



**Bloxham Church of England Primary School**

**Be. Build. Become**

## **Phonics and Early Reading Policy**

### **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 and is carefully planned and delivered with rigour and pace. 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 Read Write Inc 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 frequent phonics lessons to support their progress and targeting specific gaps in phonic knowledge. They will also work on developing their pace and fluency of reading.

### **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

Diagraphs: 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:
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds (first 16)	Read Purple Storybooks Read Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 single-letter sounds Blend sounds into words orally	Read Pink Storybooks Read first 5 Set 3 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words Read short Ditty stories	Read Orange Storybooks Read 11 Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks Read Set 1 Special Friends	Read Yellow Storybooks Read 17 Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks Read 4 double consonants	Read Yellow Storybooks Read 22 Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	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

	YR	Y1
<b>End of Autumn 1</b>	16 sounds (first 16 Set 1 single-letter sounds)	47 sounds (all Set 1 and Set 2 sounds)
<b>End of Autumn term</b>	25 sounds (all Set 1 single-letter sounds)	52 sounds (first 5 Set 3 sounds)
<b>End of Spring 1</b>	25 sounds	58 sounds (11 Set 3 sounds)
<b>End of Spring term</b>	31 sounds (Set 1 Special Friends)	64 sounds (17 Set 3 sounds)
<b>End of Summer 1</b>	35 sounds (4 double consonants)	69 sounds (22 Set 3 sounds)
<b>End of Summer term</b>	41 sounds (first 6 Set 2 sounds)	75 sounds (All Set 3 sounds plus the additional graphemes)

Alongside this we use the progression document to support our grouping of children following their assessments:

Group	In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
<b>Set 1 Sounds Group A</b> 	Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
<b>Set 1 Sounds Group B</b> 	Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words orally
<b>Set 1 Sounds Group C</b> 	Read all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
<b>Ditties PCM</b> 	Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
<b>Red Ditty Books</b> 	Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
<b>Green</b> 	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
<b>Purple</b> 	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers <b>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words</b>	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

<b>Pink</b>		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers <b>Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words</b>	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
<b>Orange</b>		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
<b>Yellow</b>		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
<b>Blue</b>		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
<b>Grey</b>		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

## Monitoring of Teaching

The Phonics and Early Reading leader along with the English lead 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)

Kesha Staples (English Lead)

Sarah Marshall (Headteacher)

Chair of Governors

Date agreed by governing body.....

Appendices:

- Making a Strong Start in Reception