



Mayfield Primary School

25. Phonics & Early Reading



Our Vision. Our intention. Always start with why!

Valuing



Every Achievement

Social - Academic - Moral - Personal

We know that intention can be easy words that look and sound effective. Our true intention is one that is enabled and implemented by the actions we take to show that we mean what we say. Mayfield is committed to building a school that is viewed from the children's eyes. We ask ourselves: How will they approach this? What do they already know? What skills will they bring? Which groups require input? How do we need to teach this? What will engage them? How long do they need? What do they need us to teach them now?

So....

we know our children must be the busiest people in any room. Children must have 'active purpose' and we must erase 'learned helplessness'. Our children's starting points are a vital consideration. We must keep teaching groups as small and precise as possible. Their independence and resilience is imperative. Their strong attendance and punctuality is paramount. We want **everyone** to embrace mistakes and never be afraid to learn from them. We will draft, repeat, refine and polish to achieve lasting progress. Learning is not a rapid, one stop shop. We will talk, listen, perform and present to foster confidence. We must rapidly build vocabulary. Marking **must** have a clear purpose, a response and be as 'live' as possible. We are constantly developing a curriculum that meets our children's needs and it must utilise and embrace our unique location. Classroom layout and design is essential. A unique environment must be generated. We must provide a flexible and responsive timetable and lesson structure. Our teachers must adopt and explore many teaching styles. Social times are a chance for new ideas and to be viewed as a new opportunity and we must be insistent and consistent to foster positive behaviours. We are not afraid to change. We will dare to do and learn. We will challenge established thinking.

We will use common sense. We accept the fallibility of being human. We are not perfect.

We are proud to accept and respect everyone.

Enabling

Every Achievement

Genuine. Honest. Passionate. Take our hand. Change the landscape.

*** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ***



POLICY FOR EARLY READING AND WRITING

Mayfield Primary School **POLICY**

Introduction

At Mayfield Primary School we strive to ensure that all children become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

The Rose Report (2006) emphasised high quality phonics as an important part of the word decoding skills required by children to develop higher-level whole language and comprehension skills. This approach is in alignment with our belief that we first 'learn to read' and then 'read to learn'.

Bold Beginnings November 2017 stated that "All primary schools should: make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year."

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

Aims

- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure the teaching of phonics is lively, interactive and investigative.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words.'

Objectives

- To provide consistent, high quality phonics and reading teaching that ensures all children have a strong foundation upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.



- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.

Curriculum, Teaching and Learning Guidance

At Mayfield Primary School, we continue follow the letters and Sounds document's principles and practice incorporating the Pearson's Phonics Bug and Bug Club programme, across the EYFS and Key Stage One – this is supported by using a wide range of resources to support the effective delivery of phonics lessons by catering for all children's needs. Catch up programmes, Fast Track Phonics for Year 1 and Bounce Back Phonics for Year2 are tailored to meet the needs of pupils deemed to be falling behind in their phonics acquisition or not on track to meet the standards for the phonics screening in Year 1 and the resit in Year2. In Key Stage Two 'Bounce Back Phonics', Rapid Phonics', IDL, Toe by Toe and I:I reading interventions are based around the gaps identified through teacher assessment and statutory phonics screening in Year One and Two. Lessons are quick in pace, well differentiated, engaging and challenging for all children within the lesson.

Teachers use both ongoing and half termly assessment to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Pupils not on track to meet the 'Screening Check' will undertake the Fast Track Phonics programme in Year One. Those who do not meet the pass mark will be given support and the intervention programme 'Bounce Back Phonics' in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics teaching whilst in year three, through specific intervention – which will be further supported throughout the year and across Key Stage Two with a phonics and/or spelling intervention programme.* Due to the disruption of the pandemic, all YEAR TWO pupils will sit the statutory YEAR One Phonics Screening test in the Autumn term of 2020/1. Planning for phonics stands alone and is planned for separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Each Phonics lesson should include the following sections:

- Revise – Overlearn the previous graphemes and words
- Teach – Introduce a new grapheme / phoneme, word
- Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words
- Apply – Use the new graphemes / words in games and activities to secure knowledge
- Assess – Monitor progress within each phase to inform planning.

School planning should be on the agreed proforma with the 4-part lesson clearly identifiable with the outline of the weeks discreet teaching of new GPC and Tricky words explicitly evident. (See appendix 1)

Organisation

Reception will be taught a discrete phonics session daily for up to a twenty-minute period either as a whole class or in 2 smaller groups. Phonics skills are embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. Continuous provision and the outdoor learning environment in EYFS support children in closing the gap and consolidating their phonic knowledge. Phonics mats/appropriate scaffolded vocabulary should be freely available in each area of learning and in the outdoor environment. The driving ethos should be for all children to



complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term in Year 1. Children are introduced to the “tricky words” and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Those children who have not reached the expected level by Year 1 have extra individual phonics support.

Children in Year 1 have access to high quality daily phonics sessions for twenty minutes. Groups will be differentiated within the class setting to ensure all children reach their full potential; teachers and TA’s work with groups on a rotational basis to ensure high quality provision for all children. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin ‘No Nonsense Spelling’ upon entry into Year 2. They should have plenty of practice in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children should aim to read and write all the common exception words for Years 1 and 2.

Children in Year 2 who did not pass their phonics screening test in year 1 will continue to have access to high quality daily phonics lessons for twenty minutes. Provision should be differentiated to ensure all children reach their full potential. These pupils will also access the catch-up programme ‘Bounce Back Phonics’.

Children in Year 3 who did not pass their screening resit will be taught a phonics session through specific intervention if assessment shows a need. All children whose assessment shows are falling behind ARE (age related expectations) for Year 3 will participate in the ‘Rapid Phonics’ or ‘Bounce Back Phonics’ catch up programme. For any children with SEND, pupil passports will reflect any specific GPC/Tricky Words and reading work linked to phonics which is tailored to meet their individual needs.

Children in Year 4, 5 and 6 who fall within the bottom 20% of readers are identified quickly with specific interventions put into place. These include ‘Bounce Back Phonics’ ‘Rapid Phonics, IDL, Toe by Toe, SaLT programmes and 1:1 readers.

Classroom Environment

In each class is a phase appropriate Phonics display, concentrating on both sounds and key words that the children are currently learning as well as previous taught sounds. Phonics mats should be available in every lesson to support children’s early writing across the curriculum. In EYFS, the displays should reflect the letters and sounds that the children have been taught along with current learning. This working wall will be updated daily. Phonics games will be out in the provision. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with print. All classrooms throughout school have a book area, which is accessible for all pupils. Books are carefully chosen and banded in line with children’s current attainment to promote independence and foster a love of reading. Reading characters are visible in all areas with a half-termly focus on a certain skill, which is practised throughout school. Never Ending Story sessions take place daily, where children read their chosen book for 15mins whilst adults in the class listen to readers. All pupils, when appropriate, record in their ‘Never Ending Story’ journals with activities linked to the reading character domains for the half term.

Reading scheme

Systematic synthetic phonics plays a key role in a rich and varied reading programme. The school have invested in a progressive decodable reading scheme to support children to apply their phonic knowledge and skills, as well as develop their reading comprehension. Reading books that match the code allow children to consolidate and apply their phonics knowledge. Reading books are organised in line with the letters and sounds scheme and children are matched to books that include graphemes and tricky words children have been taught. This makes it easy for teachers, parents and children to choose a text that was matched to the child’s growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught. Reading for pleasure is key in EYFS/KS1/KS2 reading areas, books are closely matched to children’s abilities to allow pupils to access these independently.

Guided Reading

All children including EYFS, participate in guided reading within the taught English unit and or, the classroom environment. This links closely with the phonics programme of study and allows children to apply and practise newly taught skills both supported and independently into their reading.



English Reading Phase

As a school, we have studied carefully the key factors to increasing our children's progress in writing in year 1 and year 2. So we have embarked upon units of work in KS1 which focus more directly upon how we use our ideas from reading in our own writing - essentially the transference of vocabulary and sentence structures into independent work. We studied carefully how we could best unlock this and we asked our LCC advisory team to support us on making a more fluid unit of work and then consider the way in which we teach and apply this. Our new 'enquiry based' approach in KS1 is enabling the team to give more precise input to smaller numbers who can independently apply this within our pre-prepared areas of provision..

Homework

Parental involvement is key in the acquisition of Phonics. Each child in Reception, receives a phonic book, which contains the sounds and the decodable, tricky and high frequency words to be learnt at home, alongside the daily Phonics lesson. Phonics homework sheets are also provided. Never Ending Stories work is participated in by all KS1 and KS2 children throughout school daily in school. This is then continued at home with books chosen in school.

Assessment

In the EYFS and KS1 and KS2 we assess pupil progress on our Phonics assessment sheets for each phase and plot the children on a Phonics tracker grid each half term. This is then analysed by SLT with specific next steps identified. Towards the Phonics Screening Check, Year 1 pupils and those in Year 2 who did not pass, will be given additional practise to identify specific skills or any gaps in learning. Reading throughout school is tracked termly, the bottom 20% of readers within school are tracked separately and data is analysed by SLT and discussed at pupil progress/self-review meetings.

Teaching Consistency Across EYFS and KS1

- EYFS will use Jolly Phonics as an aid to delivering phonics through songs, actions and soundcards. SEN pupils will also have access to Jolly Phonics Soundcards.
- Staff will use two fingers and 1 thumb to represent 2 letters one sound
- On tricky words, red will indicate danger sounds and blue will indicate a familiar taught and recognised sound.
- Green will indicate a blend in phase 4, although this is not discreetly taught.
- Clapping out syllables will be used when appropriate
- Sentence rules will be reminded by the rhyme 'Capital letters, fingers spaces, full stop, it's got to make sense'. Pictorial reminders will be used throughout EYFS and KS1. (see below) Actions to accompany the rhyme are triangle, fingers, Kungfu punch and chopping up.



- Sentence work (words) will be counted out on fingers.
- You say, I say will be repeated 3 times.
- The use of the high k and the Low c will be used to differentiate between the graphemes.
- Shared writing will be modelled in the cursive script. Blue sound buttons will be used for familiar sounds.
- Words to be read will be in the comic sans font.
- 4-part lesson planning will be used (See appendix 1)
- A mixture of games, reading and writing will be used in the practise and apply parts
- Lessons will have **PACE** and be fun, engaging and interactive.
- Consolidation activities will be visible in the environments which can be accessed independently.



- Phonics books will be used weekly to monitor and assess children's acquisition and application within the phonic sessions. (KSI)

Programme Structure Following Pearson's Phonics Bug and Bug Club Programme

Phase	Focus	Tricky +Irregular Read	Words	Tricky Words Write
2	s a t p			
2	i n m d			
2	g o c k	to		
2	ck e u r	the no go		
2	h b f ff l ll ss	l into		
3	j v w x	me be		
3	y z zz qu	he my by		the
3	ch sh th ng	they she		to
3	ai ee ai oa	we are		l
3	oo 00 ar or ur	you her		no
3	ur er ow io	all was		go
3	ear air ure			
4	Adjacent Cons	said have like		he she we
4	cvcc ccvc	so do one		be me was
4	ccvcc cccvc	some come were there		my you her
4	cccvc	little when out what.		they all are
5	zh wh ph	Oh their		Said so
5	ay a-e igh ey ei	Mr Mrs people		have like
5	ea e-e ie ey y	Looked called asked		some come
5	ie i-e y i	water where		were there
5	ow o-e o oe	who again		do
5	ew ue u-e o oul	Thought through		Little
5	aw au al	Work because	laughed	one
5	ir er ear	mouse many		when
5	ou oy	different any		What
5	ere/eer	eyes friends		out



	are/ ear		
5	C k ck ch	once please	their
5	Ce/ci/cy sc/stl se	great clothes	Oh
5	ge/gi/gy dge	It's I'll I'm I've	Called
5	le mb kn/gn wr	Don't can't didn't	Mr Mrs people
5	Tch sh ea (w)a o	First second third	Asked Looked
No Nonsense Spelling when secure with PH5 (usually YR2)			

The programme of study is matched to the reading scheme to able pupils to build on their increasing phonics knowledge. GPC's and tricky words are taught in a particular sequence to enable children to be exposed to familiar current learning and not be exposed to phonemes and tricky words that haven't yet been taught. Teachers carefully choose books to match current learning for both home readers and guided reading books.

This policy has been written collaboratively by staff in EYFS/KS1/LKS2 and English Subject Leaders. Its implementation is seen as the responsibility of all staff throughout Mayfield Primary School. Its use and effectiveness will be supported and monitored by the English/Phonics Subject Leaders, on behalf of the Head Teacher and Governors.

Signed: Jo Miller

Date: September 2021

Review Date: September 2022

APPENDIX I, WHOLE SCHOOL PHONICS PROFORMA

Phase 5 Week 1: Summer 2 WC 1.6.21

Teach new graphemes for reading p134 **ay ou ie ea**

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes

Teach reading the words **oh, old** and **their** p140

Practise reading and spelling high frequency words p140

Practise reading sentences p142

Practise recognition and recall of Phase 2, 3 and 4 graphemes

Teach spelling the words **said** and **so** p148

Practise reading and spelling polysyllabic words p142 and 149

Practise writing sentences p149

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all GPCs from phase 2, 3 and 4 note any the children struggle with and focus on for rest of week P 109/110	Practise recognition and recall of Phase 2, 3 GPC	Practise all previously taught TW	Practise recognition and recall of Phase 2, 3 GPCs.	Practise recognition and recall of Phase 2, 3 and 4 GPCs. Practise spelling tricky words 'said' and 'so'
Teach	Teach 'ay' and talk about the difference between this and 'ai' one usually comes at the end of a word. Blending for reading p134 day, play may Segmenting for spelling p144 say, tray, clay	Teach 'ou' and compare to 'ow'. 'ou' never comes at the end of a word. Blending for reading p134 out, cloud, proud Segmenting for spelling p144 out, about, scout	Teach 'ie' and compare to 'I'. I is a word on it's own, 'ie' makes th sound in other words - usually at the end. Blending for reading p134 tie, pie, lie Segmenting for spelling p144 die, cried, fried Spelling tricky words 'said' and 'so' p148	Teach 'ea' and compare to 'ee' Blending for reading p134 eat, sea, bead Segmenting for spelling p144 seat, beat, read	Review and practise this week's four GPCs. Word sort in correct headings Reading tricky words 'oh' 'old' and 'their' p140
Practise	Reading flashcards p137 spray, stray, delay Spelling Quickcopy p138 crayon, pray, stay	Reading flashcards p137 sound, found, mountain Spelling countdown p137 sprout, loud, loudest	Reading flashcards tried, pie, spied Spelling Quickwrite denied, tie, lie	Reading flashcards treat, meat, steamy Spelling countdown p137 repeat, heap, least	Writing sentences with TW in It was my mum that said so
Apply	Reading sentence practise Can I stay and play?	Writing sentences p149 The sound is loud.	Reading sentence p142 Cook a pie.	Writing sentence p149 Tom eats peas with his meat.	Reading sentence p142 He cried at the loud sound.

Assessment

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable

- Read and spell phonically decidable two-syllable and three-syllable words
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly