



## **Bloxham Church of England Primary School**

**Be. Build. Become**

### **Phonics and Early Reading Policy**

**2023 - 2024**

#### **Intent**

At Bloxham Primary School we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers.

We aim for all pupils to:

- Develop a secure phonetic knowledge that is learnt in a systematic and progressive way.
- Apply their phonetic knowledge to both their reading and writing in all subject areas.
- Make phonetically plausible attempts at unfamiliar words enabling them to write with an appropriate level of independence for their age.
- Develop a love for reading.
- Develop their vocabulary.

#### **Implementation**

In Foundation Stage and Key Stage 1, a systematic and rigorous approach to phonics will be applied through the delivery of the Read, Write Inc. (RWI) programme. Robust, half-termly assessments will be used to ensure that children are making at least expected progress and are placed in a group that is matched to their ability. Where children are not making expected progress, additional tutoring sessions will be put in place to address this. Staff delivering Read, Write Inc. lessons will have access to quality training materials and attend regular coaching sessions to ensure that teaching is consistent across all groups and always to a high standard.

Children will take home familiar and unfamiliar books that are closely matched to their phonic knowledge. When ready, children in KS1 will access the RWI comprehension programme. In KS2, some children will continue to access RWI lessons. These children will continue to take home familiar and unfamiliar books that are closely matched to their phonic knowledge. We are working to utilise the Fresh Start Programme to support children in UKS2 who need additional phonics. We are also working to develop a progressive spelling programme that links with the children's phonics learning.

#### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school accessing a range of texts independently.

Attainment in reading is measured using statutory assessments such as the end of Foundation Stage, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment using RWI half termly assessments, Cornerstones reading assessment and ongoing teacher assessment.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Bloxham Primary School. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.

## **How we teach phonics at Bloxham Primary School**

### **Daily phonics and reading lessons in Foundation Stage and KS1**

#### **We teach phonics and reading for 40 minutes a day:**

In Foundation Stage, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We use Ruth Miskin's 'Making a Strong Start in Reception' progression to ensure this is planned and delivered with rigour and pace. This document explicitly maps out the expectation of the Autumn term 1 and how this is built upon during the rest of the year. This document can be found as an appendix to this policy. In years 1 and 2 we teach a 40-minute lesson with an initial daily speed sound lesson followed by reading activities based around books matched to the children's phonetic ability.

#### **Foundation stage**

Children in Foundation Stage are taught to read and spell words using all of the Set 1 sounds (single letter sounds and some digraphs), including words with adjacent consonants (CCVC/CVCC) with fluency and accuracy. Children will read and begin to spell words using some of the Set 2 sounds (a wider range of digraphs).

#### **Key Stage 1**

Children in Year 1 review Set 2 sounds from Foundation Stage and secure all Set 2 sounds for reading and spelling. They are then taught to read and spell words using Set 3 sounds with fluency and accuracy, including additional uncommon digraphs that are statutory. This continues into year 2. We use the Read Write Inc blueprint lesson plans to ensure consistency across the school. When children have been assessed to have completed the programme they move onto accessing the RWI comprehension programme for 40 minutes a day.

#### **Keep-up lessons ensure every child learns to read**

Any child who needs additional practice has tutoring sessions taught by a fully trained adult. Tutoring lessons are no more than 10 minutes, they 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. If a child is being tutored, they will have an individual progress record to record the impact and progress being made in these sessions. This is also supported by more regular assessment throughout the term to ensure children are accessing learning at their challenge point.

If any child in Year 3 or 4 has not completed the Read, Write Inc programme, they continue to have daily phonics lessons to support their progress and targeting specific gaps in phonic knowledge.

## Teaching order of Read Write Inc Phonics Sounds

We begin, in Foundation Stage, by teaching the children set 1 sounds.. Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word.

In Read Write Inc phonics, the individual sounds are called 'speed sounds' because we want children to read them effortlessly. Set 1 sounds are the single letter sounds as well as ten set 1 special friend sounds (two letters that make one sound – digraphs).

They are taught in the following order: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, y, x, z

Digraphs: sh, the, ch, qu, ng, nk, ff, ss, ll, ck

There are 12 Set 2 speed sounds that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. When children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. may I play
- the letters that represent a sound (special friends) e.g. ay

Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray. Green words are decodable words that children can use their 'Fred Talk' to sound out and blend. They feature the sound that the children have been learning that day. In a phonics lesson, children cover up to 5 or 6 new green words to support their reading of a new sound. When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea. The tables below show each sound, the associated phrase and example green words for set 1 special friends, set 2 and 3 sounds, as well as additional sounds that are taught alongside the sets.

## Red Words

Children will also learn red words alongside their learning of the sounds above. These are introduced in a progression that matches the order they are introduced in the different coloured Read Write Inc books. The table below demonstrates this.

Red Ditty Level								
put	the	I	no	of	my	for	he	
Green Level								
your	said	you	be	are				
Purple Level								
to	me	go	baby	put(s)	your			
Pink Level								
I've	like	all	we	want	her	call	she	I'm
something	into	so						
Orange Level								
what	do	today	they	old	I'll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tall	one
I've	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole

  

water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			

Children learn that red words are words that require us to stop and think, we can't use our sounds to blend them and have to work hard to remember the tricky bits about them so we can remember to read and spell them accurately.

### Developing Comprehension and Fluency

Children access books that are closely matched to their phonetic ability. Following the RWI reading lesson plans children are taught words specific to that story – both green words and red words. They also practise speeding up their word reading of common green words. This enables all children to develop confidence in their decoding skills. By building these skills it enables children to develop fluency throughout the week in their reading. The lessons also provide the opportunity to develop comprehension skills using a decodable and familiar text.

### Home Reading

Children take home two books each week; one is the story book that they have read in phonics during the week which is closely matched to their phonetic ability. These books will have been read multiple times in school during the week and provide children with a chance to share and celebrate their reading at home. They will also take home an unfamiliar decodable book also closely linked to their phonetic ability. These books are designed to be shared and read with an adult and may require some support from the adult to read together. Children keep both books for a week at home and are expected to read at least three times per week, with parents logging this in their child's reading record.

All children can also access the RWI portal videos that are sent out each week. These provide children to secure their understanding and build their skills. For children in Foundation stage before they begin to bring books home parents can support their child through these videos and activities that mirror word time in school.

All children also have the opportunity to choose a book to read for pleasure from the school library. These are often not aligned with a child's phonetic ability but are an opportunity for parents to share and read with their child.

## Assessment

Children are assessed every term and grouped into phonics and reading groups based on this assessment, meaning they are grouped by stage and not age. This ensures that all children are working at their current challenge level. It enables us to closely monitor progress, identify gaps and provide support to ensure children keep up.

We follow the RWI expectations of progress which enable us to identify spotlight children :

Expected number of sounds

	YR children can:	Y1 children can:	Y2 children can:		YR	Y1
End of Autumn 1	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension	End of Autumn 1	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
End of Autumn term	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks	End of Autumn term	25 sounds (all Set 1 single-letter sounds)	52 sounds (first 5 Set 3 sounds)
End of Spring 1	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension	End of Spring 1	25 sounds	58 sounds (11 Set 3 sounds)
End of Spring term	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes	End of Spring term	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
End of Summer 1	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes	End of Summer 1	35 sounds (4 double consonants)	69 sounds (22 Set 3 sounds)
End of Summer term	Read Green Storybooks Read first 6 Set 2 sounds	Read Blue Storybooks Read all Set 3 sounds and additional graphemes.	Access RWI Comprehension and Spelling programmes	End of Summer term	41 sounds (first 6 Set 2 sounds)	75 sounds (All Set 3 sounds plus the additional graphemes)

## Monitoring of Teaching

The Reading Leader and SLT regularly monitor and observe teaching; they use the summative data provided by the half termly reading assessments to identify children who need additional support and have gaps in learning. These observations and assessments ensure consistency and quality phonics teaching across the school. Data is scrutinised through the use of the RWI trackers and school's grouping grids to ensure attainment is consistent between different groups and children and additional support can be provided where necessary.

Alongside this weekly practise sessions are held by the Reading Leader to provide focused and supportive training for all phonics teachers across the school. The content of these practise sessions is decided by the Reading Leader in response to regular coaching/monitoring learning walks throughout all groups.

## Statutory Assessment

The phonics screening check is administered during the summer term of year 1 by a familiar adult. The check involves pupils reading 40 words - 20 real words and 20 pseudo words. This is a check of a child's ability to phonetically decode to an age-appropriate standard. Any child not passing the check re-sits the check in Year 2.

## Monitoring and Review

The monitoring of this policy will be the responsibility of the Phonics and Early Reading Leader in conjunction with the Leadership Team. This policy will be subject to a formal review every three years or sooner if significant changes occur. Procedures for policy monitoring and dissemination

People responsible:

Amy Jennings (Phonics and Early Reading)

Beth Akers (English Lead)

Sarah Marshall (Headteacher)

Chair of Governors

Date agreed by governing body.....

Appendices:

- Making a strong start in reception

## Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh		ship, shop,
th		thing, thin,
ch		chip, chop, champ,
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	stink, think, link, sink

## Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool
oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That's not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt
ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ, joy