

Practice Guidance for Phonics and Reading

Our Systematic Synthetic Phonics Programme is '*Letters and Sounds*' Principles and Practice of High Quality Phonics; Six-phase Teaching Programme - Notes of Guidance for practitioners and teachers (DFES).

Our Reading Scheme is *Collins Big Cat* 'Phonics for Letters and Sounds'.

Why is Reading important to the children in our school?

Reading will teach children to speak and write fluently so that they can communicate their ideas and emotions to others.

Through reading children will;

- Develop language skills; reading ensures children are exposed to rich vocabulary on different topics and the more vocabulary a child has supports them to succeed later in life
- Enhance concentration
- Encourage a thirst for knowledge; enabling children to acquire knowledge and to build on what they already know
- Develop imagination and creativity
- Develop empathy by being able to understand and relate to emotions of characters
- Develop a love of reading

What is Reading?

There are two components of reading;

Word reading is a cognitive process that involves decoding symbols to arrive at meaning. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why **phonics** should be emphasised in the early teaching of reading.

Comprehension (both listening and reading) is an active process of constructing meanings of words. During this processing of information the reader uses strategies to understand what they are reading, uses themes to organise ideas and uses textual clues to find the meanings of new words. It allows the reader to use what he or she may already know, also called prior knowledge.

Reading in the early years involves children choosing books, talking about the pictures, retelling stories, making predictions and answering questions.

The National Curriculum aims to ensure all children;

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading

What is Phonics?

Phonics is a way of teaching children to read skilfully.

They are taught how to

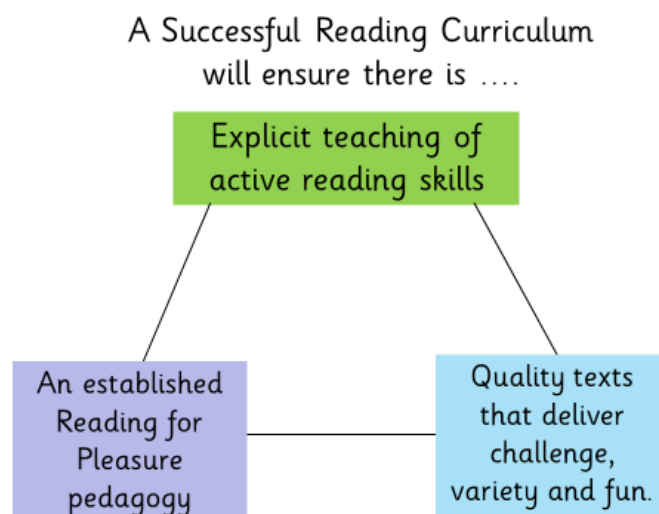
- To learn the names of the 26 graphemes (letters) in the alphabet
- Recognise the 44 phonemes in English - the sounds that graphemes and different combinations of graphemes make – such as ‘sh’ or ‘oo’
- Blend phonemes together from left to right to read a word
- To learn grapheme and phoneme correspondence
- To learn common spelling patterns

Children can then use this knowledge to ‘decode’ new words that they hear or see. This is the first important step in learning to read.

Phonics is an essential part of reading and supports children to become confident and fluent readers. For children to make good progress in Phonics they must be able to;

- Listen attentively
- Have a wide vocabulary
- Speak confidently in sentences/stretches of language
- Discriminate and describe sounds: spoken and environmental
- Hear phonemes
- Blend separate phonemes heard in a word (audibly)
- Segment or ‘sound talk’ the phonemes in words

Our approach to planning Reading:



Long term planning

Reading using quality texts drives learning through topic and cross-curricular activities following EYFS Framework and National Curriculum guidelines. Planning follows progression in phonological awareness identified below.

In KS1 the National Curriculum is used to inform planning and we follow the prescribed programmes of study. Phonics is part of the Spelling statutory guidance. Planning is also supported by using the non-statutory document from the Primary National Strategy - *'Letters and Sounds' Principles and Practice of High Quality Phonics; Six-phase Teaching Programme - Notes of Guidance for practitioners and teachers (DFES)* and is supported by Collins Big Cat 'Phonics for Letters and Sounds' resources and reading scheme.

Common exception words identified in the KS1 National Curriculum are taught. We do NOT follow the Primary National Strategy 'Letters and Sounds' 'tricky words' guidance.

Planning ensures children's phonic and reading skills are cumulative.

Appendix 1 – Teaching and Learning in EYFS and KS1 - Whole School Reading Curriculum

Appendix 2 – Whole School Phonics Curriculum

Appendix 3 – Collins Big Cat Letters and Sounds Reading Books Scheme

Appendix 4 – Whole School Overview of Topics, Quality Texts and Core Books

Common Exception Word Mats - see Appendix 2

'Collins Big Cat Phonics Handbook-complete teaching and assessment handbook for Lilac to Yellow books bands'

'Collins Big Cat Phonics Handbook-complete teaching and assessment handbook for Blue to Turquoise book bands'

These documents are used to support staff in teaching and assessment of the 'Collins Big Cat' reading books. Hard copies of these are in the staff room and electronic copies are in the 'Reading and Phonics Practice Guidance' folder on Teachers or use the following link with the relevant passwords.

<https://collins.co.uk/pages/primary-english-collins-big-cat-phonics-teacher-handbook-resources>

- Passwords to access these documents online are available on request.

It is expected that;

By the end of FS1 children are secure in Letters and Sounds Phase 1 and are able to aurally blend and segment CVC words

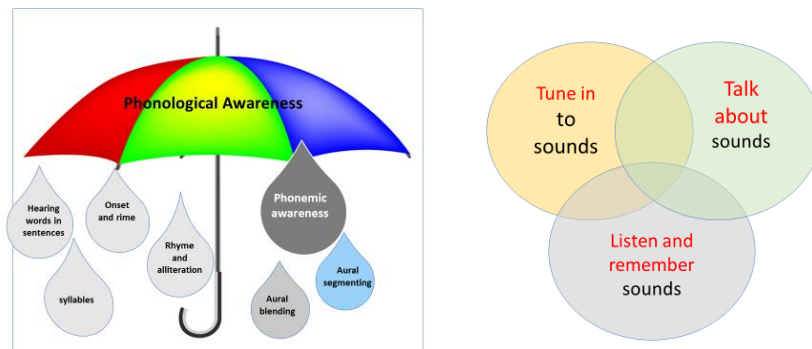
By the end of FS2 children are secure in Letters and Sounds Phase 3 and working within phase 4. They understand that the letter(s) on the page represent the sounds in spoken words and blend them to read.

By the end of Year1 children are secure in Letters and Sounds Phase 5. They continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate previously learnt GPCs. They can sound and blend unfamiliar printed words quickly and accurately, including common words containing unusual GPCs.

By the end of Year 2 children are secure in Letters and Sounds Phase 6 and can read unfamiliar words containing common graphemes, accurately and without undue hesitation, by sounding them out in books. Children can read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first and are secure with reading common exception words [for example, you, could, many, or people]



Phonological awareness underpins all phonic learning and is outlined in detail in Phase 1 'Letters and Sounds'. Children need opportunity to develop phonological awareness throughout all year groups and phonic phases.



Master Reader documents for all year groups clearly define 'end points'

Appendix 1 – FS1-Y2 Master Readers

Medium term planning outlines the skills to be taught for the half term and identifies the high quality texts that will support the children to learn and apply those skills. Grammar and punctuation skills to be taught, practised and consolidated are identified alongside opportunities of how to apply them in their own writing.

Weekly planning

The majority of children progress through the curriculum content at the same pace using the mastery approach strategy. Differentiation is identified on weekly planning and is achieved through additional support and intervention.

Interventions focus on gaps in knowledge and developing a growth mind-set in order to ensure all children achieve.

Essential resources for Reading:

Adults who share a love of reading and model good speaking and listening skills and phonic knowledge are the most effective resource to support and develop children's phonic acquisition, reading skills and enjoyment.

Adults model consistent and accurate use of terminology. Phonemes are articulated clearly and precisely. Check articulation of 44 phonemes using the video link below;

https://www.youtube.com/watch?v=TTe5_EmOBHQ

Phonic terms and definitions – see Appendix 2

Collins Big Cat Phonics for ‘Letters and Sounds’ reading scheme supports individual reading. The books match Primary National Strategy ‘Letters and Sounds’ and are fully decodable. Once children have mastered the ability to decode words in books (bands 1-7) they read books from the ‘Collins Big Cat Key Stage One’ reading scheme (bands 8-10). We use the Collins eBook catalogue to support the teaching of reading in school. Children are able to access books they have been assigned by their teacher, appropriate for their reading stage, from the eBook catalogue at home using a personalised account. Children’s progress through the scheme is recorded using the *Collins Big Cat Letters and Sounds Reading Books Scheme - see Appendix 3*

Collins Big Cat eBook catalogue teacher and parent guide

Collins Big Cat eBook catalogue parent information poster

Each classroom has a high quality Reading Retreat with children able to access it as part of continuous provision to read and share books. *Appendix 5 - Expectations for reading areas – Essential and Desirable Criteria*

Each classroom has a variety of library books, core texts and topic books. All classrooms have a display of 10 core quality texts relating to each year group. *Core Book List – see Appendix 4*

We have a large selection of big books from different genres which are centrally stored and link to topics. Story sacks consisting of books, puppets and other resources are also stored centrally and can be used by all classes. *Appendix 6 – Big Book and Storysack Catalogue*

The following resources are in classrooms and are available for children to access independently.

- Big Cat Collins ‘Sound mats’ which show grapheme phoneme correspondences (GPC) for large display and for table tops *Collins Big Cat Phonics for Letters and Sounds Chart – Appendix 2*
- Word mats *Common Exception Words – see Appendix 2*

The processes of segmenting for reading and spelling need to be made enjoyable and easy for children to understand and apply. WELL TIMED AND MULTI SENSORY ACTIVITIES SERVE THIS PURPOSE AND INTENSIFY LEARNING. Our school expects a wide variety of multi-sensory resources to be used which the children handle and manipulate during in the teaching of phonics. See

<https://www.hertforlearning.co.uk/resources/supersonic-phonics> for ideas to support application and practise of phonics.

Manipulatives will enable children to do the following;

- Recognise letters by touch, sight and sounding out simultaneously
- Easily manipulate letters to form and re-form the same sets of letters into different words
- Compose words by manipulating letters even though children may not yet be able to write them
- Share the activity and talk about it collaboratively
- Build up knowledge of grapheme-phoneme correspondences systematically.

Our approach to teaching and learning in Phonics and Reading:

Reading is taught every day through modelled, shared and individual reading opportunities. Our school pedagogy is set out in our Teaching and Learning Handbook.

Word Wise

Phonics is taught explicitly across the whole school every day during 30 minute 'Word Wise' sessions which takes place during the morning immediately prior to writing sessions. These sessions have a focus on learning grapheme/phoneme correspondences (GPCs), blending and segmenting and recognising high frequency words and common exception words. Children are taught to recognise decodable high frequency words as 'flash words' and common exception words as 'off by heart' words. An additional 'Word Wise' session is taught at 1.20 pm to consolidate and teach to any phonic gaps identified through ongoing assessment.

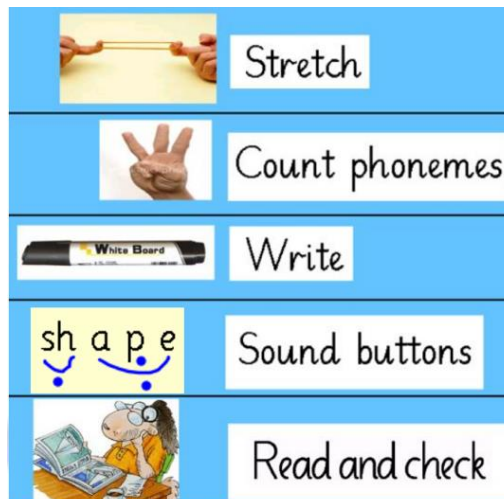
The structure of the Word Wise session needs to follow the guidance set out in the Primary National Strategy 'Letters and Sounds' document with the following elements;

- Revisit and review
- Teach
- Practise
- Apply

The focus for all Word Wise sessions is to blend graphemes to read words. Children need to progress through the following stages;

- ⇒ Hear it, See it (GPC)
- ⇒ See it, Say it (Blending)
- ⇒ Say it, Write it (Segmenting)

Each Word Wise session follows a clear model outlined below;



'Daily Word Wise Teaching Sequence' - see Appendix 2

'Fiona Lingard phonics INSET training presentation' – see Appendix 2

'Fiona Lingard phonics training videos and links:

Fundamentals of Phonics: Skills and Knowledge – <https://youtu.be/Cwbx-IZ1Gys>

Phase 2 and 3 Phonics: Early Readers and Writers -

<https://www.youtube.com/watch?v=n38l6OLDfyc&feature=youtu.be>

Phase 4 of Letters and Sounds: The Importance of Blending and Segmenting – <https://youtu.be/CyjeWmg11Ug>

Phase 5 of Letters and Sounds: Becoming Fluent Readers – https://youtu.be/I4C8_hDHLcQ

Individual Reading

- Our school promise is ‘to find time to enjoy reading every day’.
- It is an expectation that children read every day in school or at home.
- Children working below age related expectations are given additional opportunities to read in school with an adult.
- Children working above age related expectations are expected to be a reading ‘buddy’; reading regularly to and with their peers.
- Daily DEAR Time (Drop Everything And Read) happens in all classes to ensure children have opportunity to read for pleasure every day.
- Collins Big Cat Phonics for ‘Letters and Sounds’ and ‘Collins Key Stage One’ books support individual reading.
- Reading books are stored centrally in the store cupboard next to Class 4. They are organised into bands from Pink Band 1A to White Band 10. Sets of 6 books of each title are stored in plastic sleeves. Staff are to take and return a set of books each time. Books from Bands 9 and 10 are stored as single copies.
- Teachers carry out individual reading each week and write in children’s reading diaries. Diary entries should include the date, title of the book and an adult’s signature.
- Children are given new reading books when they read with an adult in school following the Collins Big Cat Phonics for Letters and Sounds matched to their level of phonic ability. Books need to be fully decodable to ensure children are consolidating previous phonic knowledge. Children who have mastered the ability to decode words with independence and fluency are given Collins Key Stage One books from Bands 8-10.
- Children who read frequently at home are given the opportunity to change their reading books more frequently.
- All children will take home an additional book from the classroom book area to support reading for pleasure which is not recorded in the reading diary.

Reading Rainbow Reward Scheme

- In order to encourage our children to regularly read at home we have a rainbow reading reward scheme in school which rewards those children who read frequently with an adult at home.
- It is administered as part of our individual reading system in which every child in school takes part starting in Nursery. (Please see Appendix 7 for full guidelines on the Reading Rainbow Scheme and master copies of resources and letters for parents).

Shared Reading and Modelled Reading

This approach can be used as a whole class session or a group session

- These daily sessions form part of English lessons or story time with a focus on teacher modelled reading and explicit teaching of key reading skills using VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). VIPERS – see Appendix 2
- Teachers use texts with print that is large enough for the whole class to read, allowing children to join in with reading and/or follow and discuss as appropriate.

- Our book driven topic curriculum includes a range of high quality texts which are shared in these sessions. Year group core texts are read to children on a regular basis.

Reading and Phonics in the learning environment:

Learning walls are used interactively to support the learning of phonics and the common words. All lessons are active and fun with a multi-sensory collaborative approach.

Every classroom has an accessible, motivating and engaging Reading Retreat with 10 front facing core books, a collection of fiction, non-fiction and poetry books and other resources to support continuous provision.

Expectations for reading areas – Essential and Desirable Criteria - see Appendix 5

Continuous Provision for Reading – see Appendix 5

Every classroom has Collins Big Cat 'Phonics for Letters and Sound's grapheme chart, common words, Reading Rainbow and a reading focus of the week clearly displayed.

A weekly certificate is awarded in each class for reading.

Our 'Enchanted Woodland Retreat' space is available on a timetabled basis for children to access and share high quality books together.

Our approach to assessment of Reading and Phonics:

Reading is taught and assessed using a Mastery approach with a 'Learning without Limits' strategy. Challenge is provided through the planning of 'Earth, Moon and Stars' activities with children encouraged to 'Reach for the Stars'.

Formative Assessment

Assessment for learning is ongoing and central to effective classroom practice. Assessment is carried out as part of the teaching session during interactions with individual children, groups or the whole class. Children's learning is observed and matched against expectations. This informs future planning and identifies where children are in their learning and what their next steps are. Misconceptions are planned and addressed as they occur. Gaps in phonic knowledge is addressed immediately through additional Word Wise practice in the afternoon.

To ensure reading books directly match children's phonic knowledge and skill level, phonic knowledge and skills are assessed using the 'Collins Big Cat Phonics Handbook-complete teaching and assessment handbook for Lilac to Yellow books bands' and 'Collins Big Cat Phonics Handbook-complete teaching and assessment handbook for Blue to Turquoise book bands'. Assessments take place a minimum of six times a year – at Assessment Points 1, 2 and 3 and during the last week of each half term. Children can be assessed at any other times as required to ensure that their books directly match their phonic knowledge. The Reading Assessment Letter and Sounds Phonics tracker is used to record the phase of phonics children are currently working at along with their current band of reading book. Assessment data is collated by leaders and shared with SLT and teachers at pupil progress meetings.

'Collins Big Cat Phonics Handbook-complete teaching and assessment handbook for Lilac to Yellow books bands'

'Collins Big Cat Phonics Handbook-complete teaching and assessment handbook for Blue to Turquoise book bands'

Reading Assessment Letters and Sounds Phonics Tracker – see Appendix 2

Collins Big Cat Assessment Grouping Grid.' – see Appendix 2

Hard copies of these are in the staff room and electronic copies are in the 'Reading and Phonics Practice Guidance' folder on Teachers.

At each assessment point the following are assessed;

- Knowledge of grapheme phoneme correspondences
- Ability to sound out and blend to read 'real' and 'alien' words
- Sight vocabulary skills
- Fluency (Year 1 and 2 only)
- Comprehension

Summative Assessment

Children's reading skills are formally assessed in all year groups at each assessment point against the following end of year expectations;

- Nursery/FS1 please refer to Development Matters statements 30-50 months for 'Reading'
- Reception please refer to Early Years Foundation Stage Profile Outcomes for 'Reading'
EYFS Reading Assessment Grids – see Appendix 2
- KS1 please refer to KS1 National curriculum expectations
KS1 Reading Assessment Grids – see Appendix 2
- Phonic knowledge is recorded using a class tracker

To support end of year judgements for reception please refer to Appendix 8 – EYFSP Reading Exemplification

All teachers must pass assessment information onto the next class teacher.

All staff working with children need to accurately describe a child's reading development, track progress, identify delay and put appropriate interventions in place. This takes place during half termly Pupil Progress meetings.

Year 1 Phonics Screening Check

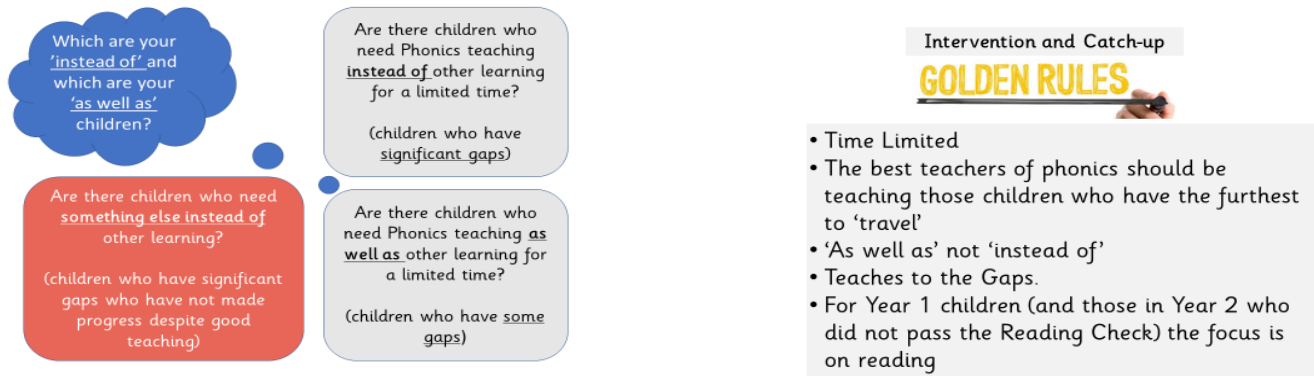
The phonics screening check is carried out in June and is a statutory assessment to check the children who have made expected progress with blending using their phonic knowledge. If the child does not pass the Year 1 test they will be re-tested in year 2. This information is sent to the Local Authority and is used by school for planning next steps.

Targets

Individual targets are set every half term and shared with the children and parents via the reading diary. Targets are displayed in the classroom using the child's photo and in the back of reading diaries. The progression of targets match the needs of the curriculum. Children have daily opportunity to practise their target.

Intervention in Reading and Phonics:

When identifying intervention for individuals or groups of children the following questions and rules are considered;



Lowest 20%

Teachers will ensure the children who have the furthest to travel in order to 'catch up' to age related expectations are taught by the best teachers of phonics.

Children who are working below age related expectations will have quality first teaching during 'Word Wise' phonics session as well as other intervention opportunities outlined below. Children will access daily interventions using the principles of 'Read it, Write it' (see below) which focuses on the recognition and blending of VC/CVC words containing the first set of phonemes (s, a, t, p, i, n, m, d)

Children who are assessed as working below band 1A in the Collins Big Cat reading scheme will read a book each week focusing on recognising and blending the first set of phonemes and take home 'real and alien' words to practise blending.

Children who do not pass the year 1 screening check will retake it the following June. See departmental advice for Reception and Key Stage 1 teachers 'The phonics screening check; responding to the results'.

Extra Word Wise sessions

Gaps in phonics knowledge are identified through analysis of Individual Phonics and Reading Trackers and are taught during a 10 minute 'Word Wise' session in the afternoon.

'Read it, Write it'

This intervention programme takes place throughout the year in Key Stage 1. It is designed to support those children with significant delay in their ability to blend and segment words and is as well as quality first teaching during 'Word Wise' phonics session. It is carried out by trained teaching assistants who plan and lead the sessions on a daily basis. The programme focuses on reading and writing single letter sounds, simple words (VC, CVC, CCVC, CVCC) and reading and spelling common words by sight with an emphasis on fluency. Children are assessed weekly as part of the sessions to inform planning of future sessions. Staff are committed to using a 'Read it, Write it' approach in the classroom to enable the transference of skills back into the classroom.

Talk Boost and Early Talk Boost

Children are identified through teacher assessment using Talk Boost and Early Talk Boost resource packs. Early Talk Boost supports groups of 6 nursery children for 3 sessions of 30 minutes over 10 weeks. The

intervention increases the following skills to support reading; Attention and Listening, Understanding, Speaking and Social Communication.

For reception and KS1 children, Talk Boost supports groups of 4 children at a time for 3 sessions of 20 minutes for 10 weeks. The intervention increases the following skills to support reading; Understanding, Vocabulary, Sentences, Storytelling and Social interaction.

See Practice Guidance for Language and Communication for more guidance. Interventions are shared with parents before children begin on a programme.

Reading Volunteers

We have a number of volunteers who come into school on a weekly basis to read with children. Each volunteer is assigned to a class with class teachers being responsible for selecting a group of children who they feel would benefit most from having an extra weekly read with an adult. Children who are reluctant to read or are experiencing difficulties are supported to find alternative texts to encourage more engagement with reading.

Volunteers may be students or parents/carers.

Reading and Phonics across the curriculum:

Phonics is embedded across the curriculum and through shared and guided reading and writing activities. Reading relates to every subject within the primary curriculum and opportunities to link reading experiences to a range of activities. This will allow children to begin to use and apply reading in real contexts. We aim to have reading as part of our continuous provision in every classroom. EYFS have reading opportunities embedded in indoor and outdoor learning environments.

An emphasis on reading for pleasure is encouraged across all curriculum areas.

Enrichment opportunities in Reading and Phonics:

Book Club

Every alternate Tuesday throughout the year our book club takes place which is designed to allow children to bring in and save money from home on a book club card to buy quality books at a greatly reduced price. It is open to all children and is run voluntarily by one of our midday supervisors.

Appendix 9 – Book Club Letter for Parents and Book Club Record Card

Book Fair

Twice a year we have a book fair in school which gives parents the opportunity to buy books for their children to enjoy at home. The book fair is open every day after school for one week with all children in school given the opportunity to visit the book fair during school hours to explore the books that are available to buy.

Book Week / World Book Day

We have regular book themed days and weeks in school where teaching and learning is centred on reading. Children take part in a wide variety of reading activities and are given opportunities to share and enjoy books in a fun and exciting way. We actively promote bedtime reading as part of our reading events.

Reading Meetings/Workshops

Reading meetings take place during the Autumn Term with all parents invited to attend. Two separate reading meetings are planned and led by staff in the English curriculum team for parents with children in FS2 and KS1 being invited to attend.

These meetings are to highlight the importance of reading regularly at home and to offer support and guidance as to how parents can help their child to progress with their reading. The Reading Rainbow Reward Scheme is also explained in these meetings. Parents are then invited to visit their child's classroom and share in reading activities with their child in reading workshops. All parents receive a leaflet with ideas as to how they can best support their child's reading at home including online resources they can access. Posters are also shared, offering guidance about Collins Big Cat reading scheme and resources to parents in supporting their child's reading at home are available on our school website and shared at our parent reading meetings.

See Appendix 10

- *Reading Meeting Parent Invitation and Evaluation*
- *Reception and KS1 Phonics and Reading Poster*
- *Nursery Phonics and Reading Poster*

Covid Safe Addendum

- Reading books to be given out every Monday and collected in every Friday to be quarantined over the weekend.
- Limited adult contact with children's reading diaries – sticker and signature by an adult in school once a week.
- No 'free choice' books from the book areas are to be taken home.
- Interventions will take place with children from the same 'class bubble' in the classroom environment.
- Reading volunteers will not be able to visit school. Adults working in class bubbles will provide extra reading opportunities with children.
- Book club will not be able to take place.
- Book Fair will not be able to take place. Children will be gifted a book from school to support reading at home.
- Parents will not be invited to attend Reading meetings/workshops in school. Information with ideas for how to support children's reading at home will be shared with parents electronically and/or sent home as paper copies as required.

Reading and Phonics References:

Early Years Foundation Stage Statutory Framework.

National Curriculum in England: Primary Curriculum 2014

Early Years Foundation Curriculum.

Primary National Strategy - *'Letters and Sounds' Principles and Practice of High Quality Phonics; Six-phase Teaching Programme.*

Collins Big Cat Phonics for Letters and Sounds Teacher Handbooks 1 and 2

Appendices:

- **Appendix 1**
Reading - Teaching and Learning in EYFS and KS1
Whole School Reading Curriculum
FS1 – Y2 Master Readers
- **Appendix 2**
Whole School Phonics Curriculum
Fiona Lingard phonics training videos links
Fiona Lingard INSET training presentation
Individual Letters and Sounds Phonics and Reading Tracker
Class Letters and Sounds Phonics and Reading Tracker
Collins Big Cat Assessment Grouping Grid.
EYFS Reading Assessment Grids
KS1 Reading Assessment Grids,
Collins Big Cat Pupil Assessment Sheets.
Collins Big Cat Phonics for Letters and Sounds Chart
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- **Appendix 5** – *Expectations for reading areas – Essential and Desirable Criteria*
- **Appendix 6** – *Big Book and Storysack Catalogue*
- **Appendix 7** - *Reading Rainbow; Guidelines and Expectations, parent information*
- **Appendix 8** – *EYFSP Reading Exemplification*
- **Appendix 9** – *Book Club Letter for Parents and record card*
- **Appendix 10** – *Reading Meeting Parent Invitation Phonics and Parent Reading Information Posters*

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This Practice Guidance is saved on Teachers Drive as Phonics and Reading Practice Guidance along with electronic copies of appendices.