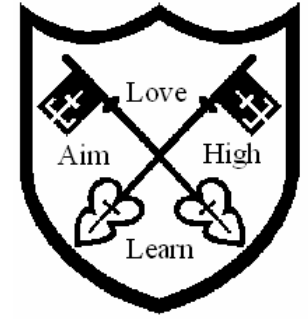


Early Reading



St Peter's Church of England (Aided) Primary School





St Peter's Phonics Programme

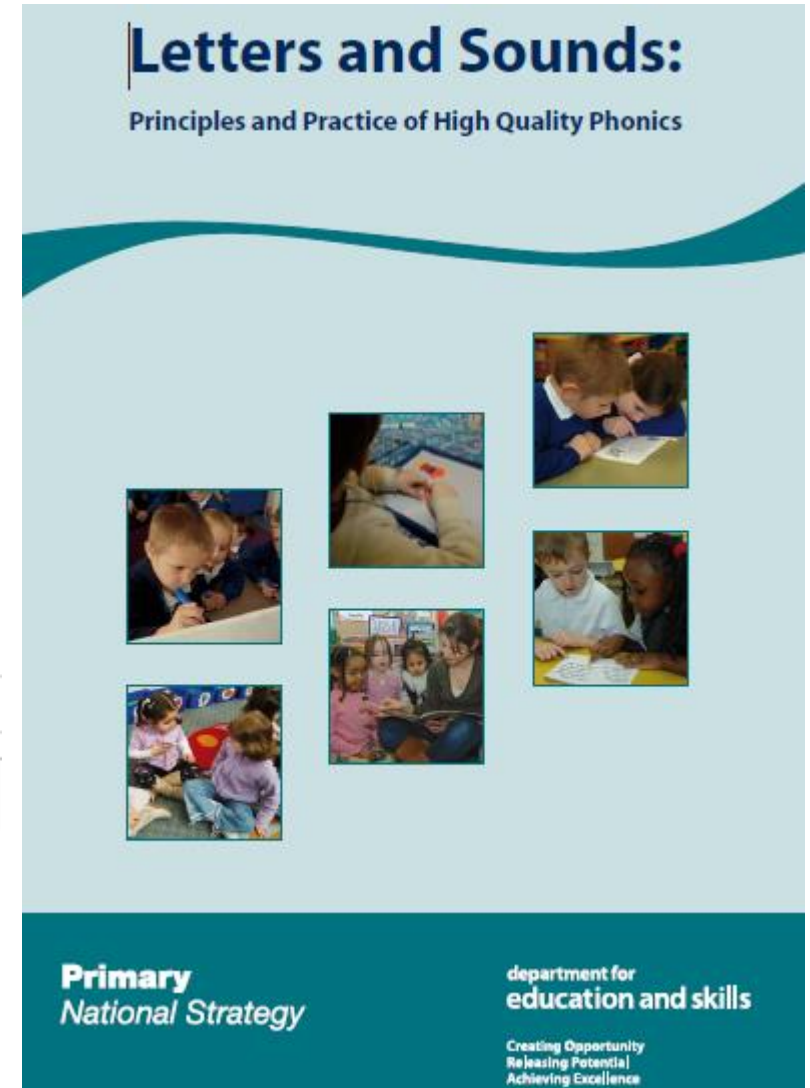
- Phonics sessions are carried out each day and these are fun and interactive. They are 25 minutes long and are usually at 9am.
- The teaching of phonics will follow the National Curriculum progression of phonics statutory guidelines.
- We currently group all children working on reading 'Phases 2 to 5' (inclusive) into six groups so that pupils receive teaching at their exact level. Pupils from Years R to 3 are mixed so we can directly target them.
- Pupils working within Phase 6 have their phonics session at 1pm on 4 days of every week.

Letters & Sounds Continuum

- St Peter's uses the **Primary National Strategy 2007 – Letters and Sounds Framework** to underpin the progression of teaching and tracks children's progress through the 'Phonics Phases' that Letters and Sounds lays out.
- This can be found:

s PC > staffshare\$ (\\spc-dc) (T:) > 3 TEACHERS & TAs AREA > 2020+ ENGLISH > Letters & Sounds Continuum

Name	Date modified	Type	Size
 Phonic Progression Charts from Reading ...	04/02/2020 08:25	File folder	
 Phonics assessments (ofsted)	06/01/2020 16:38	File folder	
 Letters_and_Sounds_-_DFES-00281-2007	21/11/2019 13:55	Adobe Acrobat D...	9,579 KB
 Phonic Tracking - When Is a Child Falling...	19/02/2020 18:43	Microsoft Word D...	15 KB



St Peter's Phonics Programme

At St Peter's we use the 'Jolly Phonics':

- Actions
- Songs
- Visual prompts
- Auditory hooks
- Stories



This supports pupils' grapheme recognition and recall in the early stages.

However, any resources we use from Jolly Phonics are adapted to match the **Letters & Sounds Progression** – e.g. word mats.

Assessment

- There will be half termly assessment of phonics using our 'PHASE' sheets that cover not only grapheme knowledge but also include whole word reading, 'tricky' words, and 'alien' words associated with each phase.
- We can then determine which children need intervention groups or extension activities, to ensure ALL children are challenged and have an embedded understanding of phonics before they reach Key Stage 2.
- When we assess pupils adults think about what it is precisely, the pupil finds hard.
 - Is it the actual recognition of sounds?
 - Or is the segmenting of words?
 - Or the oral blending – 'robot talk'?
- Then we can teach them the thing they need.

When is a Child Falling Behind – In Reading ?

Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

When is a Child Falling Behind – In Reading ?

If a child falls behind the levels identified in this chart they should be targeted for extra support until they catch up with the minimum levels identified here.

ASSESSMENT POINT	EXPECTED PHASE IN LETTERS & SOUNDS	SCORE IN AN OLD Y1 PHONICS TEST
END OF OCTOBER - YEAR R	All of phase 2	N/A
FEBRUARY ½ TERM YEAR R	All of phase 3	N/A
APRIL - YEAR R	All of phase 4	N/A
JUNE - YEAR R	All of phase 4 / Begin phase 5	20 +
END OF OCTOBER YEAR 1	Recap of phase 4 / Begin phase 5	25+
FEBRUARY ½ TERM YEAR 1	Half way through phase 5 (or better)	28+
APRIL YEAR 1	Most of phase 5 (or better)	30+
JUNE YEAR 1	All of phase 5 (begin phase 6)	32+
YEAR 2	Work through phase 6	N/A
YEAR 2	All of phase 6	N/A

Phonic Readers

- Initially, as children start to read, it is vital that their readers contain the graphemes and words they know. Therefore, our phonic readers are broken down into the sets of sounds that match the **Letters & Sounds Progression**.
- Our readers are under pinned by the structure of **Pearson's BUG CLUB** books, which is the scheme that we can see matches Letters & Sounds the closest. They also match the National Colour coding system (see next slide).
- If pupils need to broaden their diet of books in Key Stage 1 we also have a separate stock that draws on a range of phonic reading schemes to provide a wide variety of books that engage and cater to every child. These reading books are colour coded by The National System into sets of similar difficulty and are used if a child has read all the Bug Club books in their Phase or as they become more confident readers. A few children continue on these into Year 3. All children in KS1 and EYFS have a reading record which is signed both at home and at school whenever a child reads to an adult. All children are also heard read by a teacher or TA at least once a week during guided reading.
- As children reach Phase 6, children take a STAR reading assessment which provides them with a ZPD range and they join our Accelerated Reader Program. This ranges enables children to choose free reading books from our school library which are accurately suited to their ability as a reader.

Levelling Information

Set	Graphemes	Phase	Year / Term	BB
1-2	satpinmd	Phase 2	Reception / P1 term 2	Pink A
3	gock			Pink B
4	ckeur			Pink B
5	h b f ff l ll ss			Pink B
6	j v w x			Red A
7	y z zz qu	Phase 3	Reception / P1 term 3	Red A
8	ch sh th ng			Red B
9	ai ee igh oa oo			Red B
10	ar or ur ow oi			Red C
11	ear air ure er			Red C

12	Consolidation	Phase 4	Year 1 / P2 term 1	Yellow A
				Yellow B
				Yellow C
13	zh wh ph		Year 1 / P2 term 2	Blue A
14	ay a-e igh ey ei (long a)			Blue B
15	ea e-e ie ey y (long e)			Blue B
16	ie i-e y i (long i)			Blue B
17	ow o-e o oe (long o)			Blue B

18	ew ue u-e (long u) u oul (short oo)	Phase 5	Year 1 / P2 term 3	Blue C
19	aw au al			Blue C
20	ir er ear			Blue C
21	ou oy			Green A
22	eer ere are ear			Green A
23	c k ck ch	Phase 6		Green B
24	c(i) c(y) sc stl			Green B
27	tch ch c(ial) ss(ion) t(ion)			Green C
				Orange A
				Orange B



KS 1 Spelling

- 25 minute daily phonic sessions focus primarily on reading.
- Spelling teaching should largely take place at other times in the school day.
- St Peter's uses the Primary National Strategy 2007 – Letters and Sounds Framework to underpin the progression of teaching and tracks children's progress through the 'Phonics Phases' that Letters and Sounds lays out.
- In EYFS and KS 1 all children will be sent home with spellings to practise which are based on the spelling phase that they are on.
- They have a weekly test but are also encouraged to use the words they have learnt in their own writing.
- Pupils' spelling phase level tends to follow their reading phase and can often be a phase lower. (See next slide for our expected progression)

KS1 Spelling

- Teachers will carry out a year start baseline, and then termly diagnostic spelling tests based on the Letters and Sounds guidance.
- Each child will be provided with spellings linked to their ability, following the diagnostic test, on a weekly basis to practise at home.
- Teachers will also follow the National Curriculum guidelines for spelling patterns/rules progression suggested for each year group. These spelling patterns/rules will be taught through spelling and handwriting lessons throughout the week and may be tackled during our intervention sessions. These will involve small group teaching of new spelling strategies/rules, games and activities to practise and apply differentiated spellings.

Key Stage 2 – Spelling Progression Through Phonic Phases Chart

We should aim for pupils to be at least Phase 11 by End of Year 6

Year Group END of Yr	<u>Good Speller</u> Phonic Phase	<u>Middle</u> Phonic Phase	<u>Lower</u> Phonic Phase	<u>SEN</u> Phonic Phase
Year 2	6	5	4	3
Year 3	9	7	6	4
Year 4	12	9	8	5
Year 5	15	11	10	6
Year 6	MAX.	13	12	7
Good Progress	+ 3 phases per academic year	+ 2 phases per academic year	+ 2 phases per Academic Year	+1 phase per Academic year