



***Faith, Family and Fascination***

## **Phonics and Early Reading Policy**

**Boutcher C.E. Primary School**

Reviewed by:	Ashlie Dixon
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Last reviewed during:	Autumn 2021
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Next review due by:	Summer 2 2022
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At Boutcher C.E Primary School, we recognise that children are growing up in a diverse multicultural and multiracial society, which is reflected within our school community and local area. We truly believe that everyone has the right to learn and strive for all children to reach their true potential. We believe that all children can access the curriculum and become lifelong learners, regardless of academic ability, SEND, race, gender or social class. It is essential that our approach to the teaching of phonics and early reading is accessible, high quality and integrated within all areas of the curriculum.

## **Intent**

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

At Boutcher C.E 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 within the first few weeks of starting Reception and follow the Little Wandle Letters and Sounds Revised progression (See Appendix One) 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 Boutcher C.E 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 Boutcher C.E 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 numerous strategies and approaches embedded into Reception and Key Stage One to ensure children have access to phonics teaching but also a range of books, to develop their love of reading and their reading for pleasure, which is integrated into Key Stage Two where children show a love of reading and a passion for books.

Early language development- how we talk, story time, sharing books, how we contextualise language that children hear and learn when reading are key in developing children's understanding of texts and building their comprehension skills. We integrate language into all areas of the curriculum and provide a rich language-based approach to learning. In Science, RE etc., children are given vocabulary lists for topics being covered and encouraged to use these words in their lessons, as well as making links and connections to their own experiences and other areas of learning, both at present and in the past. In order to have a positive impact on understanding, comprehension and develop children as good readers, we know that exposing them to rich texts and experiences and giving them opportunities to find out new words and phrases will help them on their way to having a good vocabulary. We begin using the 'Word of the week' approach in Year 1, where children are introduced to a new Tier Two word and short activities and discussion to develop their understanding of this word. This is then revisited during the week to help embed this in their long term memory.

Miss Clifford, KS2 lead and English coordinator and Miss Dixon, KS1 lead and Phonics coordinator support teachers and TAs to deliver phonics and early reading provision within our school.

## **Implementation**

### **Foundations for phonics**

At Boutcher C.E Primary School, we don't have a Nursery setting where we provide provision for foundation for phonics. When children enter Reception, we spend the transition period providing 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 should enter Reception ready for grapheme-phoneme correspondences (GPCs) and blending, once the foundation for phonics has been secured in Nursery. With some children not attending a Nursery setting, we continue to integrate these practices within the Reception setting during free flow activities, daily routines and practices.

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

We teach Phonics in Reception and Year 1 for 20-30 minutes each day. In Reception, lessons in phonics begin after the children have had a full week in Reception. The lessons begin as 10 minutes, with additional daily oral blending games, to the full-length lesson as quickly as possible.

At the end of the week, we review the week's teaching to help children become fluent readers.

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.

***See Appendix 1 for the Progression in Phonics through Reception and Year One.***

### **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.
- Phonics is given to children 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 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:**

- We teach children to read through reading practice sessions 1:1 with an adult. We use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids. The books given are monitored by the class teacher and comments based on the reading session are put in the child’s reading record.  
In Reception, children will be given 5 High Frequency Word (HFW) cut outs each week to support with their sight reading and help them build up a bank of words that they can recognise by sight, as the majority are unable to decode using phonics strategies.  
In Reception and Key Stage One, children take part in shared reading sessions where they listen to a story (or part of a story) and discuss, sometimes recording answers or responses based on the content domain areas of the KS1 reading curriculum.  
During reading sessions where children read aloud, the focus is on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception, children are given opportunities daily to blend words using the decoding skills acquired through phonics sessions and those 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**

#### **There are two types of books that children in Reception and Year One take home.**

- The decodable reading practice book is taken home to ensure success is shared with the family.  
This is at the correct phonic stage for each child and they should be able to read this with little help. This book is given to develop fluency and confidence in reading. Children are listened to by an adult or family member and have opportunities for discussions about the text.
- Reading for pleasure books also go home for parents to share and read to children. Children select their book to share at home from their weekly library session with their class. (Each class has a designated library session) where they have the opportunity to listen to an adult read, share a book with a friend, read in a small group or read on their own. They then choose a book to take home and share with their family.

## **Additional reading support for vulnerable children or children identifies as needing extra support:**

- Children in Reception and Year 1 who are identified by teachers and TAs, will have reading slots with the Librarian on designated days during lunchtime. Extra reading in class will take place for these children too.

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

- Every teacher and TA 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.
- Miss Clifford and Miss Dixon 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**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

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 Boutcher C.E 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 encourage and promote a love for reading and 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 and books suggested for children by adults and other children.
- Children from Reception onwards have a 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 enter Key Stage Two, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the school library once a week.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops and school events)

## **Impact**

### **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 (end of half-term) 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.

### **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 summative assessments.

**Appendix One**  
**Phonics Progression**  
**Reception and Year 1 Overview**

This overview shows the progression of GPCs and tricky words that we teach term by term.

Children review and revise GPCs and words daily, weekly and across the terms and years in school, in order to move this knowledge into their long-term memory.

**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 /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