



Fernwood Primary and Nursery Early Reading and Phonics Policy



Our Vision

The Context of our School

We aspire to deliver an outstanding education for all our pupils. We provide a safe, positive, inclusive environment where pupils are happy, flourish and thrive. We are proud of our richly diverse community and celebrate our differences. We wish to positively impact on our local and wider community. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

This policy will:

- Give an overview of how early reading and phonics are taught throughout FPNS
- Share the phonics progression that children in each year group are expected to achieve by the end of each academic year
- Demonstrate how a child at the expected level will apply their phonetic knowledge

This policy is intended as a useful guide and the information given for each year group is based on an average child's level of ability.

Definitions of words highlighted throughout this document can be found on the last page 'Common terminology and meaning'.

Intent

Phonics (reading and spelling)

At Fernwood Primary and Nursery school, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the **alphabetic code**, mastering phonics to read and spell as they move through school.

All the **graphemes** taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise **GPCs** and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

As a result, all our children are able to tackle any unfamiliar words as they read. At Fernwood Primary and Nursery school, we also model the application of the **alphabetic code** through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects but also, in life beyond school.

All our teachers, teaching assistants and members of SLT have been trained to teach reading and phonics, 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.

Comprehension

At Fernwood Primary and Nursery school, we value reading as a crucial life skill. By the time children leave us, we aim for them to be able to 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 *Little Wandle Letters and Sounds Revised* programme.

Implementation

Daily Phonics Lessons in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and Language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language

Daily Phonics Lessons in Reception

- We teach phonics for 20 minutes a day. In Reception, the children learn four sounds, a new **phoneme/grapheme** each day. Each Friday, we review the week's teaching to help children become **fluent** readers and to consolidate their learning practicing reading and writing words using their newly learnt letter sounds.
- Children make a strong start in Reception: teaching begins in week two of the autumn term.
- Our children are taught to read and spell words using Phase 2 and 3 **GPCs** with fluency and accuracy.

Phase 2

New GPCs - s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k (new)

Reading words adding s (plurals)

Tricky words - is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be

Phase 3

New GPCs - ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er

Reading and writing words with double consonants

Words with s in the middle

Words with es at the end

Tricky words - was, you, they, my, by, all, are, sure, pure (new)

Daily Phonics Lesson in Year 1

- We teach phonics for 20 minutes a day. In Year 1, the children learn four sounds, a new **phoneme/grapheme** each day. Each Friday, we review the week's teaching to help children become fluent readers and to consolidate their learning practicing reading and writing words using their newly learnt letter sounds.
 - Children in Year 1 review Phase 3 and are taught phase 4. The children are taught an introduction to phase 5i to read and spell words using some of Phase 5 GPCs with fluency and accuracy.

Phase 3

Review GPCs - ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er

Reading and writing words with double consonants

Words with s in the middle

Words with es at the end

Tricky words - was, you, they, my, by, all, are, sure, pure (new)

Phase 4

To read and write words with –

Short vowels with adjacent consonants

Phase 3 long vowel graphemes with adjacent consonants

CVCC CCVC CCVCC CCCVC CCCVCC

Words ending in suffixes - ing, -ed, -er, -est

compound words

Tricky words - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today

Daily Phonics Lesson in Year 2

- We teach phonics for 20 minutes a day. In Year 2, the children learn four new sounds/skills each day. Each Friday, we review the week's teaching to help children become fluent readers and to consolidate their learning practicing reading and writing words using their newly learnt letter sounds. The children complete a weekly spelling test linked with the phonics learning focus.
 - Children in Year 2 review Phase 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. The children then move onto learning the spelling curriculum using sound families taught in phase 5.
 - The children are taught **alternative pronunciations and spellings** using different **graphemes**.

Daily Phonics Lesson in Year 3

- Children in Year 3 review the whole Phase 5 and are taught to read and then move onto learning the spelling curriculum using sound families taught in phase 5. The children are taught four 20 minutes sessions a week ending with a spelling test on a Friday.

Phase 5

autumn 1 - ai ay, ow ou, oi oy, ea ea

Review tricky words taught in phase 2, 3 and 4

autumn 2 - ur ir, igh ie, oo ue, ew u, oa o, igh i, ai a, ee e, ai a-e, igh i-e, oa o-e, ee e-e,

oo ew, ee ie, or aw

Tricky words - their, people, oh, your, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want

spring 1 - ee y, e ea, w wh, oa oe ou, igh y, oa ow, j g, f ph, l le al, s c, v ve, u o-e o ou, z se, s se ce, ee ey, oo ui ou

Tricky words - any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work

spring 2 - ur or, oo u oul, air are, or au aur oor, ch tch, ar al a, or a, schwas in longer words, o a, air ear ere, ur ear, r wr, s st sc, c ch, sh ch, z ze, schwas at the end of words

Tricky words - once, laugh, because, eye

summer 1/2

ai eigh aigh ey ea, n kn gn, m mb, ear ere eer, zh su si, j dge, i y, j ge, sh ti ssi si ci, or augh our oar ore

Tricky words - busy, beautiful, pretty, hour, move, improve, parents, shoe

Ongoing Assessment

- Children in Foundation Stage through to Year 3 are assessed through their teacher's ongoing formative assessment as well as through the half-termly summative assessments where data is tracked to ensure progress for all.

Statutory Assessment

- Children in Year 1 sit the phonics screening check. The current pass mark is 32. Any child not passing the check will receive support and re-sits the screening in Year 2.

Common Terminology and Meaning

Adjacent consonants – two or more consonants that come together in a word without any intervening vowel e.g. st in strap.

Alien words – a child-friendly term for ‘pseudo words’. A pseudo word is a phonetically plausible word that does not occur in the English language. These words are used to assess whether a child can correctly read a word that they haven’t seen before.

Alternative pronunciation – a different way of pronouncing a grapheme. For example, the letter ‘ow’ can represent the sounds ow as in ‘crown’ and ‘oa’ as in snow.

Alternative spelling – a different way of spelling a phoneme. For example, the sound w can be represented in writing by ‘w’ as in wave and ‘wh’ as in what.

Blend – to combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively.

Compound word – a word made by joining two individual words together. For example, houseboat is ‘house’ + ‘boat’.

Digraph – a grapheme using two letters to represent one phoneme. The children will explain it as ‘two letters, one sound’.

Fluency – the ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode them.

GPCs – this stands for grapheme-phoneme correspondence. The sound to letter relationship between each element of the alphabetic code.

Grapheme – a letter or group of letters used to represent a particular phoneme when writing. The children may explain it as ‘a sound written down’.

Oral blending (also know as sound talk) – a technique for the early practice of blending. The teacher articulates each phoneme in a word separately, in order, and children respond by saying the whole word aloud. For example – ch-a-t = chat.

Phoneme – the smallest unit of sound in words.

Segment – to identify each of the individual phonemes in a word, working all the way from left to right.

Split vowel digraph – a digraph (two letters, making one sound) representing a vowel sound where its two letters are split by an intervening consonant. For example a_e in cake.

Tricky words – high frequency words that cannot be phonetically decoded by the children using the GPCs they have been taught up to that point. The more GPCs are taught, the less tricky some words become.

Trigraph – a grapheme using three letters to represent one phoneme. The children may describe it as ‘three letters, one sound’.