light</b>	ai ee qu ch sh th ng w	igh A light in the night.	l-igh-t n-igh-t r-igh-t	<b>Teacher-led:</b> high light night right <b>Independent:</b> web king feet wait	high night
<b>oa goat</b>	ai ee igh qu ch sh th ng	oa Soap that goat.	s-oa-p g-oa-t r-oa-d	<b>Teacher-led:</b> soap goat road boat <b>Independent:</b> night deep sail fill	soap goat
<b>oo book</b>	ai ee igh oa ch ll zz qu sh th ng	<b>oo</b> Hook a book.	l-oo-k w-oo-d f-oo-t	<b>Teacher-led:</b> look book foot wood <b>Independent:</b> chill fizz road tight	book look
<b>oo moon</b>	ai ee igh oa <b>oo</b> ch qu sh th ng	<b>oo</b> Zoom to the moon.	f-oo-d m-oo-n b-oo-t	<b>Teacher-led:</b> boot food moon zoom <b>Independent:</b> coat look boat high	moon zoom
<b>Review</b>	ai ee igh oa <b>oo</b> oo ch qu sh th ng		f-ee-t l-igh-t g-oa-t	<b>Teacher-led:</b> feet goat light tail soap night <b>Independent:</b> Word sort <b>oo/oo</b> – moon look food foot	cool right

If children in year 2 are not able to access phonics because of a particular learning need then advice from our SENDCo is provided. Sessions provided may include:

- Keep up sessions
- Extra phonics lessons
- Precision teaching
- Extra 1:1 Reading
- SEN advice

Children who do not pass the Phonics Screen in Y2 will continue with Phonics in Y3. They will continue to take the screen at the end of the year to monitor progress.

Discrete daily phonics teaching continues for some KS2 pupils that do not meet the required standard by the end of KS1. Continued understanding of spelling rules and patterns are explored through weekly spelling work which encourages pupils to find links between families of words and to explore their common meanings. Spelling conventions and widening vocabulary are reinforced during daily reading and writing.



## **Home-School Link**

We believe that it is of great importance to create positive links with our parents. We provide a variety of open mornings and informative presentations about phonics teaching and learning.

We also provide sound/letter books in EYFS to support children in the learning of phonics at home. This includes decodable reading practise books and a reading for pleasure book.

In year 1 we provide a home school link book with all the relevant sound/letter knowledge which allows parents to monitor their children's' progress and the sounds they are learning. This pack provides all the resources children need to practise the skills to pass the phonics screening test. In addition to this; children are given a common exception card/flick book to practise reading GPC's. This is continued in year 2 if needed.

We encourage parents to read daily with their children and practise the phonemes/graphemes and reading tricky/CEW with fluency.

## **SEN and Phonics**

Like with all subjects, some children will not learn at the same pace as others and there may be further assessment and scrutiny needed into what is making them fall behind. Questions may be asked, for example around whether the pupil has a specific difficulty, a speech and language difficulty, or whether the family can help shed light on any problems. For some children, for example, those with a specific literacy difficulty like dyslexia, phonics may not be the best way into reading. Other ways into reading may need to be included for these children and they may be monitored more closely, in their smaller groups according to their ability.

If the pupil has ongoing difficulties and the gap between them and their peers becomes significant, they may be identified with a special educational need (SEN). This will be in conjunction with the parents, the class teacher and the SENCo (Mrs Kirby).

Other approaches into reading and spelling will then be provided – such as learning “whole words” and intervention packages such as:

- Fischer Family Trust – Wave 3 Intervention
- The Precision Teaching method
- Accelerated and write
- Fresh Start

Other more bespoke approaches, could also be used depending on the severity of their difficulty, and progress may then be even more closely monitored to ensure learning and progress.

Adults use the same terminology/mantra/techniques in class to ensure consistency.

### Little Wandle Letters and Sounds Revised



#### Mantra sheet

Hand to ear	Teaching strategy for chn to repeat after T.
Speedy sounds	Process of recapping previously taught GPCS.
Pronunciation Phrase	A memorable phrase used to support the children in <b>saying</b> phonemes correctly.
Formation phrase	A memorable phrase used to support the children in <b>forming</b> the letter correctly using directional vocabulary.
Shuffle time	Used to shuffle GPCs during teaching.
Copy me	T instructs children to copy them.
Watch me	T instructs children to watch them.
Segmenting fingers	Teaching strategy to use fingers to segment a word.
Sound talk	Teaching strategy used for oral blending.
Tricky bit	Used to identify tricky part of a tricky word (the part that cannot be decoded).
Grapheme spotter	Used to identify new GPC amongst previously taught GPCS.
Whisper blending	Teaching strategy to support children to bridge the gap between sounding and blending aloud and doing the process silently 'in their head'.
Chunk it up	To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.
2/3 letters - 1 sound	Teaching strategy used to explain digraphs and trigraphs.
Catchphrase	A type of mnemonic in the form of a memorable (often funny) phrase. Generally used in some of the later GPCs learned, where a picture alone might not give enough of a 'hook'.

# **Glossary**

## **Adjacent consonants**

Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap'). Adjacent consonants do not constitute a discrete unit of sound and are read by blending the individual consonant phonemes involved.

## **Alien words**

A child-friendly term for 'pseudo-words'.

## **Alphabetic code**

The relationship between the sounds that can be identified in speech (phonemes) and the letters used to represent them in writing (graphemes).

## **Alternative pronunciation**

A different way of pronouncing a grapheme. For example, the letters 'ow' can represent the sounds /ow/ as in 'crown' and /oa/ as in 'snow'.

## **Alternative spelling**

A different way of spelling a phoneme. For example, the sound /w/ can be represented in writing by 'w' as in 'wave' and 'wh' as in 'what'.

## **Blend**

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs extensive practice. Practice in oral blending is very helpful, both before and during the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly, nor of mixing them together like paint. Phonemes need to be joined into one continuous stream of sound to make a spoken word. Extensive practice, following teacher modelling, is the key.

## **Catchphrase**

A type of mnemonic in the form of a memorable (often funny) phrase. Catchphrases are generally used in this programme to help children remember some of the later GPCs learned, where a picture alone might not give enough of a 'hook'.

## **Chunk it up**

To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.

## **Compound word**

A word made by joining two individual words together, for example, 'houseboat' is 'house' + 'boat'.

## **Digraph**

A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'two letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

### **Fluency**

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode. It is at this point that we see them able to focus on comprehension and make sense of what is being read.

### **Formation phrase**

A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as 'down', 'up', 'across' and 'over'.



**Under the snake's chin, slide down and round its tail.**

### **GPC**

This stands for grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code. Written English is quite complex and does not have one-to-one grapheme–phoneme correspondence. The same phoneme can be represented by different graphemes in different words, and the same grapheme can represent different phonemes in different words. To ensure learning is systematic, and to avoid cognitive overload, this programme generally teaches one fairly common grapheme representation of each phoneme first. Alternative spellings of the same phoneme, and alternative pronunciation of the same grapheme are usually taught later, mostly in phase 5.

### **Grapheme**

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

### **Group reading practice**

A group reading session where the children read alongside an adult from book containing known GPCs and tricky words, and have the opportunity to apply and practise their knowledge. The children should be able to access these books with 90% accuracy. (Also known as 'teaching reading with books'.)

### **Grow the code**

To systematically and incrementally teach additional GPCs so that the range of words children can read continually extends.

### **Homograph**

Homographs are words that have the same spelling but different meanings, for example, 'pen' (writing implement) and 'pen' (animal enclosure).

### **Homophone**

Homophones are words that have the same pronunciation but different spellings or meanings, for example, 'prey' and 'pray'.

### **Mnemonic**

Any simple device used to assist memory. In this programme, it is a combination of an engaging picture with a letter and is used as a 'hook' to help children remember a particular GPC when they first learn it.

### **Multi-syllable word**

A word with more than one syllable. Syllables are easy to recognise when words are spoken, but hard to distinguish in printed words until you know how to say them. The best way for children to learn to recognise syllables is to count (or clap) them when reciting known rhymes, songs, and so on.

### **Oral blending**

A technique for the early practice of blending. The teacher articulates each phoneme in a word separately, in order, and children respond by saying the whole word aloud. Alternatively, they can be asked to blend the word silently and show they have done so by responding with some action, for example, touching their head, after the teacher has pronounced the separate phonemes in the word 'head'. Such practice is valuable both before and during the early stages of learning to read. (Also known as 'sound-talk'.)

### **Orthographic store**

Children learn to read by first sounding and blending words, and then reading them 'straight off', without overt sounding and blending. Once this has been practised sufficiently, recognition of these words becomes automatic and they are held as an orthographic store in a highly specialised area of the brain that expert neurologist Stanislas Dehaene calls 'the brain's letterbox'. This orthographic store, and the instantaneous recall it enables, is the basis of fluent reading. It is important to remember that the orthographic store is most effectively built up through extensive practice of the sounding-blending-reading process, which establishes the necessary neural pathways, not through trying to memorise countless whole words.

### **Overt blending aloud**

Sound-talking aloud every phoneme in turn before blending them together to form the word.

### **Phoneme**

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme' from the beginning of our programme. (Note: We do not usually notice discrete sounds in words. We deliberately separate them out so that children can learn how our writing-reading system works. Children are first helped to identify the separate sounds in words through oral

blending and segmenting, and this is reinforced as they begin to work through our systematic synthetic phonics programme.)

### **Phonetically plausible**

Comprising grapheme–phoneme correspondences that can be found in English words, even if they are not correct spellings of the (or any) actual word, for example, 'thor' instead of 'thaw'.

### **Phonics screening check**

A statutory national assessment in England, conducted internally by schools towards the end of Year 1. Its sole purpose is to determine whether a child can phonically decode single words to an annually predetermined national standard.

### **Phonics**

The method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

### **Point and sweep**

A technique for reinforcing the process of sounding and blending involving the teacher pointing to each phoneme in a word, in sequence from left to right, and then sweeping a finger below the word, again from left to right, to indicate the blending. It can be used with the teacher and/or children vocalising each stage, or as a reinforcement to silent sounding and blending as children become more confident.

### **Prefix**

A recognisable unit of language added to the beginning of a word to change its meaning. For example, 'rewrite' is 'write' with 're–' added at the beginning, so 're–' is the prefix. Examples of other common prefixes are 'un–', 'dis–', 'sub–'. Prefixes usually carry a particular meaning, whatever word they are applied to.

### **Prosody**

The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

### **Pseudo-words**

Simple, phonetically plausible 'words' that don't actually occur in the English language; used (as in the Phonics screening check) to assess whether a child can correctly read a word they haven't seen before, using phonic decoding; use should be confined to assessment.

### **Reading**

The process of looking at written symbols and getting meaning from them – making meaning from print.



## **Regional pronunciation**

In a few instances, regional accents result in a noticeably different pronunciation of a phoneme in some words. It is recommended that teaching is adapted to suit this. For example, whereas in southern areas it will be necessary to teach an /ah/ sound as an alternative pronunciation for the vowel in words like 'bath', in some northern regions, where such words are consistently pronounced with a short form of the vowel, this will not be necessary. In this programme, the progression chart indicates where this is most likely to apply.

## **Revisit and review**

The first part of the lesson where the core purpose is to activate prior knowledge – bringing prior learning to the forefront of the children's minds and promoting the transference of working memory into long-term memory.

## **Segment**

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

## **Sound button**

A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.

bird

• — •

## **Sound talk**

See 'Oral blending', above.

## **Speedy sounds**

The rapid recall of previously taught GPCs.

## **Speedy words**

Fluent reading of previously read words containing known GPCs that are read without blending.

## **Split vowel digraph**

A digraph representing a vowel sound where its two letters are split by an intervening consonant (for example, 'a\_e' in 'take'). Despite having a consonant in between them, the two letters involved (here 'a' and 'e') still count as one digraph, making one sound. The vowel sound is pronounced at the position of the first of the two letters of the digraph (that is, in the middle of 'take'). At early learning stages, a split digraph is often highlighted



with a short line joining the two halves of the digraph above the intervening consonant, as shown below.

take

### **Suffix**

A recognisable unit of language added to the end of a word to change its form, such as the tense of a verb. For example, 'playing' is 'play' + '-ing', so '-ing' is the suffix. Examples of other common suffixes are '-er', '-ed', '-est'.

### **Tap in/tapping in**

The process by which the teacher listens in to individual children as they are engaged in reading their book during group reading practice.

### **Tricky words**

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point. Not all high-frequency words are 'tricky words'. Many tricky words cease to be tricky in the later stages of our programme, as more GPCs are learned.

### **Trigraph**

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra 'three letters, one sound'. At the appropriate stage, it is useful for children to learn to use the term and to understand what it means.

### **Vocabulary**

All of the words that a person knows and uses within their language.

### **Vowel sound**

Although we have five vowel letters in English, each one can be pronounced in different ways and there are, therefore, far more than five vowel phonemes (vowel sounds). Each one has a short vowel form, with a fairly staccato pronunciation; these are the vowel sounds heard, for example, in 'hat', 'bed', 'big', 'hot' and 'tub'. Each also has a more elongated pronunciation, the long vowel form heard, for example, in 'play', 'seed', 'high', 'blow' and 'tube'. There are, additionally, more complex vowel forms, for example, those heard in 'bear' and 'farm'. Graphemes for short vowel phonemes are the easiest to learn and are taught first. Most GPCs for long vowels involve digraphs or trigraphs and are taught later, generally in Phase 5.

### **Whisper blending**

An intermediary stage that can help children bridge the gap between sounding and blending aloud and doing the process silently 'in their head'.