

Phonics and Early Reading @ Coit Primary School 25-26

By **progress**, we mean pupils knowing more and remembering more.

This approach operates in conjunction with the English Policy. This approach was written in consultation with the staff and will be revisited each year

Phonics is...

The code that turns written language into spoken language and vice versa.

The vital initial step in teaching children to read (but not the whole picture).

The ability to convert a letter or letter group into sounds.

These are then blended together and synthesised into words.

To be every child's 'go to' strategy when they come across an unfamiliar word in reading.

Our aims

Our ultimate aim is to support children in making the shift from learning to read to reading to learn where children read for information, purpose and pleasure.

Statement of Intent:

At Coit Primary School, it is our intent that all children learn to read well, quickly. We have fidelity to Essential Letters and Sounds which is a Systematic Synthetic Phonics (SSP) programme, as validated by the Department for Education, as our approach to teaching phonics. We aim for all children to be fluent readers by age seven by:

- ensuring **consistency** and **simplicity** through **high quality teaching**
- encouraging a **wide** and **rich vocabulary**
- providing context, assist in comprehension to allow **all children** to achieve fluency and accuracy
- teachers, children and parents using consistent terminology
- using consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children keep up rather than catch up

Sequence of learning

At Coit primary school, we have fidelity to the **Essential Letters and Sounds** programme as our approach to teaching reading. We aim to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. We follow a systematic, synthetic programme for teaching phonic skills for children starting in Foundation 2 with the aim of them becoming fluent readers by age seven.

	Autumn	Spring	Summer
F2	Phase 2 Phase 3	Phase 3 Phase 4	Recap Light touch Phase 5 (cohort dependent)
Y1	Revisit Phase 3 & 4 Phase 5	Phase 5 alternative sounds	Phase 5 alternative sounds
Y2	Phase 5 alternative sounds ELS Y2 spelling programme	ELS Y2 spelling programme	ELS Y2 spelling programme

ELS Overview – Phase 1 to Phase 5

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none">• Environmental sounds• Instrumental sounds• Body percussion• Rhythm and rhyme• Alliteration• Voice sounds• Oral blending	<i>Reception Autumn 1</i> <ul style="list-style-type: none">• Oral blending• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)• 12 new harder to read and spell (HRS) words	<i>Reception Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none">• Oral blending• Sounding out and blending with 29 new GPCs (GPCs)• 32 new HRS words• Revision of Phase 2
Phase 4**	Phase 5 Including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception Summer 1</i> <ul style="list-style-type: none">• Oral blending• No new GPCs• No new HRS words• Word structures – ccvc, ccvc, ccvcc, ccvcc• Suffixes• Revision of Phase 2 and Phase 3	<i>Reception Summer 2</i> <ul style="list-style-type: none">• Introduction to Phase 5 for reading• 20 new GPCs• 16 new HRS words <i>Year 1 Autumn 1 and 2</i> <ul style="list-style-type: none">• Revision of previously taught Phase 5 GPCs• 2 new GPCs• 9 new HRS words <i>Year 1 Spring 1 and 2</i> <ul style="list-style-type: none">• Alternative spellings for previously taught sounds• 49 new GPCs• 4 new HRS words• Oral blending• Revision of Phase 2, Phase 3 and Phase 4	<i>Year 1 Summer, Year 2 and Key Stage 2</i> <ul style="list-style-type: none">• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling• Revision of all previously taught GPCs for reading and spelling• Wider reading, spelling and writing curriculum

In a lesson you will see

Revisit/Review:

Overlearn the previous graphemes (Flash cards) Speed read previously taught graphemes within words Revise previously taught HRS words.

Teach:

Introduce a new grapheme.

Practise:

Practice reading words containing the new grapheme.

Apply:

Use the apply workbooks to apply the new grapheme by reading sentences or writing dictated sentences.

(During this time the teacher/ assistant will deliver a short in class intervention with children identified as needing support within the lesson).

Review:

Review taught grapheme and HRS words.

Teaching and Learning Strategies in Phonics:







Me then You- The teacher says something and the children repeat it exactly.

Provide opportunities-practise and repetition are key-Children have many opportunities to say the sound, hear the sound, see the sound, read the word, write the word, use new vocabulary.

Provide modelling- every single aspect of the lesson is modelled to the children- we use 'Give give give!'- we teach not test.

Active teaching and learning-ELS lessons are active and engaging for all pupils, whether oral blending as robots, drum rolls to introduce the new sound or 'tracking the teacher' as the teacher moves around the room.

Spelling Sequence-

- Say the word 
- Stretch the word 
- Segment the word 
- Blend the word 
- Count the sounds within the word 
- Say the whole word 

There are 'Assessment and Review' lessons each Friday to recap all covered material from throughout the week.

Assessment

All teachers ensure that they are aware of individual children's needs through formative, on-going assessment.

Assessment occurs in the fifth week of each half term- this allows all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. ELS includes specific review points throughout the programme. Each of these review points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

Assessments inform our next steps in our planning for the whole class, target groups and individuals. The assessment tracker is used to support our knowledge of the children and support staff to clearly identify the reading set which best supports a child's current phonic/reading ability as well as provide opportunities to address any specific gaps.

At the end of Year 1 there is a statutory assessment of decoding skills which is subsequently reported to parents (Phonics Screening Test). If children do not pass the phonics screening they will retake it in Year 2. These children will receive extra phonics interventions to support them to close the gaps in their learning.

Parental Engagement in Phonics
Home reading

FS/KSI:
Each child will be sent home with two books to support their reading development:

1. **Fully decodable reading books.** These are matched closely to each child’s phonics ability, enabling them to read independently and consolidate what has been taught in school.

(For books sets see book coverage)

Set 1	s, a, t, p
Set 2	i, n, m, d
Set 3	g, o, c, k
Set 4	ck, e, u, r
Set 5	ss, review, h, b, f, l, ff, ll
Set 6a	j, v, w, x, y, z, zz, qu, ch
Set 6b	sh, th, ng, nk
Set 7a	ai, ee, igh, oa, review, (-es no change to ending)
Set 7b	oo (book), review, ar, ur, oo, or
Set 8	ow (growl), oi, ear, air, ure, er, ow (snow), review
Set 9	cvc<ed (ed) ccvc <ed (s) ccvc <ed (d) ccvc, ccvc <er, <est, review
Set 10	ay, ou, ie, ea, oy, ir, ue, aw, review
Set 11	wh, ph, ew, oe, au, ey, a-e, e-e
Set 12	i-e, o-e, u-e, c
Set 13	y, ai, review
Set 14	Alternatives- a, ey, ea, elph, e, i, y, o, a, u, ch, ea
Set 15	Alternatives- or, ear, ou, oul, ie, ve, y, review
Set 16	Alternatives- are, ere, ear, tch, o, review, g, ge, dge, st
Set 17	Alternatives- ce, se, sh, kh, wr, mb, se, eer, ere, ti, tion
Set 18	Alternatives- al, ough, ss, si, ti, ci

2. **Sharer book** (reading for pleasure and enjoyment)
A second book will be sent home for the parent to read aloud to/with the child. These may be fiction/non-fiction texts that might be above the child’s phonic ability.
These are to develop a love of reading through a joint reading activity due to the complexity of some of the language (exposure to/discussing the meaning of new vocabulary enhances the child’s language comprehension).

Harder to Read and Spell words:

Parents are asked to support in learning Harder to Read and Spell words at home. This can be done through the focus HRS words identified at the front of the decodable books or in children’s weekly spelling homework. We do not give decodable books out that have HRS words that children do not yet know.

Workshops

Over the course of the school year we run workshops to support parents with their children’s phonics. These may feature the pronunciation of Grapheme Phoneme Correspondences, glossary terms, support with segmenting and blending, discussion around the spelling sequence or discussion around decodable readers.

Additional Needs

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

‘Decoding fluency is achieved through accurate initial instruction followed by lots of practice.’ (Hirsch, 2003)

Oral blending

This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the Reading Teacher needs to model sound-talking for the child, who then sound-talks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others.

Grapheme–phoneme correspondence (GPC) recognition

This intervention involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to ELS, those with additional needs and those with auditory processing weaknesses or a fluency block.

Before this intervention, you will need to assess the child’s grapheme knowledge and be aware of any sound gaps – this should be happening as part of your assessment in every lesson. The intervention is targeted to the day’s teaching and can also be used after the Half-termly Assessment to address any gaps that may be apparent.

The intervention follows a similar structure to the whole-class session: reviewing previously taught sounds using grapheme cards, teaching the sound/grapheme that needs reinforcing, and applying this skill by word-building and reading.

Blending for reading

This intervention supports a child who requires additional practice for blending. You will need to be aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Next Steps:

Once children are fluent decoders, teachers use data from the children’s assessment and teacher judgement to give them a book that is correctly matched at their level.

