



## School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

### Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

## Policy References

This policy is written with reference to the following school policies:

- Child Protection and Safeguarding
- Curriculum and Teaching and Learning policies
- Marking Policy
- PSHE and SMSC (Spiritual, Moral, Social and Cultural) Policies
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Health and Safety Policy
- SEND Policy and Able Gifted and Talented Policies
- Assessment Policy
- Single Equalities Policy.

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

# Early Reading and Phonics Handbook 2021-2022

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## Vision

We want children to learn and understand the relationship between letters, sounds and their spelling to become fluent, confident reader and writers by the age of seven. The ability to make connections between letters and sounds is a crucial element in early reading and writing success.

## What is Phonics?

Phonics is a way of teaching children to read and write. It involves matching the sounds of spoken English with individual and groups of letters.

## Our Curriculum

The key expectations of the Skerton St Luke's curriculum mirror those of the National Curriculum for English. We strive for children to:

1. read easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information
3. acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage
5. write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate

## Ofsted

Findings from our most recent report – June 2018.

While the teaching of reading is improving quickly due to a refreshed whole-school approach, we were asked to improve the quality of Phonics teaching by ensuring that:

- all children build on the good start that they make in early reading in Reception.



As a result of this, a Reading Lead has been appointed in school to ensure early reading and the good start children make continues into Year 1 and through school.

All staff are trained in Red Rose Letters and Sounds Phonics to deliver systematic, first-quality teaching and learning of phonics throughout school.

Regular Key Stage meetings are held to discuss the delivery of phonics, resources, use of adults, assessment, and intervention.

An intervention lead was appointed post Covid-19 for two terms to assess identified children across school who are not in line with age related expectations in phonics and spelling, to deliver daily targeted support for those pupils to catch up and be in line with age-related expectations.

Phonics Tracker assessment tool is used throughout school to assess pupils working in Phase 2 – 5 to monitor and track progress and identify gaps in phonics skills to inform next steps and individualise learning.

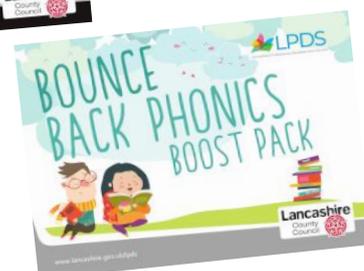
## National Curriculum

“A high-quality education in English will teach pupils to speak and write fluently, so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read, and write fluently and confidently are effectively disenfranchised.”



# Planning

At Skerton St Luke's we use Red Rose Letters and Sounds to teach Phonics rigorously and systematically for children to become enthusiastic and successful readers and writers by the age of seven. Red Rose Letters and Sounds is a Lancashire phonics program published in March 2022, devised by Lancashire English Advisors and Consultants. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read and write by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children from Phase 1-Phase 5, with the aim of all children by the age of seven becoming fluent readers and enthusiastic writers with accurate spelling. Actions and songs are used in EYFS to introduce the Phonemes in Phases 2 and 3. The actions are no longer used once the multi-sensory approach has secured the GPC for the child. Fast Track Phonics and Bounce Back interventions run alongside Red Rose Letters and Sounds in Key Stage 1 then in Key Stage 2 if needed. At Skerton St Luke's, we have fidelity to Red Rose Letters and Sounds for consistency and progression.





Phonics resources to teach Red Rose Letters and Sounds are consistent through school for all children to access first-quality teaching of Phonics and then additional intervention if/when needed.

## The Teaching Sequence

Red Rose Letters and Sounds Phonics lessons follow the same daily sequence for continuity, fluidity, and progression:

1. Revisit and Review (2-3 minutes)
2. Teach – explicit teaching of new learning (5-7 minutes)
3. Practise (8-10 minutes)
4. Apply (2-3 minutes)

Phonics is taught daily on entry to school in Reception through to Year 2 with fidelity to Red Rose Letters and Sounds. Each discrete phonics lesson lasts between 20-25 minutes in addition to an English lesson. It is a rigorous, systematic approach to build children's speaking and listening skills as well as to prepare children for learning to read and write by developing phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic knowledge and skills, with the aim of them becoming fluent readers by age seven. Red Rose Letters and Sounds teaches phonics through an interactive, multi-sensory approach to enhance memory and ability to learn.

## Phonics Screening

The Phonics Screening Check is an assessment for children in Year 1. Children are expected to take it in June in a one-to-one quiet setting with the class teacher. The test consists of 40 words that the children are asked to read (decode). There is a balance of real and pseudo-words. We teach children how to



decode to read real and pseudo words (introduced at the end of Phase 3) which we refer to as alien/nonsense words in daily phonics lessons to prepare children for this assessment. The pass mark for the previous eight years has been 32 out of 40. The words are released prior to the test being administered.

The school has to submit an intended timetable as to when the Phonics Screening will be carried out to County and schools are selected at random to be monitored externally to ensure the assessment is delivered fairly and appropriately following guidance.

Results are reported to the local authority, shared with parents, the Year 2 class teacher and the Reading Lead.

If a child does not pass the screening check in Year 1, they resit the following June as a Year 2 child. If a child fails to pass in the resit, they enter Year 3 but do not have to resit as a Year 3 child. These children in Year 3 will be targeted with phonics intervention using the Bounce Back phonics program to address individual need and provide further opportunities for children to become fluent, confident readers and writers in line with age related expectations.

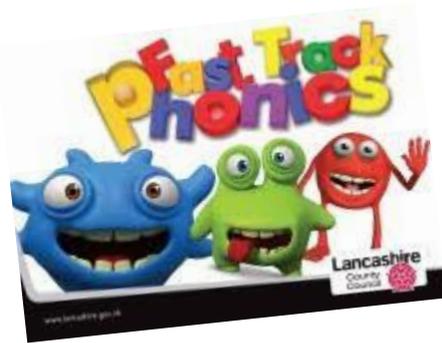
## Intervention

All children from Reception to Year 2 access first quality whole class teaching in phonics daily following the Red Rose Letters and Sounds program delivered by the class teacher and aided by teaching support staff. In addition, those children that are identified as not being on track to make expected progress in phonics receive early intervention.

Fast Track Phonics is a 14-week programme aimed at supporting those in Year 1 that are at risk of not achieving the pass mark in the phonics screening.



For children in Years 2, 3 and 4, Bounce Back Phonics is a programme used to target those who may have missed, or not fully understood, some of the crucial stages of systematic, synthetic phonics teaching in the Early Years and Year 1. The need for additional intervention is identified by the class teacher and implemented as and when needed to address individual need.



## Assessment

Children's phonics skills are assessed on entry to school and termly thereafter until the end of Key Stage 1 using Phonics Tracker to track individual progress through the phases and identify gaps in phonic knowledge and skills. Children who enter Year 3 that did not pass the Phonics Screening in Key Stage 1, are also tracked using Phonics Tracker to monitor progress and identify gaps for next steps in learning.

Observations of children's phonic knowledge and skills are assessed by teaching staff with evidence being collected from discrete phonics teaching, children's written work, individual reading, spelling, and shared, guided, and whole class reading sessions.

All observations are used to inform the teachers termly judgement in reading.

## Supporting children with SEND



We provide a broad and balanced education to all children. Children with SEND are provided with learning opportunities that are matched to their individual needs.

## Use of Technology

Children use computing and technology in Phonics lessons where it will enhance their learning. Phonics Play, Phonics Bloom and Espresso are used to enhance directed phonics teaching and in continuous provision for practice.

## Monitoring and Review

Monitoring of children's work and the quality of teaching in Phonics is the responsibility of the Key Stage 1 Lead and the Reading Lead. Regular book looks, learning walks, listening to readers across school, Key Stage meetings all provide evidence of the quality of Phonics teaching and its impact on learning.

## Resources

The schools home reading scheme is aligned with Red Rose Letters and Sounds. Big Cat Collins texts are selected by staff in Reception – Year 2 to ensure the text is ability matched with prior phonic knowledge being taught previous to the text going home for the child to access with independence to use and apply their skills. An audit of resources has been undertaken. Phonics resources have since been purchased for EYFS, Y1, Y2 and lower KS2 to be consistent across school and aligned with Red Rose Letters and Sounds.

All classes provide pupils with a Reading environment within the classroom with texts/reading material displayed linked to the main text in an English unit.

## Teaching Strategies



The following actions, techniques and terminology have been agreed by EYFS/Key Stage 1 staff and shared whole school, to ensure all children make good progress across year groups and Key Stages for consistency and progression of phonic knowledge and skills.

**Blending hands** – hands held apart that come together as you blend to read and close to read the word.

**Formation phrases** – handwriting patten to introduce correct letter formation of the grapheme once explicitly taught using the three part sequence model in the teach section

**Handwriting** – digraphs and trigraphs to be joined when segmenting for spelling and modelling writing to demonstrate one phoneme made by two/three graphemes.

**New learning** – use the three past sequence to teach new learning phonemes.

1. Hear it and say it
2. See it and say it
3. Say it and write it

**Oral blending** – hearing a series of spoken sounds and merging them together to make a spoken word. No text is used.

**Oral segmenting** – hearing a word and segmenting it into individual phonemes. No text is used.

**Phonic Journal** – used in Year 1 to allow children to practise grapheme formation, segment to spell words, or write sentences in the application part of the session.

**Phoneme fingers** – used to segment for spelling and count how many phonemes can be heard.

**Smooth reading** – finger used under words smoothly moving along to develop fluency.



**Sound buttons** – Dots and dashes used to decode words. Dot used for a single phoneme, dash used for digraphs and trigraphs.

**Sound mats** – Sound mats used to support GPC in writing.

**Sound talk** – segment a word to hear individual phonemes for children to blend. To be use in daily practice and not just discrete phonics teaching. For example, P-u-t on your coat. Line up a-t the door. S-i-t down.

**Special friends** – a smile drawn under the word to model the split digraph in a word.

**Teaching tricky words** – use stars in each corner with the tricky word inside for children to understand it is tricky. Teach explicitly which part of the word is tricky using a x under and tick the sections that are not tricky.

**Words for life** – HFW and tricky words on display

## National Expectations Trajectory

	Nursery	Year R	Year 1	Year 2
<b>Autumn</b>	Phase 1	Phase 1 Phase 2	Phase 4/5	Review Phase 5 Y2 Spelling National Curriculum
<b>Spring</b>	Phase 1	Phase 3	Phase 5	Y2 Spelling National Curriculum



			Y1 Spelling National Curriculum	
<b>Summer</b>	Phase 1 (Phase 2 for some children)	Phase 3/4	Phase 5 Y1 Spelling National Curriculum	Y2 Spelling National Curriculum

## Glossary

**Phonics** – a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.

**Adjacent consonants** – two or more consonants that appear next to one another within a word and they represent a different sound. 'st' in 'stop' but also they represent s and t.



**Alternative graphemes** – different spelling patterns to represent a phoneme.

**Blending** – fluently join together the individual sound spellings to hear a word.

**decode** – the ability to apply your knowledge of letters – sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

**digraph** – a group of two letters to represent one sound.

**Enunciation** – to say or pronounce a phoneme correctly

**GPC – Grapheme Phoneme Correspondence** –

Correctly matching a phoneme (sound) to a grapheme (written representation) and vice versa.

**Grapheme** – a symbol (or group of letters) that represents a sound.

**Phoneme** – the smallest unit of sound in speech.

**Phonics** – a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.

**Pseudo words** – letter strings that have no meaning but are pronounceable

**Segment** – separate a word into its sounds.

**Split digraph** – a digraph in which two letters making the sound are not adjacent

**Trigraph** – a group of three letters representing one sound.

**SEND – Special Education Needs and Disability**