

Phonics and Early Reading

@

Coit Primary School

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.

Additionally, we want our children to be able to:

1. Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
2. Develop reading strategies and skills, accuracy, fluency, understanding and response to texts
3. Develop the ability to use and manipulate a variety of texts, both fiction and nonfiction including the use of libraries, I pads, laptops and other available media. .
4. Develop children's experiences through a variety of texts.

Sequence of learning

At our school, Phonics is taught daily throughout Foundation and Key Stage 1. We use a structured approach to systematic synthetic phonics, based on 'Letters and Sounds'.

Letter sounds (phonemes) are taught in relation to particular letters (graphemes). These sounds are blended to create words. Systematic Synthetic Phonics is one approach that teaches:

- the relationship between phonemes and graphemes;
- recognition of graphemes and the recall of the corresponding phoneme, and the blending of these phonemes to read the word;
- grapheme-phoneme relationships, outside of alphabetic order;

	<u>By Autumn Term</u>	<u>By Spring Term</u>	<u>By Summer Term</u>
<u>F</u> <u>S</u>	Phase 2: Children will be secure with reading and writing phase 2 vc/cvc decodable words, with accurate grapheme/phoneme correspondence. They will also be able to read phase 2 words fluently and begin to apply them with accurate spelling into their independent writing.	Phase 3: Children will begin to read and write phase 3 cv/cvc decodable words, with accurate grapheme/phoneme correspondence. They will also practise reading phase 3 words fluently and begin to apply them with accurate spelling into their independent writing.	Phase 3: Children will be secure with reading and writing phase 3 cv/cvc decodable words, with accurate grapheme/phoneme correspondence. They will be able to read phase 3 words fluently and begin to apply them with accurate spelling into their independent writing. The children will begin to read and write cvcc/ccvc words including phase 2 and phase 3 graphemes.
<u>Y</u> <u>1</u>	Phase 4: The children will be secure in reading and writing cvcc/ccvc words including phase 2 and phase 3 graphemes. They will also be able to read phase 4 words fluently and begin to apply them with accurate spelling into their independent writing. Phase 5: Children will be secure with reading and writing phase 5 set 1 polysyllabic and multi-syllabic decodable words, with accurate grapheme/phoneme correspondence.	Phase 5: Children will be secure with reading and writing phase 5 set 2 polysyllabic and multi-syllabic decodable words, with accurate grapheme/phoneme correspondence.	Phase 5: Children will be secure with reading and writing phase 5 set 3 polysyllabic and multi-syllabic decodable words, with accurate grapheme/phoneme correspondence.

In a lesson you might see

Revisit/Review:

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

Teach:

Introduce a new grapheme or words.

Practise:

Develop GPCs (grapheme-phoneme correspondences) Practice reading or spelling new words.

Apply:

Use the new graphemes/words by reading sentences or writing dictated sentences.

Assess:

Monitor progress within each phase to inform planning.

Staff might use strategies such as:

- Robot arms** to get children actively engaged with phonics
- Mnemonics** to improve children's memory of graphemes. This technique connects new learning to prior knowledge through the use of visual and/or acoustic cues.
- Cued articulation** is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical - each hand movement represents one sound and the **cue** gives clues as to how and where the sound is produced. See appendix 1
- Sound buttons** are used to identify single units of sound within words to support reading. When you press the sound button, children say the sound aloud and blend the whole word within a Makaton 'finish' action.
- Sound bars** are used to identify digraphs and trigraphs within words to support reading e.g.

fish

- Sound links** are used to identify split digraphs with written words to support reading e.g.

bike

Assessment

All teachers ensure that they are aware of individual children's needs through formative, on-going assessment. Assessments inform our next steps in our planning for the whole class, target groups and individuals. Assessment records cross reference our Ecclesfield Reading Sets so staff can 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. Staff use the following set of codes to ensure consistency when carrying out phonic assessments across school:

At the end of Year 1 there is a statutory assessment. Class teachers and teaching assistants should use these records to plan interventions, particularly in upper key stage 2 where discrete phonics sessions may not be taught.

y
2

Phase 5:

Children will be secure with reading and writing phase 5 polysyllabic and multisyllabic decodable words with accurate grapheme/phoneme correspondence. Children will be reading the words automatically if they are very familiar. Decoding them quickly and silently or decoding them aloud if required. Children's spelling should be phonetically accurate..

Phase 6:

Children will continue to develop their familiarity with phase 2 to phase 5 grapheme/phoneme correspondence. This will lead to a greater independence when reading and a sustained pace.

Phase 6:

Children will continue to develop their familiarity with phase 2 to phase 5 grapheme/phoneme correspondence, enabling them to read with fluency and stamina. The shift from learning to read to reading to learn takes place and children read for information and for purpose.

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 or synthesized into words.

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

The image displays four phonics sound mats from 'The School Run' website, arranged in a 2x2 grid. Each mat is designed to help children learn to read by associating letters and letter groups with specific sounds and words.

- Phase 2 Phonics sound mat:** A 3x7 grid of phonics. Row 1: s (strawberry), a (apple), t (tiger), p (pig), i (ice cream), n (nose), m (mouse), d (dog). Row 2: g (gate), o (orange), c (cat), k (kite), ck (chick), e (egg), u (umbrella), r (robot). Row 3: h (heart), b (balloon), f (fish), ff (fish), l (lily), ll (lily), ss (sail), and a rocket.
- Phase 3 Phonics sound mat:** A 3x8 grid of phonics. Row 1: ai (train), air (air), ar (car), ch (chair), ear (ear), ee (egg), er (egg), igh (ship), j (jelly). Row 2: ng (ring), oa (goat), oi (coin), oo (moon), oo (book), or (horn), ow (cow), qu (queen), sh (shower). Row 3: th (thumb), ur (nose), ure (egg), v (voice), w (wheel), x (xylophone), y (yellow), z (zebra), zz (zoo).
- Phase 4 Phonics sound mat:** A 4x8 grid of phonics. Row 1: st (stone), nd (hand), mp (lamp), nt (nose), nk (ink), ft (foot), sk (skate), lt (lily), and a panda. Row 2: lp (lip), lf (leaf), lk (lily), pt (pot), xt (box), tr (tree), dr (dragon), gr (grass), cr (crown), br (brush). Row 3: fr (fridge), bl (blackberry), fl (flag), gl (glasses), pl (plane), cl (clown), sl (sail), sp (spoon), st (starfish), tw (twins). Row 4: sm (smile), pr (pumpkin), sc (scarf), sk (skunk), sn (snail), nch (bench), scr (screen), shr (shrub), thr (thrust), str (straw).
- Phase 5 Phonics sound mat:** A 3x8 grid of phonics. Row 1: ay (candy), ou (house), ie (tie), ea (leaf), oy (boy), ir (girl), and a pirate. Row 2: ue (blue), aw (paw), wh (wheel), ph (paw), ew (wheel), oe (egg), au (aunt). Row 3: ey (eye), a_e (cake), e_e (egg), i_e (bike), o_e (bone), u_e (cup), and a treasure chest.

Home readers:

Home reading books are matched closely to each child's phonics ability enabling them to practise and consolidate what has been taught in school. Children who are not fluent decoders are given an 'Independent Reading Book' which is phonically decodable.

Children also take home a 'Sharer Book' which is read with or by the child's parents. This book focuses on vocabulary and language comprehension.

Once children are fluent decoders, children choose books from our 'Free Reader' books with the support from an adult in school to ensure it is appropriate for each child.

Organisation of home readers:

Children's books are changed once a week by the child's class teacher so it can be closely matched to their phonic ability.

High Frequency Words:

Parents are asked to support in learning High Frequency and tricky words at home. This can be done through flashcards, use of auto press resources and by assisting the children with identifying these High Frequency Words within texts