

Chaucer Primary School



Phonics and Early Reading Policy



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Aims

At Chaucer Primary School, we believe that reading is one of the most important skills we teach our children. We want them to learn to read quickly and effectively so that they can access learning in all areas of the curriculum. To support this we have an emphasis on early reading and phonics from nursery and into Key Stage One. Alongside the important skill of decoding we teach children how to comprehend and understand what they are reading. We believe this is achievable through the combination of strong, high quality, discrete phonics teaching combined with a rich language approach that promotes a 'Reading for Pleasure' Culture.

We are determined that every pupil will learn to read at Chaucer and we strive to ensure that all children become successful, fluent readers by the end of Key Stage One.

- ★ 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.'

TEACHING READING

Chaucer Primary School identifies the two key phases in reading development: learning to read and reading to learn. Teaching strategies are carefully employed that recognise children's needs in each phase. We follow the systematic, six phases of "Letters and Sounds". This is supplemented by 'Jolly Phonics' in the Early Years Foundation Stage, with children learning a song and action to accompany each phoneme. When Year 2 children have completed phase 6 they move onto Accelerated Readers.

Throughout their time with us at Chaucer Primary School, all children are encouraged to acquire a love of literature that will prepare them to become lifelong readers.

EARLY READERS

From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes.

There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions.

Throughout this early reading phase the teaching and application of phonics is key. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk. The Letters and Sounds scheme (DfE 2007) is used and children are taught to segment and blend words moving onto letter recognition and formation when ready. As the children develop at different rates they then join differentiated daily phonics groups specific to their needs.

Guided reading is introduced later in the year in Reception to the children with two weekly sessions. Additional, individual reading is also provided for those children who need it. Quality literature and the use of big books continues to be a stimulus for topics, role play and early writing.

DEVELOPING READERS

As the children progress in their reading they build a growing sight vocabulary. This and their ability to segment and blend sounds develops their reading skills. At this point they start to become readers for meaning and have more of an understanding of what they read. Children are taught to retell, sequence, predict and question as part of the reading process.

Guided reading takes place daily alongside individual children who still need additional decoding support. Children are carefully grouped according to ability; each group has at least two guided sessions per week with either the teacher or teaching assistant. Comprehension work becomes a key feature of both guided and independent reading. Children are taught how to find evidence in a text and begin to use inference to show their understanding.

This ground work prepares the children for the end of KS1 reading SATs. Each child continues to take home a levelled reading scheme book with a reading record. Parents are encouraged to enter into a dialogue with school through this log which is a valuable tool.

Children are again grouped according to phonic ability and continue to receive daily structured, focussed sessions. Regular assessment ensures children who are not working at an appropriate level can have access to additional phonics sessions and reading interventions, including Successful Reading Partnership

The school Library is open to every child in the Early Years and KS1. Children may borrow "free choice" books to take home to foster a love of reading. We also ensure that each classroom has an inviting book corner with a carefully selected range of books and genres.

FLUENT READERS

The graded reading scheme is continued for our more fluent readers and a full range of reading genre is offered. Children continue to take home a reading book and are heard read in school at least once a week during guided reading sessions.

Reading comprehension skills are increasingly taught and cover a wide range of activities including answering questions related to the text, using inference and deduction, predicting, summarising and discussing language meaning, choice and effect. The children have experience of completing more challenging comprehension tasks alongside the teacher and then independently. These more experienced readers are encouraged to use their knowledge of books to enhance their writing and language choices. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to read books from the individual class book corners and the School Library. Once the children have progressed through the scheme and are fluent, confident readers they are able to choose their own books which are carefully monitored by the teacher for quality and challenge.

STRATEGIES USED TO TEACH READING

As a community of readers we expect all adults to model and communicate their love of reading. We strive to provide every opportunity for children to read independently, paired, as a group or a whole class.

Phonics

Chaucer school, we follow the systematic approach laid out in Letters and Sounds (DfE 2007). Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching. Planning for phonics is separate from the English planning and we use the LCP phonics planning format. LCP phonics planning is a planning tool for teachers who are teaching phonics using the Letters and Sounds document from the DfE. It is a guide and is used with flexibility and at a pace which is appropriate to each group.

Each Phonics lesson should include the following sections: The sections are to be placed in coloured wallets at the end of each day ready for the next day.

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

Lessons

Children in Reception will be taught a discrete phonics session daily for a twenty minute period. Phonics skills are also 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. 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 2 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. Children in Year 1 have access to high quality daily phonics sessions for twenty-five minutes. Groups will be differentiated to ensure all children reach their full potential and teachers and teaching assistants work with groups of 10 -20 children. For some children with SEND teaching will be in smaller groups. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They should have plenty of practise in recognising ‘Alien’ or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children in Year 2 will have access to high quality daily phonics lessons for twenty five minutes. Provision is differentiated to ensure all children reach their full potential. Teachers and teaching assistants work with groups of 10 -20 children. For some children with SEND teaching will be in smaller groups. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-experience ‘tricky words’ that they have encountered before. All

children should aim to read and write all the common exception words for Years 1 and 2.

Resources

All phonics teachers have a range of resources in a box to use which are appropriate for the level at which the children are working. Each phase resources to be colour coded- **Phase 2 Orange**, **Phase 3 Purple**, **Phase 4 Green**, **Phase 5 Pink** These include the following;

- ★ Flash cards of Tricky Words and Tricky words to be displayed in classroom
- ★ Flash cards for the Phase
- ★ Flash cards decodable words with sound buttons
- ★ Letter fans for recognition
- ★ Capital letters cards
- ★ Pseudo words
- ★ Quick write on wipe boards
- ★ Caption cards
- ★ Phase sentences
- ★ Phase sound mats
- ★ Phoneme frames

HOME READING

Home reading is essential and is at the heart of our homework contracts with pupils and parents.

Children in the Early Years and KS1 are expected to read at home to an adult daily. This is recorded within their reading record log and monitored closely by class teachers and teaching assistants.

Home support is encouraged through the Bug Club Phonics and Independent books which include high quality texts and helpful questions which allow parents to be involved in their child's learning. As the children progress and become more confident, individual home readers are provided with parents being encouraged to read daily with their child and communicate with school through comments in a reading log. Tricky words and sets of words linked to the letters and Sounds phase sets will be sent home to practice. In addition, Books from the schemes Rising Stars and Oxford Reading Tree will be sent home to read. The Dandelion book scheme will be used to support our SEND children with reading at home. Homework sheets from the Phonics Tracker are also available. Children in Year 1 and 2 receive weekly spellings to learn. A phonics workshop for Reception parents is held in the Autumn Term.

During COVID the school subscribed to the 'Rising Stars Reading Planet and ' online reading resource. Through this, the children can access exciting interactive books which encourage reading for pleasure. The books are lively and inviting and aim to particularly encourage any reluctant readers. Children can earn rewards for the more they read and are also frequently tested on their knowledge and understanding of the books as they work through them. The resource also allows the teachers to further track home reading alongside our home reading scheme.

Assessment

Pupils are assessed every 6-8 weeks using the Phonics Tracker. All children are grouped in terms of their phonics and reading ability. Feed-back and next steps are made clear via reports to every group leader.

Some children may need to revise and consolidate a set of sounds, whereas others are ready to move on. Crucially, every child reads books that are matched to their phonic knowledge which means that their everyday reading is tailored to their learning needs.

In Year 1 children take part in the 'Phonics Screening Check', a national assessment where children are asked to read a variety of read words and pseudo words. Letters and Sounds allows us to prepare the children fully for the check so that it is a successful and exciting experience for all. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2 setting.

Intervention

Children are regularly assessed and any child who is falling behind is identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

ACHIEVING OUR AIMS

As a school we will persistently strive to:

- ★ Expose our children to a stimulating range of books and texts.

- ★ Provide a range of reading experiences including individual, paired, shared and guided reading opportunities.
- ★ Involve and encourage parents in the reading process as much as possible.
- ★ Ensure reading is both structured and enjoyable.
- ★ Use record keeping and regular assessment to monitor progress.
- ★ Provide support for children with Special Educational Needs as appropriate
- ★ Supply engaging texts (in line with the National Curriculum) that are age related with appropriate vocabulary
- ★ Encourage independence through the development of a variety of reading skills.
- ★ Challenge our children to become confident readers with a true love of books.
- ★ Present reading as a lifelong skill, something to treasure and not to fear or be seen as a chore.

Appendix 1 –

Phonics Progression 5

Phase 1 (EYFS) Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 2 (EYFS) In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence: 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: h, b, f, ff, l, ll, ss
The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment

words. For example, they might be asked to find the letter sounds that make the word top from a small selection of magnetic letters.

Phase 3 (EYFS) During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 3 Tricky words: we me be was no go my you they her all are

Phase 4 (EYFS / Year 1) The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

Phase 4 Tricky words: said so she he have like some come were there little one they all are do when out what my her

Phase 5 (Year 1) In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. This will take time to use and apply these and children will need time to experiment with their spelling. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break. ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, oe, u-e.

Children in phase five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting.

Phase 5 Tricky words: oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please
Phase 6 (Year 2) At this stage children should be able to spell words phonemically although not always correctly.

In Phase Six the main aim is for children to become more fluent readers and more accurate spellers. Children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. Suffixes will be introduced as well as basic grammar strategies. - s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en

Appendix 2

Guidelines for setting out a minimum trajectory to secure Phase 4 by end of R

Using the Chaucer planning guidance which follows the DFES 'Letters and sounds' document all children should follow the trajectory below in order to be secure phase 4 by the end of reception. This is our expectation although it is understood that children with additional needs may take a little longer.

Phase 2 – Up to 6 weeks

Phase 3 - Up to 12 weeks

Phase 4 – Up to 4 weeks

Dependant on the school calendar for the year.

<p>Weeks 1-3 Staggered start and reception baseline</p> <p style="text-align: center;">Phase 2</p> <p>Weeks 3-7 Phase 2 new learning. (Phase 1 will run alongside in the provision)</p> <p>Week 4 s a t p - the</p> <p>Week 5 i n m d - to</p> <p>Week 6 g o c k - I</p> <p>Week 7 c k e u r - no</p>	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">7 weeks</p>
<p>Week 1 h b f ff - go</p> <p>Week 2 l l ss - into</p> <p>Week 3-6 Assess, revisit, review and reteach all non-secured aspect of phase 2.</p> <p style="text-align: center;">Phase 3</p> <p>Week 7 j v w x - he she</p>	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">7 weeks</p>
<p style="text-align: center;">Phase 3</p> <p>Week 1 y z zz qu - we me</p> <p>Week 2 sh ch the ng - be was</p> <p>Week 3 ai ee short oo long oo - you they</p> <p>Week 4 oa ar or igh - all are</p> <p>Week 5 ur ow oi ear - my her</p> <p>Week 6 er air ure - pulled, want</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;">12 weeks</p>

<p>Week 7 and 8 consolidate reading Polysyllabic words wanted water , great gone Week 9-12 Assess, revisit, review and reteach all non-secured aspect of phase 3.</p>	
<p style="text-align: center;">Phase 4</p> <p>NO new sounds teach annunciation of adjacent consonants. Children will revisit phase 3 sounds throughout this phase.</p> <p>Week 1 st nd mp nt ft - cvcc words - said have Week 2 sk lt lp lf pt - cvcc words - like so Week 3 xt nk tr dr gr cvcc words / ccvc words - do some Week 4 cr br gl sl sp ccvc words - come where Week 5 st fr bl pl fl ccvc ccvc words - there little Week 6 cl tw sm pr sc ccvc / ccvc words - one when Week 7 sk sn nch scr shr cvcc / ccvc cvcc/ccvc words out what Week 8 thr str ccvc / ccvc words there's, thought Week 8-12 Assess, revisit, review and reteach all non-secured aspect of phase 2- 4.</p>	<p>Summer 12 weeks</p>

Guidelines for setting out a minimum trajectory to secure Phase 5 by end of 1

Using theChaucer planning guidance which follows the DFES 'Letters and soundsThis' document all children should follow the trajectory below in order to be secure phase 4 by the end or year 1. This is our expectation although it is understood that children with additional needs may take a little longer.

Phase 3/4 – Up to 5 weeks revision

Phase 5 - Up to 30 weeks

Dependant on the school calendar for the year.

<p style="text-align: center;">Phase 3</p> <p>Weeks 1-3 revisit, review and reteach all non-secured aspect of phase 3</p> <p style="text-align: center;">Phase 4</p> <p>Week 4+5 revisit, review and reteach all non-secured aspect of phase 4</p> <p style="text-align: center;">Phase 5a alternative graphemes</p> <p>Week 6 ay ou ie ea. oh, their Week 7 oy ir ue aw people, Mr Week 8 wh ph ew Mrs looked Week 9 oe au ey a-e e-e called, asked Week 10 i-e o-e u-e 'zh' as in treasure could, would Week 11-12 Assess, revisit, review and reteach all non-secured aspect of phase 5a</p>	<p>Autumn</p> <p>12 weeks</p>
<p style="text-align: center;">Phase 5b - alternative pronunciations</p> <p>Week 1 alternative pronunciations for i and o should, laughed</p>	<p>Spring</p> <p>12 weeks</p>

<p>Week 2 alternative pronunciations for c and g <i>where your</i></p> <p>Week 3 alternative pronunciations for u and ow <i>love, one</i></p> <p>Week 4 alternative pronunciations for ie and ea <i>once, friend</i></p> <p>Week 5 alternative pronunciations for er and ch <i>school, live(verb)</i></p> <p>Week 6 alternative pronunciations for a <i>because, every</i></p> <p>Week 7 alternative pronunciations for y <i>beautiful, hour</i></p> <p>Week 8 alternative pronunciations for ou <i>move prove</i></p> <p>Week 9 alternative pronunciations for e and ey <i>improve, sugar</i></p> <p>Week 10-12 Assess, revisit, review and reteach all non-secured aspect of phase 5a</p>	
<p style="text-align: center;">Phase 5 c alternative spelling</p> <p>Week 1 alternative spelling for ch and j <i>eye, who</i></p> <p>Week 2 alternative spelling for n,r,m <i>eye, who</i></p> <p>Week 3 alternative spelling for s and z <i>eye, who</i></p> <p>Week 4 alternative spelling for u and ear <i>whole, any</i></p> <p>Week 5 alternative spelling for ar and ur <i>many, busy.</i></p> <p>Week 6 alternative spelling for air <i>people, water</i></p> <p>Week 7 alternative spelling for or <i>water, half</i></p> <p>Week 8 alternative spelling for oo, ai <i>parents, everybody</i></p> <p>Week 9 alternative spelling for ee <i>christmas, didn't</i></p> <p>Week 10 alternative spelling for igh <i>school, know</i></p> <p>Week 11 alternative spelling for oa <i>asked, can't</i></p> <p>Week 12 alternative spelling for (Y) oo <i>two, magic</i></p>	<p>Summer 12 weeks</p>

Appendix 3 - Chaucer Terminology

Sound buttons – the dots and lines made underneath words indicating a blend, digraph, trigraph or single sound.

Digraph – two letters representing one sound. e.g. ch (as in chip) – is a consonant digraph / ee (as in free) – is a vowel digraph

Split Digraph - A digraph in which the two letters are not adjacent – e.g. ‘ make ’.

Trigraph – 3 letters representing one sound e.g. tch (as in match)

Quadgraph – 4 letters representing one sound e.g. ‘ough’ (as in though) or ‘augh’ (as in caught)

Blend – the sound a combination of two or more letters make.

Grapheme – a written symbol that represents a sound

Phoneme - the sound the written symbol makes.

