



Phonics and Early Reading

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RATIONALE

At Ferndale, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, should make sufficient progress to meet or exceed age-related expectations. Through our phonics programme and a rigorous approach to the teaching of reading, we will enable our pupils to become successful, fluent readers who go on to developing their love of reading into Key Stage 2 and beyond. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. Reading is high-priority throughout all curriculum areas at Ferndale.

AIM

This policy is aimed at reinforcing a consistent, high quality approach to the teaching of phonics and Early Reading across the Early Years Foundation Stage (EYFS), Key Stage 1 and on into Key Stage 2 for children who still need further support.

PHONICS PROGRAMME

We follow the Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts, children must learn to recognise and decode words on a page.

Children should be taught four skills:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

It is generally accepted that English has 44 sounds (although this number varies slightly, depending on regional accents). The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code.

In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul', 'lore', 'fraught' and 'sought'
- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) 'ow' sounds different in 'crowd' and in 'low'; the four letters combined in 'ough' are pronounced differently in 'through', 'rough' and 'bough'; the letter 'c' represents a /s/ sound at the beginning of 'circus' and a /k/ sound in the middle, and so on.

Good quality phonics teaching allows the child to be secure in the skills of grapheme/phoneme correspondence, word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move on to developing higher order reading for meaning skills

Children in Reception and Year 1 receive daily, discrete phonics sessions. In Year 2, phonics teaching and revision is incorporated within sessions focusing on developing grammar. Depending upon the cohort of children, phonics sessions may be delivered to the whole class or to smaller groups.

Ongoing, regular and detailed assessment of children's phonic knowledge enables class teachers to identify, and provide immediate support, to any pupils falling behind the programme's pace. This is

where children may receive additional phonics practice in addition to their usual phonics session.

PLANNING

Little Wandle Letters and Sounds Revised sets out the order of phonemes, the high frequency words and the common exception words children should be taught at each phase (***see Appendix 1 for the programme overview***). The pace of delivering the teaching of systematic, synthetic phonics) is outlined below:

Nursery- phase one

Reception- phases 2-4 (plus phase one activities)

Year One- Phase 5 (plus phase one activities)

The seven aspects of Phase One (sound discrimination of environmental/ instrumental/ body percussion sounds; rhythm and rhyme; alliteration; voice sounds and oral blending and segmenting) should continue to be delivered alongside the other phases.

RESOURCES AND THE LEARNING ENVIRONMENT

Reception and Year One classrooms should have a dedicated working wall which look consistent across the classrooms. A set of non- negotiables are provided so that all children have access to the same quality resources and display wherever their phonics session take place (including in break out spaces). Fidelity to the Little Wandle Revised Letters and Sounds scheme will be adhered to- other schemes' resources will not be used.

Correct articulation is vital in helping children to learn to blend sounds together. We make sure that the sound produced (each individual phoneme) is as precise and accurate as possible and that no additional sounds are added. For instance, the sound /m/ that starts 'mother' or is embedded in 'impress' needs to sound /mmmm/ and not /muh/. The clearer the sound, the easier it is for a child to blend together (synthesise) the individual sounds to read a word because there are no unnecessary sounds getting in the way. Staff receive training on this.

ASSESSMENT

The way in which pupils' developing phonics knowledge is assessed is described below:

- All Reception children's phonic knowledge is assessed as part of their baseline assessments.
- Ongoing assessments of GPC knowledge within daily phonics sessions.
- Ongoing assessments of blending and tricky word knowledge during 1:1 reading.
- Half-termly assessments on phonic assessment sheets
- The Phonics Screening Check is a statutory requirement for Year 1 children in the Summer term. Pupils who do not meet the required pass mark are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not meet the required mark a second time, provision is made for them to receive intervention and targeted support in Key Stage 2. Similarly, EAL and children new to school may receive phonics/ reading interventions should they be required.

It is paramount that staff, pupils and parents understand that the phonics check is only one way of assessing the children's phonic knowledge. Therefore, children may still need to be given targeted interventions and support in Year 2 even if they passed the Year 1 phonics screening check.

EARLY READING

In Nursery, children are introduced to books and stories to begin to develop and enhance the love for reading from the moment they arrive at Ferndale. Each week, children in Nursery are given a book to share at home. Parents are encouraged to share comments their children have made about the book and staff speak to children about what they have read when it is returned. Phase One phonics is delivered in Nursery. In Reception, a prompt start is made to phonics with lessons being delivered from Week 2.

As well as the teaching of systematic, synthetic phonics, reading is taught from the beginning of Reception. In line with the current OFSTED expectation, the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. At Ferndale Primary School, we use Collins Big Cat decodables, which are aligned to the Little Wandle Revised Letters and Sounds programme. So that these decodable books can be distinguished these books are clearly labelled with a sticker saying 'A book I can read'. Teachers provide sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences and tricky words that children have been taught. Children should not have to guess words within these books.

Whilst it is paramount children are given phonics focused reading books to help develop their knowledge and understanding of phonics, we want children to have access to a range of genres and different formats of reading. Therefore, in addition to taking a 'book I can read' book home, children will have access to an 'interest book'; these reading books may need adult support for some of the words inside. Children are heard read and books are changed on a weekly basis.

MONITORING AND REVIEW

This policy will be reviewed every three years.

APPENDIX 1

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"> 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.

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"> words with double letters longer words 	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"> 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"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	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"> CVCC CCVC CCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /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 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



