



Henbury View First School  
*Every Child Matters, Every Moment Counts*

## **Phonics and Early Reading Policy**

### **2022 - 2023**

#### **Intent**

At Henbury View First School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling and blend sounds to read words. To ensure our children develop a strong phonic awareness and master effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Read, Write, Inc. produced by Ruth Miskin. Read Write Inc. ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

#### **Comprehension**

At our school, we value reading as a crucial life skill. One of our utmost goals is that by the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Read Write Inc programme.

## **Implementation**

### **Daily phonics and reading lessons in Reception and Year 1**

- We teach phonics and reading for 40 minutes a day. In Reception, 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. We use Ruth Miskin's 'Making a Strong Start in Reception' progression to ensure this is planned and delivered with rigour and pace. This document explicitly maps out the expectation of the Aut 1 term in Reception and how this is built upon during the rest of the year. This document can be found as an appendix to this policy.
- We follow the Read Write Inc expectations of progress:
  - Children in Reception 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*)
  - Children in Year 1 review Set 2 sounds from Reception 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 but do not appear in the Read Write Inc Set 1, 2 and 3 sounds lists. (*e.g ie, au, ear, ue*)
  - The full EYFS and Key Stage 1 phonics progression documents can be found on our website and as an appendix to this policy.

### **Keep-up lessons ensure every child learns to read**

- Any child who needs additional practice has tutoring sessions every day, taught by a fully trained adult. Tutoring lessons are no more than 10minutes, 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.
- Any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check, continues to have the 40-minute phonics and reading sessions every day until they complete the Read Write Inc programme. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Read Write Inc half termly reading assessment grids to identify the gaps in their

phonic knowledge and these children also receive daily tutoring sessions. Assessment for these children is completed more regularly to ensure the content matches their need.

- If any child in Year 3 or 4 has not completed the Read, Write Inc programme, they continue to join the 40-minute daily stream of phonics and reading sessions pitched at the level they need. They will also receive at least 3 one to one tutoring sessions targeting their specific gaps in phonic knowledge as well as comprehension work with wider texts for exposure.

### **Teaching order of Read Write Inc Phonics Sounds**

We begin, in Reception, by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well. 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 five 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, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.

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.

### Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh		ship, shop,
th		thing, thin,
ch		chip, chop, champ,
qu		queen, quack, quest
ng	Thing on a string	thing, string, ring, king
nk	I think I stink	stink, think, link, sink

### Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	day, say, play, tray, today
ee	What can you see?	see, feel, need, sleep, three
igh	Fly high	night, fight, flight, high
ow	Blow the snow	show, blow, flow, snow
oo	Poo at the zoo	zoom, moon, food, cool
oo	Look at a book	look, book, good, hood
ar	Start the car	star, bar, car, start, cart
or	Shut the door	sort, short, worn, horse
air	That's not fair	fair, hair, chair, stair
ir	Whirl and twirl	whirl, twirl, shirt, skirt
ou	Shout it out	mouth, found, shout, loud
oy	Toy for a boy	toy, boy, employ, joy

### Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	make, cake, flake, bake
ea	Cup of tea	neat, real, clean, please
i_e	Nice smile	hide, shine, white, nice
o_e	Phone home	phone, bone, home, spoke
u_e	Huge brute	tune, rude, june, perfume
aw	Yawn at dawn	saw, law, raw, straw
are	Share and care	bare, spare, scare, flare
ur	Nurse with a purse	burn, turn, hurl, burp, lurk
ow	Brown cow	howl, down, brown, frown
oi	Spoil the boy	join, coin, voice, choice
ai	Snail in the rain	paint, train, rain, pain
e	e: he, she, me, be, we	he, she, we, be, me
oa	Goat in a boat	coat, throat, boat, float
ew	Chew the stew	flew, blew, crew, new
er	A better letter	over, weather, never
ire	Fire, fire!	spire, conspire, hire, fire
ear	Hear with your ear	fear, dear, gear, spear
ure	Sure it's pure	picture, mixture, adventure

### Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	rescue, blue, glue, clue
ie	Terrible tie!	ties, tried, pie, lie

au	Paul the astronaut	paul, august, author, pause
e_e	Go Steve and Pete!	even, steve, pete, theme
kn	Knock knock, who's there?	knight, knee, knock, knit, knot
ck	Tick tock clock	clock, pick, black, snack

## **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. 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.

<b>Red Ditty Level</b>								
put	the	I	no	of	my	for	he	
<b>Green Level</b>								
your	said	you	be	are				
<b>Purple Level</b>								
to	me	go	baby	put(s)	your			
<b>Pink Level</b>								
I've	like	all	we	want	her	call	she	I'm
something	into	so						
<b>Orange Level</b>								
what	do	today	they	old	I'll	was		
<b>Yellow Level</b>								
some	saw	watch	school	small	their	who	tall	one
I've	baby	fall	any	where	were	wall	there	
<b>Blue Level</b>								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
<b>Grey Level</b>								
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			

## **Teaching Reading**

All children that are working through the Read Write Inc programme have a 40-minute session everyday. The first part of this session follows the phonics session structure and then the session moves into the read with the corresponding colour book. We use the Read Write Inc blueprint lesson plans to ensure consistency across the school. Children are assessed every six weeks and grouped into phonics and reading groups based on this assessment, meaning they are grouped by stage and not age.

### **This ensures:**

- all sessions are taught by a fully trained adult
- children are working with and reading phonics sounds that are securely matched to their current need
- regular assessment which allows us to progress children or identify any support required quickly
- we use books matched to the children's secure phonic knowledge, using the Read Write Inc half termly reading assessments and colour matching grids

### **Reading practice sessions focus on three key reading skills:**

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.
- In Reception, these sessions start when children begin reading Red Ditty books. According to our expectation roadmap, children working at an expected level should be reading this by February half term at the latest. Prior to this, Foundation children continue to work as a base and practise daily reading of decodable 'green words' through Word Time sessions with adults within their team. Children don't begin reading Red Ditty books until they have learnt all of the Set 1 sounds and can blend fluently during Word Time sessions.
- Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books. In Year 4, we continue to teach discreet, focused phonics sessions as well as children working as part of the school stream where required. However, we also expose focus children to alternative schemes to support their reading alongside Read Write Inc books with support from our school SENCo. For example, Rapid Readers, PM books.

## **Home Reading**

-The decodable reading practice book is taken home to ensure success is shared with family, these are called our 'Learn to read' books. These are taken home at the end of the week, after being read multiple times in school to ensure children can celebrate their reading at home. Children will also be given a 'Shared reader' book that closely matches the phonics learning from their week. These books are designed to be shared and read with an adult and may require some support from the adult to read together. Parents will be regularly guided on how they can support their child with these books. 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.

-In Reception, before children begin taking books home, parents support reading with activities that mirror Word Time sessions in school. This is modelled to parents at their initial 'Meet the Teacher' workshop in September and practice is logged in children's reading records. They are directed to the school website for all supporting resources and any families that cannot access the resources, are provided with paper resources.

-Reading for pleasure 'Love to Read' books also go home for parents to share and read with children. These are taken from the school library and are changed weekly.

-We use many of the parent resources on the Read Write Inc website 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. We do this by providing parents with supportive workshops as well as directing and guiding them to use our detailed support resources available on our website.

## **Ensuring consistency and pace of progress**

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Reception, Year 1 and the Autumn term of Year 2 has a road map of expectation showing the progress of a child who is on track throughout the Read Write Inc

programme. This provides detailed content, showing the exact sounds that should be taught and mastered each half term. This allows teachers to quickly identify, after the half termly reading assessment, who is off track and who needs rapid support to keep up.

- Teachers use lesson templates for each stage of the programme to ensure a consistent approach and structure is being delivered for each lesson, across all year groups.
- The Reading Leader 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.
- To ensure consistency and quality phonics teaching across the whole stream, 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.

## **Impact**

### **Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

#### **• Assessment for learning is used:**

-daily within class to identify children needing keep-up support

-weekly, throughout teaching, to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

#### **• Summative assessment is used:**

-every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the tutoring support that may be required.

-by SLT and scrutinised through the school's own half termly assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

## **Statutory Assessment**

- Children in Year 1 sit the Phonics Screening Check.
- It is administered during the summer term by a familiar adult. The check involves pupils reading 40 words- 20 real words and 20 pseudo words.
- Any child not passing the check re-sits it in Year 2.

Section 1	
plug	
sweep	
soft	
yards	

Section 1	
blem	
drell	
fusp	
quisk	

- Children in Year 2 to 4 are assessed through their teacher’s ongoing formative assessment as well as through the half-termly reading assessment records.

**Monitoring and Review**

The monitoring of this policy will be the responsibility of the 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:**

- Sally Wall (Headteacher)
- Dan Saunders (Assistant Headteacher)
- Laura Dawson (English Lead)

**Signed**.....

**Date:**.....

**Chair of Governors**

**Henbury View First School – Document Amendment Page**

<b>Document Name Version Number</b>	<b>Nature of Change</b>	<b>Date Agreed by Gov. Body</b>