

# Wood Fold Primary School

## Phonics (Sounds-Write) and Early Reading Policy

<b>Policy agreed (date):</b>	September 2020
<b>Policy published (including on website) (date):</b>	
<b>Next review (date):</b>	September 2022 (or earlier if needed)

### **Phonics Planning**

The Teaching of Phonics in Reception and KS1 (and KS2 for any children who did not meet the attainment targets at the end of KS1) will be planned in accordance with our Phonics Policy and will include:

- Daily instruction in dedicated phonic lessons using the Sounds-Write programme.
- Lessons planned by the Class Teacher.
- Intervention groups which target the needs and ability of all the children and make effective use of support staff.
- Appropriately paced lessons that provide children with suitable tasks to demonstrate their learning, using the Sounds-Write support materials.
- A separate weekly plan which will document the sounds that should be revised and those to be introduced, according to needs of the groups of children.
- Planning to include high frequency words that children will be introduced to alongside phonics teaching, daily.
- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to the letter sound correspondences that will be presented to them in the Year 1 phonics screening, where children must use their phonic knowledge to correctly read all of the words presented to them. If the children do not achieve the allotted pass rate, they will receive target intervention before re-taking the test in Year 2.

Children will be matched to an appropriate book level that matches their phonic knowledge. For children learning Initial Code they will be given Dandelion readers as home reading books and Sounds-Write phonics reading books within school for 1:1 reading and assessment. The same will apply for children on Extended Code.

### **Teaching and Learning:**

- The approach to the teaching of phonics across the school will be consistent; and show progression of skills and knowledge.

- When teaching a new sound, ensure children are seeing how sounds are represented in written form through adult modelling and through opportunities to practice writing them. In addition, phonics based written work should be recorded in books on a regular basis.
- Ensure every lesson gives children opportunities to see, say, blend and segment sounds to make the words and also to practise writing the words.

### **Resources:**

- A copy of the Sounds-Write manual and supplementary materials booklet in each classroom through which to deliver the programme using a systematic approach.
- Initial Code and Extended Code interactive whiteboard presentations.
- Flashcards, magnetic cards, post its and whiteboards.
- Phonics writing books.
- HFW cards.
- Dandelion Reading Scheme to match all Sounds-Write units, Initial and Extended.
- Sounds Write Phonics books to match all Sounds-Write units, Initial and Extended.

### **Assessment, Recording and Reporting.**

On-going formative assessment will be used by the Class Teacher and support staff to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words.

Progress will be monitored using the Phonics Assessment Sheet for Initial and Extended Code. Children will be assessed twice half termly (approximately every 3 weeks) and this data will be analysed and used to determine which children need to join a phonics intervention group for additional support, to plug any gaps. Children in Year 1 (and those in Year 2 who didn't pass the Year One Phonics Screen) will take practice phonics screen tests once a term to monitor their progress. Assessment results will be shared with Senior Leadership.

### **Class Reading sessions**

#### **In class Sounds Write Reading books**

The vast majority of children will be listened to each week, reading a book that covers the Unit they have been taught in Sounds Write that week.

#### **Structure**

Each day the children will participate in a Reading lesson. This will follow the following structure:

The children will be split into groups of 5 or 6, this will be run similar to a Carousel throughout the week, whereby all children will access the activities throughout the week

1:1 readers with class teacher, the group of children will sit and read independently until their teacher calls them to read with them.

A group of children will be completing a HFW challenge – read and write for consolidation.

One/Two groups of children will access a SW workbook, put together each week with activity challenges from initial code or extended code workbooks. They will be challenging children on the sounds they have learnt that week, to consolidate and promote confidence in their reading.

One group of children (Y2, once they are ready) will be completing a comprehension, set to their ability group.

One group of children (Y1, once they are ready) will be working towards a guided reading group with TA or Teacher.

### **The use of Home Reading Books:**

The vast majority of children will be taking home a Dandelion Reading book, that covers the Unit they have been taught in Sounds Write that week.

The following is the structure that **ALL** children will follow, when reading at home. Parents have been informed of this via letter and power point on Teams.

**Monday – word list at the beginning of the book – to read each word and discuss the meaning of the word and to put it into context, for example, mess – “you have made a mess!”.**

**Tuesday – read part of the book and discuss.**

**Wednesday – complete the book and discuss**

**Thursday – Q&A, at the back of the book, to ensure a full understanding and recall of what has been read.**

**Friday – Return book ready for a new book to be issued on Monday.**

### **Which book will be taken home?**

- Each sound is to be covered and explicitly taught over a two week period, to ensure full consolidation both at home and in school.
- Children will take home a book linked to the sound being taught that week.
- Whether they take home Unit 1, 2 or 3 (or Level 1, 2 or 3 for Extended Code) will depend on how secure they are within that sound.
- In week 2 of the sound being taught children will move on to the next unit / level to consolidate and / or challenge further.

- If a child takes home Unit 1 / Level 1 on week 1, they will take home Unit 2 / Level 2 in week 2.
- If a child takes home Unit 2 / Level 2 on week 1, they will take home Unit 3 / Level 3 in week 2.
- If a child takes home Unit 3 / Level 3 on week 1, they will take home a wider reading book, such as Room on the Broom / Superworm etc.

## **Early Reading throughout EYFS and KS1.**

### **Nursery**

**Fred the Ted** – This is a bear who is in a bag with a book and his pyjamas. We promote this as a sharing bedtime book and all children have the opportunity to take him home. This encourages home-school reading links and promotes communication and language as when the children return they are encouraged to talk about the story and the time they had with the Fred the Ted.

**George the Exercise Bear** – George loves to exercise and has numerous activities based around exercise for the children to engage with activities with parents. George has a yoga bear story book which can be shared after all that exercise. Again, this encourages home-school reading links and promotes communication and language.

**Library Book** – A large variety of books are available on a weekly basis, or as requested by parents or child. Parents are encouraged to share the stories with their children and discuss. Again, it gives the children the opportunity to talk with staff and other children in the setting about the stories they have shared.

### **Reception**

**Dandelion Reading Books** – The children are to take a book home every Monday, at the level they have been assessed at within the Initial Code of Sounds Write. Parents will receive a letter detailing the recommendations of the use of the book each evening, to ensure both children and their parents are utilising the reading books at their full capacity. The books are to be returned on a Friday morning and a new one sent out the following Monday.

**Share Bear and Book** – Each child is given a bear and a book in a bag every Friday, to take home for the weekend. Parents are informed of the use of this resource and are encouraged to take the opportunity to share the story and bear for a quality, relaxing story time. The book and bear are returned in the bag on a Monday morning.

**Independent and 1:1 reading** – At 2.20 every afternoon, Reception children are allocated a 25 minute slot for reading activities. The activities are wide and varied, pitched at individual children's own level of reading and clearly show progression. Every child, within both Reception classes, will read 1:1 with the class teacher weekly and this will ensure all children are progressing at a steady rate, are reading at the correct unit level and are working towards fluency and over time will have the ability to discuss and predict what they are reading.

## **Year 1 and Year 2**

**Dandelion Reading Books** – The children are to take a book home every Monday, linked to the sound being taught in the Extended Code of Sounds Write. Parents will receive a letter detailing the recommendations of the use of the book each evening, to ensure both children and their parents are utilising the reading books at their full capacity. The books are to be returned on a Friday morning and a new one sent out the following Monday.

**Share Bear and Book** – Each child is given a bear and a book in a bag every Friday, to take home for the weekend. Parents are informed of the use of this resource and are encouraged to take the opportunity to share the story and bear for a quality, relaxing story time. The book and bear are returned in the bag on a Monday morning.

**Independent and 1:1 reading** – Each day, Year 1 and 2 children will participate in a 30 minute reading session. The activities are wide and varied, pitched at individual children's own level of reading and clearly show progression. Every child, within both Year 1 and 2 classes, will read 1:1 with the class teacher weekly and this will ensure all children are progressing at a steady rate, are reading at the correct unit level, with fluency, and showing the ability to discuss and predict what they are reading.

## **Monitoring**

The Phonics and Early Reader lead will monitor and evaluate the planning and teaching of Phonics within the school through observations, scrutiny of work, displays and on-going discussions with Class Teachers. All Teachers and support staff will receive Sounds-Write training to ensure delivery is of a high quality and consistent within the School Phonics Policy.

**The Early Reading and Sounds Write lead is:** Mrs D Farrington

**The English lead is:** Miss B Hunter.

**Appendix 1 – Planning Pro Forma**

Date: W/B	Phonics Planning
Class/Group	
Weekly objectives (Unit/spelling)	
Spellings (and reading) HFW	
Nonsense words	
	Key Focus for each lesson
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

## **Appendix 2 – Phonics Progression Plan**

**Nursery Phonics** – Letters and Sounds, Phase 1.

### **Reception**

From this point Sounds-Write to be used as the basis for all phonics planning. Government advice is not to mix and match phonics schemes.

Word Lists to aid teaching can be found in the Sounds-Write file and games and other resources are in the Initial Code and Extended Code book.

### **Sounds Write – Initial Code.**

<b>Skills – to segment, blend and manipulate sounds in words with the structure.</b>	<b>Sounds/spellings to cover</b>	<b>Conceptual knowledge/notes</b>
<b>CVC Unit 1</b>	<b>a i m s t</b>	Sounds can be represented by spellings with one letter.
<b>CVC Unit 2</b>	<b>n o p</b>	
<b>CVC Unit 3</b>	<b>b c g h</b>	
<b>CVC Unit 4</b>	<b>d e f v</b>	
<b>CVC Unit 5</b>	<b>k l r u</b>	
<b>CVC Unit 6</b>	<b>j w z x y</b>	
<b>CVC Unit 7</b>	<b>ff ll ss zz</b>	Some spellings are written with a double consonant.
<b>VCC and CVCC Unit 8</b>		
<b>CCVC Unit 9</b>		
<b>Polysyllabic words, taught in parallel with Initial Code and Extended Code.</b>		Once children are secure at 4 and 5 sounds, then polysyllabic words can be introduced.
<b>CCVCC, CVCCC and CCCVC Unit 10</b>		
<b>Two letters to make one sound, Unit 11.</b>	<b>sh ch th ck qu</b>	Some spellings are written with two different letters.

Children to be secure at all of the above by the end of the Foundation Stage and higher achievers to start working on the Extended Code.

## **Extended Code – Year 1 and Year 2**

To teach polysyllabic words alongside the Extended Code.

Priority has been given to the sounds quired for the Year 1 phonics screen. Older children (interventions) can be taught a wider selection of sounds, if desired.

Polysyllabic words	<b>To be taught alongside the Extended Code, using polysyllabic lessons 11-15.</b>
Alternative spelling Unit 1 / <b>ae</b> / sound.	<b>ea (steak) + ai, ay, a-e</b>
Alternative spelling Unit 2 / <b>ee</b> / sound.	<b>e (we) y (funny) + ee, ea, e-e (ie can be introduced later but is required for the year 1 phonics screen).</b>
Alternative spelling Unit 4/ <b>oe</b> / sound.	<b>ow (snow) o(open) + oa, oe, o-e</b>
Alternative spelling Unit 6 / <b>er</b> / sound.	<b>er, ir, ur</b>
Alternative spelling Unit 7 / <b>ae</b> / sound.	<b>e(chest) ea (head)</b>
Alternative pronunciation Unit 3 / <b>ae</b> /.	<b>Head, steam, steak.</b>
Alternative spelling Unit 8 / <b>ow</b> / sound.	<b>ou, ow</b>
Alternative pronunciations Unit 9/ <b>ow</b> /	<b>Now, snow</b>
Alternative spelling Unit 10 / <b>oo</b> / sound.	<b>ew, oo uw, u-e</b>
Alternative spelling Unit 11 / <b>ie</b> / sound.	<b>Y (fly) igh, ie, i-e, I (kind)</b>
Alternative spelling Unit 12 / <b>oo</b> / sound.	<b>U (put) oul (would) + oo</b>
Alternative spelling Unit 13 / <b>oo</b> / sound.	<b>Book, moom</b>
Alternative spelling Unit 19 / <b>or</b> / sound.	<b>Or, aw, au, ore</b>
Alternative spelling Unit 21 / <b>ue</b> / sound.	<b>Ue, ew, u-e, u (unit)</b>
Alternative spelling Unit22 / <b>ew</b> / sound.	<b>Blew, few</b>
Alternative spelling Unit 23 / <b>oi</b> / sound.	<b>Oi + oy</b>
/ <b>ar</b> / sound.	<b>ar</b>
/ <b>wh</b> / sound	<b>wh</b>
Alternative spelling Unit 40 / <b>f</b> / sound.	<b>f, ff, ph (introduce gh later)</b>
/ <b>ear</b> / sound	<b>ear</b>
Alternative spelling Unit 20 / <b>air</b> / sound.	<b>Air, ear, are</b>
<b>The sounds below are not required for the Year 1 phonics screen.</b>	
Alternative pronunciations Unit 31 / <b>y</b> /	<b>yam, sky, happy, lyric</b>
Alternative spelling Unit 37 / <b>j</b> / sound.	<b>j, g, ge, dge</b>
Alternative spelling Unit 16 / <b>s</b> / sound.	<b>C (city, ce (ice) se (horse) sc (science) st (Christmas + s, ss</b>
Alternative spelling Unit 33 / <b>n</b> / sound.	<b>Nn (dinner) ne(gone) gn (gnash) kn (knife) + n</b>
Alternative spelling Unit 46 / <b>r</b> / sound.	<b>Rr (hurry) rh (rhubarb) wr (wrong) + r</b>
Alternative spelling Unit 46 / <b>r</b> / sound.	<b>Al (metal) el (model) il (pencil) Le (paddle) ol (petrol + l, ll.</b>
More sounds / <b>or</b> /	<b>a, ar, al</b>
Alternative spelling Unit 14/ <b>u</b> / sound.	<b>U, ou, o.</b>
More sounds / <b>ee</b> /	<b>ey</b>
More sounds / <b>o</b> /	<b>a (want)</b>

More sounds <b>/er/</b>	or (world)
More sounds <b>/or/</b>	al (walk) a (also) or (warm)
3 sound	Eg, vision
<b>tion</b> spelling	Eg, fiction