



Date Approved by Governing Body	17 <sup>th</sup> November 2022
Next Review Date by Governing Body	Autumn 2024

Waterhouses CE Primary Academy and Nursery

Phonics and Early Reading Policy

*'Let your light shine!'*



Make your light shine, so others will see the good you do and will praise your Father in heaven.

Matthew 5:16

***Core Christian Values: Love, Trust, Hope, Respect***

At Waterhouses CE Primary Academy we value highly the acquisition and application of phonics which underpins successful early reading and writing. We believe that all our children are able to become fluent readers with the implementation of a structured, systematic and synthetic phonics programme. We begin teaching phonics in Nursery and Reception and follow the DfE - validated Twinkl phonics scheme which ensures children build on their growing knowledge and children's active participation. Phonics sessions are fun and engaging and involve lots of speaking, listening and games where the emphasis is on children's active participation. Each sound has an action to help pupils remember the letter it represents. The DfE-validated 'Twinkl' phonics scheme is used in the Foundation Stage and KS1 to teach phonics, with additional support where needed in KS2 to consolidate their early phonics skills of letter recognition, blending sounds and segmenting them for reading and writing. In KS2 phonics is delivered alongside spellings and grammar teaching to make it relevant to children and to encourage them to draw on their phonic knowledge in their daily work.

#### Intent:

At Waterhouses CE Primary Academy, we recognise the importance of phonological decoding as one of a number of strategies to develop early reading skills. When combined with high quality reading books and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts thus becoming independent readers.

We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children as a lifelong skill.

### Aims from the national Curriculum:

The national curriculum for phonics aims:

- To provide pupils with a clear understanding of how the alphabet works for reading and spelling;
- To enable our pupils to become fluent and confident readers with a strong phonological awareness;
- To develop pupils' sight vocabulary to aid fluent reading;

To provide opportunities for repetition and consolidation so that spelling and reading become automatic.

### Teaching and learning:

#### Implementation:

Pupils will have a variety of teaching and learning experiences following the Twinkl phonics scheme and incorporating actions and songs. Pupils will be taught each letter sound order (listed below). All classes in Early Years and Key Stage One will receive a daily phonics input.

Each phonics session will follow the same structure.

1. Revisit/Recap
2. Teach
3. Practise
4. Apply
5. Assess

### Twinkl Phonics

#### Nursery phonics focuses on:

- Develop speaking and listening skills;
- Developing language and vocabulary;
- Explore environmental sounds, instrumental sound, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting;

By the end of Level 1, children will have had opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

## Reception and Key Stage 1 progression:

### Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

There are actions for each of the 42 letter sounds and this multi-sensory method is very motivating for our children.

The letter sounds are split into seven groups as shown below.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

1. Learning the letter sounds - Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.
2. Learning letter formation - Using different multi-sensory methods, children learn how to form and write the letters.
3. Blending - Children are taught how to blend the sounds together to read and write new words.
4. Identifying the sounds in words (Segmenting) - Listening for the sounds in words gives children the best start for improving spelling.
5. Tricky words - Tricky words have irregular spellings and children learn these separately.

### Assessment at the end of each level:

#### By the end of Level 2:

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;
- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words: the, to, I, no, go.

### By the end of Level 3:

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, n no, go;
- write each letter correctly when following a model.

### By the end of Level 4:

- give the phoneme when shown any Level 2 or Level 3 grapheme;
- find any Level 2 or Level 3 grapheme when given the phoneme;
- blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants;
- read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually using the correct formation.
- orally segment words into phonemes

### By the end of Level 5:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes

#### By the end of Level 6:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

The phonic knowledge of all pupils in Nursery, Reception, Year 1 and Year 2 will be assessed termly at a specified data collection time and recorded on the online assessment tool - Insight Tracker. This data is reviewed and analysed, and children's progress, attainment and barriers to learning will be discussed at pupil progress meetings. These assessments will highlight any gaps that have emerged which will shape the teaching of phonics for the coming term, including any additional teaching intervention which may be required. This may be continued into KS2 where necessary.

In line with statutory requirements, all pupils in Year 1 will undertake a phonics screening in the summer term. Any child who does not pass the screening check re-sits it in Year 2. The results of this screening will be included in the annual report to parents for each individual pupil.

#### Reading:

At Waterhouses CE Primary Academy reading enables our pupils to acquire both the knowledge to progress and build on their previous knowledge. In Early Years, Key Stage 1 and into Key Stage 2 the key skills of language and comprehension are essential to the progression of phonics and early reading.

To achieve this, we ensure that:

- there is strong emphasis on ensuring that our younger children gain the phonics knowledge and language comprehension necessary to read and spell
- phonics and reading is prioritised to enable our pupils to access the full curriculum
- a rigorous, sequential approach to phonics and the reading curriculum develops pupils' fluency, confidence and enjoyment in reading
- at all key stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils
- In Early Years and Key Stage 1 when children are learning to read, reading materials are closely matched to the learners' phonics knowledge.

### Moving onto free readers:

Decodable books have a very specific and purpose in the process of learning to read. They provide reading practice as children learn to use the sound/letter correspondences they have been taught, and the strategy of blending sounds throughout the word. As a child's knowledge grows and they have completed their phonics learning, children will be able to apply this to a wide range of texts. Children are able to choose texts linked with our Accelerated Reader programme which are age-appropriate reading materials from all areas of the curriculum and will include different genres, fiction, nonfiction and poetry.

### Home reading in Early Years and Key Stage 1:

Reading books which are decodable are taken home to ensure success is shared with the family. A printed reading book is sent home in KS1 that is from the Twinkl scheme and is levelled with the children's learning during their curriculum activities.

In Nursery and Reception reading for pleasure books also go home for parents to share and read to children.

We use the Twinkl resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision.

### Cross curricular Links:

Throughout the school, children will be given opportunities to practise and apply their encoding and decoding skills in a variety of contexts and for different purposes. The skills of reading and writing are embedded throughout the curriculum as children are given high quality opportunities to engage in reading and writing tasks.

### Additional reading support for vulnerable children:

Children who are receiving additional phonics Keep-up sessions will read their reading book to an adult daily.

Some children experience learning difficulties, which affect their progress in Phonics. If class teachers are concerned that a child may have underlying learning difficulties, they will discuss it with the school SENCO.

### EAL

All pupils at Waterhouses CE Primary Academy need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. Pupils learning English as an Additional Language are entitled to the full National Curriculum Programmes of Study and we will ensure all EAL pupils will achieve the highest possible standards by taking into account each child's life experiences and needs so they can succeed in Phonics.

As soon as a child enters Waterhouses CE Primary Academy we ensure that they are given the skills to be able to function and work within our school through teaching them synthetic phonics at a level that is appropriate for them. This is done either through whole class teaching, small group interventions or 1-1 interventions. Phonics and the development of phonological awareness supports EAL children with their reading development but at Waterhouses CE Primary Academy we will ensure that other activities are embedded into the curriculum to support the language and literacy development of EAL children.

### Reading for pleasure:

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010).

At Waterhouses CE Primary Academy we value reading highly and work hard as a school to provide a positive ethos of Reading for Pleasure

We read to children every day and choose books carefully as we want pupils to experience a wide range of texts, which will include new vocabulary and stories about children similar to themselves, the local community and stories which will open doors into other worlds and cultures.

### Parents as Partners:

At Waterhouses CE Primary Academy the co-operation and support from parents is paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to practise reading at home as well as reading favourite bedtime stories.

### SMSC/British values

At Waterhouses CE primary Academy we ensure that we promote the spiritual, moral, social and cultural (SMSC) development of every child. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

SMSC plays a significant part in a child's ability to learn and achieve. Phonics and reading are an integral part of the curriculum and therefore make a contribution to the child's spiritual, moral, social and cultural development. All adults will model and promote expected behaviour during phonics and reading learning, treating everyone as a valuable individual and showing respect for children and their families.

School and classroom rules promote and reward acceptable behaviour and provide opportunities to celebrate children's work and achievements in phonics and reading.

This policy will be reviewed every two years.