



St George's Catholic Primary School

Phonics & Early Reading Policy

Inspired by Gospel Values
to grow and learn
in faith, love and laughter.



At St George's Catholic Primary School, we believe that every child deserves the opportunity to become a confident and fluent reader. Through high quality provision, every child is taught how to decode familiar and unfamiliar words, develop language comprehension through the words they hear and read and develop a love of reading for pleasure, creating the best life chances possible.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

The national curriculum is designed to make sure that all children are able to read and write fluently by the time they leave Year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics. Understanding the letters on the page represent the sounds in spoken words underpins successful word reading. Children's knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. The Education Endowment Foundation (EEF) is the government-designated What Works Centre for Education, providing authoritative advice on evidence to improve teaching and learning. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.

***Department for Education – The Reading Framework -teaching the foundations of literacy
January 2022***

Aims

For the school:

- To raise standards in phonics and reading.
- To have a consistent approach across Early Years, Key Stage One and Two when teaching systematic and synthetic phonics.
- To follow a systematic and synthetic phonics programme where all adults deliver high quality teaching and learning that develops skills in decoding, reading and comprehension.

For pupils:

- To achieve a secure understanding of the alphabetic code.
- To decode familiar and unfamiliar words with fluency in order to understand what is being read.
- To read appropriate texts with fluency and understand what they have read.
- To read and write with secure awareness of spelling patterns and comprehension.

Strategy for Implementation

Entitlement and curriculum provision

Phonics is taught daily through discrete sessions separate to other subjects. All pupils access high quality provision as a whole class to develop their phonological skills through Phases 1-6. Pupils who are identified as needing additional support access small group additional phonic teaching alongside whole class provision. All Early Years and Key Stage 1 teachers have received specialist phonic training to deliver the phonic phases taught in their year group. Intervention groups are delivered by teaching assistants under the direction of the class teacher/senior leader.

Teaching and Learning

Phonics is a skill which needs to be taught explicitly. At St George's we follow 'Read, Write Inc Phonics'. This is a validated systematic and synthetic phonics programme approved by the Department for Education.

"There is no statutory requirement for schools to choose one of the SSP programmes on the validated list. Ofsted does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged."

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>
































'Read, Write Inc' follows a sequence of daily lessons. The lessons include a specific teaching focus with grapheme phoneme correspondence (GPC), links to common exceptions words with shared reading. Reading partners share a specific book aligned with the phonemes taught which supports the decoding process, reading fluency and comprehension.

Read, Write Inc Sequence

Phase 1 continues to run through all aspects of teaching and learning from Nursery -Y6. There are 7 aspects of Phase 1. These are:

- Aspect 1** - Environmental Sound Discrimination
- Aspect 2** - Instrumental Sound Discrimination
- Aspect 3** - Body Percussion Sound Discrimination
- Aspect 4** - Rhythm and Rhyme
- Aspect 5** - Alliteration
- Aspect 6** - Voice Sounds
- Aspect 7** - Oral Blending and Segmenting

Set 1 Sounds

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 
ck 				

Set 2 Sounds

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  go on at the zoo	
oo  look at a book	ar  start the car	or  shut the door	air  that's not far	ir  whirl and twirl	
		ou  shout it out	oy  toy for a boy		

Set 3 Sounds

ea  cup of tea	oi  spoil the boy	ie  we're ice	au  Paul the antelope	e-e  get off and get on
a-e  make a cake	i-e  six trials	o-e  phone home	u-e  huge trials	aw  grown at dawn
are  core and share	ur  hurry with a purse	er  a better letter	ow  brown cow	ai  small in the rain
oa  goat in a boat	ew  chew the cow	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure
wh  which, which	ph  like phone	kn  knock head, when does?	ue  come to the rescue	

Complex Speed Sounds



Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Shared Reader sessions

<https://youtu.be/jEOcXIBL04c>

Initially, children are placed in 'progress groups' based on an initial assessment at the very start of the term. St George's uses Aspire Reading Assessment Programme (Read Write Link Assessment Tool) to assess and track each child's progress. The assessment tool assesses children's ability to identify letters and their sounds, decode real and pseudo words, read short sentences to evaluate fluency and explore the comprehension of text that has been read. St George's have mixed year groups so progress groups are formed with children of different ages. Ideally, these groups are taught within their mixed class and taught by their class teacher/s and teaching assistant/s.

Shared reading takes place when the teacher/teaching assistant reads a text to the children. Shared reading is also when children work in partners to share reading a text together. Children take it in turns to read pages. This is an opportunity for pupils to work in partners to develop their word reading fluency and comprehension alongside 1:1 reading and guided reading opportunities.

Whole Class Teaching and Progress Groups

During the first half term, pupils are assessed using the Reading Assessment Programme (RAP) online tool. This information supports the Phonic Lead to group pupils into their progress groups. Revision of phonemes taught in the previous class/year group take place within daily phonic sessions. These take place during the morning with progress (ability) group interventions taking place at a later point in the day.

After the first half term, whole class phonic sessions take place following the 4- part teaching sequence:

- **Review**
- **Teach**
- **Practise**
- **Apply**

This will ensure all pupils receive full phonetic curriculum entitlement prior to taking the statutory 'Phonic Screen' in the Summer Term. Pupils who have been identified as working below age related expectations, will continue to receive daily progress group sessions in addition to whole class teaching. Children who are working at age-related expectations will receive shared, paired and guided reading using their Read, Write Inc Set books as shared in the half termly overview within the reading record book.

The role of the teacher:

- To follow the school's policy to help each child develop a secure understanding of the alphabetic code in order to decode and read fluently.
- To provide direct teaching and accurate modelling for decoding familiar and unfamiliar words in order to read and spell.
- To provide regular opportunities to apply phonological skills for reading and spelling.
- To deliver high quality discrete lessons that apply phonological knowledge into reading fluency and reading comprehension.
- To observe pupils, monitor progress and determine targets for development.
- To access specific phonics training to support the delivery of high- quality provision for their year group.
- To support children to apply their reading and spelling skills into fluent writing.

Inclusion

The vast majority of pupils are able to decode words and develop secure language comprehension. However, some pupils may require more support and a specific individual or group programme is drawn up in consultation with the class teacher and senior leader. Additional phonic support will be provided to support pupil progress and become a fluent reader. If there is insufficient progress advice and support will be offered from the SEND co-ordinator and other specialist provision. Pupils who join our school community with English as an additional language will follow our 'EAL' policy and welcome programme.

The learning environment

A dedicated phoneme/grapheme display is established in the Early years Foundation Stage (EYFS). At Key Stage 1, pupils have access to phonic materials to support their phonological development. This can be through sound mats and displays, alphabetic code posters, phoneme families and spelling patterns. In Year 2, spelling patterns and strategies are displayed to support accuracy in spelling when writing. Phonic and spelling information is shared with parents and carers through the school website, workshops, newsletters and home school record books.

The role of parents and carers

Supporting every pupil to become confident and fluent readers begins with the engagement of stories. Reading and talking about stories helps young children to develop their imagination. The latest reading framework (January 2022) suggests that families:

- Make reading aloud feel like a treat.
- Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'

- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again.

In partnership with St George's, parents and carers will read with their child regularly and share their progress by writing positive comments in their reading record book. Children will have words to segment, blend and read or spellings with specific phonemes and spelling patterns to learn each week. Families will support their child to learn these each week. This information is shared within their child's reading record book/spelling book as well as the school website.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

https://cdn.oxfordowl.co.uk/2016/09/05/13/27/13/670/Sound_Guide.mp4

Reading Eggs

From Reception to Year 2, pupils receive personal login details to access an online platform that supports phonics, word reading and reading comprehension. Pupils have access to this each week and this supports part of home/school expectations for homework.

Decodable books and resources

Pupils receive a decodable reading book linked to the set/colour they are reading along with a practise book that includes key vocabulary. These books are shared as part of 'progress group' sessions and reading at home. Families can support their child with reading specific books that are being used in school as shared in the half termly overview. Once pupils have completed Read Write Inc sets, they move to Oxford Reading Owl books linked to their reading level/colour band.

https://www.ruthmiskin.com/wp-content/uploads/2022/05/complete_list_of_read_write_inc_phonics_books_2020.pdf

Read Write Inc. colour progression	
Red	Ditties
Green	Purple
Pink	
Orange	
Yellow	
Blue	
Grey	
Off book	

Monitoring and Evaluation

This will be undertaken by the class teacher and teaching assistants during daily lessons and within consolidation weeks every half term. All pupils will be assessed using 'Aspire Reading Assessment Programme' to review progress half termly and to plan focussed intervention using diagnostics. The tracker assesses phoneme recognition and articulation, decoding, reading fluency and comprehension as well as the Year 1 phonic screen. This tool supports direct focus on areas for development during whole class teaching and intervention groups.

The 'Phonic Lead' will monitor high quality teaching provision at agreed points throughout the assessment calendar. This will involve the following:

- Learning walks
- Book scrutiny (writing/phonics/GPS)
- Reading opportunities with pupils
- Assessment analysis with target interventions
- Impact on reading and writing progress

Pupils take the statutory 'Phonic screen' in the summer term of Year 1 and children who do not pass the threshold sit the screen again in the summer term of Year 2. Information is shared with parents and carers in their summer school report. This information is shared with the next class teacher so continued intervention and focussed support can be directed from the start of the new term. This continues into Key Stage 2 where required.

