

# Moorside Primary School and Nursery



## Phonics and Early Reading



## Overview

At Moorside Primary School and Nursery, we are committed to ensuring that all children become competent and enthusiastic readers. We believe that reading is the key to all education and learning, as well as an important source of enjoyment and stimulus for creativity. Our aim is to ensure all our children develop a love of reading. We understand that systematic synthetic phonics is key to teaching children how to read. Therefore, we follow a rigorous systematic synthetic phonics programme, Letters and Sounds, in order to teach early reading throughout Early Years and Key Stage One. We also appreciate that a range of strategies are required to ensure that children really do learn to love reading!

Below is the range of reading experiences we provide for EYFS and KS1.

Reception	Year 1	Year 2
<b>Letters and Sounds Phonics Programme</b>		
<b>30 minutes daily</b>		
<b>Small group guided reading sessions</b>		
<b>3 times a week</b>	<b>weekly</b>	
	<b>Whole class reading sessions</b>	
	<b>Twice a week</b>	<b>4 times a week</b>
<b>Individual Reading books</b>		
<b>Daily (High 5 reader competition)</b>		
<b>Story time</b>		
<b>Daily</b>		
<b>Reading across the curriculum</b>		
<b>All lessons where appropriate</b>		

## EYFS

We acknowledge that we serve a diverse community. A sizeable proportion of children start our school with poor speaking and listening skills. This impacts on their communication skills, which creates barriers to learning. Closing this gap is key to children having equal opportunities throughout their education and later life, and assessment is key to identifying the gaps. Gaps are analysed and used to inform teachers' planning to make sure that our children's needs are immediately addressed. Children's cognitive development in their early years is shaped predominantly by their home environment, and studies show that children from families receiving state benefits hear significantly fewer words than children from professional families (12 million vs. 50 million) by the time they are four. We recognise that nursery and school have a vital role to play here, and we ensure that we expose children to rich and varied experiences during their time with us in order to increase their vocabulary. Our most important tool is the relationships we have with individual children. We use our relationship with children to have interesting, genuine and meaningful conversations with them, where their speech is understood and valued. We plan our classroom carefully to provide plentiful opportunities for speaking and listening, and regular opportunities are provided for storytime throughout the day.



# Phonics

## Teaching and Assessment of Phonics

OUR aim is to ensure that all children meet **age related expectations**:

Systematic synthetic phonics is taught using the Letters and Sounds programme throughout EYFS (Nursery and Reception) and Key Stage 1 (Years 1 and 2). Children are taught as one group (in their year group classes) so that every child has access to age-related phonics teaching. Some children are then given additional practice in small groups, or on a one to one basis, depending on identified needs. These practice sessions are regular and flexible, and in response to identified needs/ gaps in phonics knowledge and skills.

During daily phonics sessions, flashcards and interactive resources are used to support children in learning a new sound and/or using known phonemes in longer words. Phonics sessions follow the revisit and review, teach, practice and apply format and provide opportunities for application through reading and writing so that children can see how these skills are interrelated. Sessions are planned to ensure maximum participation for all children using the teacher (or teaching assistant) for modelling and facilitating. Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning. The introduction of new GPCs is used as an opportunity to revisit other graphemes which make the same sound.



## Phonics and Group Guided Reading

Children in Reception and KS1 also practise applying their phonic knowledge in small group guided reading sessions according to the weekly time table. Each of the three sessions focus on a different aspect of reading:

<b>Weekly Group Guided Reading Plan</b>	
Read 1	<b>Decoding the book</b> Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.
Read 2	<b>Reading for speed / fluency</b> This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill through strategies such as echo reading.
Read 3	<b>Comprehension</b> This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read by using questions which focus on vocabulary, retrieval, predicting, inference and sequencing.

Children are grouped based on their current phonic knowledge with a carefully selected book to match. Every child is given a reading book to take home and practise, which also matches their current phonic knowledge. Books are changed at least twice a week to ensure children are given sufficient time to read their book multiple times, in order to develop fluency.

Phonics does not stand alone at Moorside. We integrate this across the curriculum, making reference to known phonemes, graphemes and reading strategies wherever possible.

# Assessment of Phonics

Formative assessment takes place during all phonics lessons, quickly identifying children who require additional support to keep up. Summative assessment takes place half-termly, where knowledge of each sound is checked, along with the skill of application when reading words. Teachers use the half termly Phonics Assessment (below) to track progress and identify children who require catch up support, along with the gaps which need addressing. Children who are not yet secure at their age related phonics phase, will take part in regular catch-up sessions additional to whole class teaching.

## Letters and Sounds Assessment

Name of child:

Date of assessment and colour of highlighting:

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Phase 2		
Set 1	s a t p	sat tap sap sat pat
Set 2	i n m d	pan pin sit tip pit
Set 3	g o c k	got pod cat can kit
Set 4	ck e u r	run sick deck red den
Set 5	h b f, ff l, ll ss	hit hiss huff bill fun but
Phase 2	the, to, I, no, go	
Tricky words		
Phase 3		
Set 6	j v w x	jam van wet box
Set 7	y z zz qu	yet zip fuzz quit
	ch sh th ng ai ee igh oa oo	chip shop thing rain sheep high boat
	ar or ur ow oi ear air ure er	book cool
		farm for hurt cow coin dear fair
		corner pure
Phase 3	he she we me be was no go my you they her all are	
Tricky words		
Phase 4	bend mend hump bent damp spot spin trip glass track speck	
(cvcc & ccvc)		
Phase 4	said, so have, like, some, come were, there, little, one do, when, out, what	
Tricky words		
Phase 5	ay ou ie ea oy ir ue aw	day out tie eat boy girl blue saw
	wh ph ew oe au	when photo new toe Paul
	a-e e-e i-e o-e u-e	make name these like home rule
		lane
Phase 5	oh, their, people, Mr, Mrs, looked, called, asked water, where, who, again,	
Tricky words	thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please	
Phase 5 (Part 2)	i fin find	ow cow blow
Alternative pronunciations of graphemes	o hot cold	ie tie field
	c cat cent	ea eat bread great
	g got giant	er farmer her
	u but put	a hat what
		y yes by very
		ch chin school chef
		ou out shoulder could you
Phase 6	Continue on to spelling scheme	

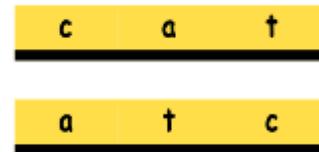


## **'Keep up not Catch up'**

Our aim is to ensure **ALL** children meet age-related phonics expectations, including vulnerable children and those with SEND. All children at Moorside experience the same phonics curriculum; however for some children, this is broken down into smaller steps and repeated more frequently to ensure important knowledge of GPCs is secure and embedded. We understand the impact on pupils' learning across the curriculum if they fall behind age-related expectations. Therefore, **'Keep up not Catch up'** additional phonics sessions take place daily. **'Keep up not Catch up'** sessions occur daily on a one to one basis for children who need more support with their phonic understanding. The following activities are used during these sessions:

**'Win it'** *For those children who cannot remember their individual sounds.* Use SSP assessment to identify the missing graphemes within the phase. Choose one to teach per day. Show the unknown grapheme (flashcard). Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along. Ask child to repeat this at least three times. Put the new grapheme in with a collection of known graphemes. Go through all of the grapheme flashcards. If the child recognises the grapheme, put it at the back and continue to show the cards. If the child doesn't recognise the grapheme, tell them the phoneme. Ask the child to repeat and put it closer to the front. .

**'Mix it up'** *For those children who struggle to blend accurately. Have a planned list of words appropriate to the phase that contain graphemes that the child knows fluently – no more than three or four.* Make a word using the grapheme cards e.g. c—a—t. Place your finger under each card, say the phoneme and then swipe your finger from left to right saying the word. Push the cards across to the child and ask them to have a go. Repeat this again. Once complete, mix the 3 cards up and model the thinking process to spell the word cat. Select the correct grapheme and recreate the word 'cat'. Push the cards across to the child, mix them up and ask them to have a go. Next, pick up all the cards and complete the process again . Give the cards to the child for them to have a go.



**'GPC Chart'** *Use the assessment to identify the missing graphemes within the phase. Choose one grapheme to focus on per day. Then make a grapheme chart tailored to the individual child.* Write the focus grapheme at least two times per row in random places on the grapheme chart. Add three graphemes that the child knows fluently into the other spaces on the chart. Show unknown grapheme (flashcard). Emphasise the shape using your finger by running it over the grapheme, saying the sound as you go

along. Ask child to repeat. Show unknown grapheme (on chart) and say the phoneme (I do it). Ask child to repeat (you do it), at least three times with the adult pointing to the grapheme in the same place at first, then in different places on the chart. Adult points to all graphemes in order and child says the phoneme. If the child doesn't recognise the grapheme, tell them the sound, ask them to repeat and continue. Repeat, building on fluency. Now, use flashcards to assess the child's ability to read the taught grapheme.

These sessions last no more than 5 minutes and are conducted in a quiet and clear space with distractions kept to a minimum which ensures the sessions are as effective as possible. Teacher talk is kept to a minimum ensuring the child is fully focussing on their phonics understanding and nothing else. Modelling is key to all interventions, meaning little discussion is needed. Children are expected to mirror what has been shown.



# Reception Typical Journey



Weeks	phonics	Guided Reading	High Frequency words	
1	Phase 1	Wordless		
2				
3	s, a, t, p <b>the</b>	Phase 2	to, no, can, dad, and, a, an, as, at, if, in, is, it, on, not	
4	i, n, m, d <b>to</b>			
5	g, o, c, k. <b>no</b>			
6	Revisit			
7	ck, e, u, r <b>go</b>		of, off, had, back, get, big, him, his, got, up, mum, but	
8	h, b, f, ff <b>l</b>			
9	l, ll, ss			
10	Revisit			
11	j, v, w, x <b>he</b>	Phase 2 and 3	will	
12	y, z, zz, qu <b>she</b>			
13	revisit <b>we</b>			
14	revisit <b>me</b>			
15	ch, sh, th, ng <b>be</b>	Phase 3	that, this, then, them, with, see, for, look, too	
16	ai, ee, igh, oa <b>was</b>			
17	Revisit <b>my</b>			
18	Revisit <b>you</b>			
19	oo ar, or, ur <b>they</b>			
20	Revisit <b>her</b>		now, down	
21	Revisit			
22	ow, oi, ear, air			
23	ure, er			
24	Revisit			
25	revisit			
26	Blending to read moving from CVC to CCVC words using Phase 2 graphemes	Phase 4	went, it's, from, children, just, help, said, have, like, some, come, were, there, little, one, do, when, out, what	
27	Blending to read moving from CVC to CVCC words using Phase 2 graphemes			
28	Blending to read CCVCC, CCCVC, CCCVCC words using Phase 2 graphemes			
29	Blending to read moving from CVC to CVCC words using Phase 3 graphemes			
30	Blending to read CCVC, CCVCC to CVCC words using Phase 3 graphemes			
31	Blending to read moving from CV to CVV words using Phase 3 graphemes.			
32	Polysyllabic words			
33	Consolidate Phase 4			
34				

\*5 weeks remaining are deliberately omitted for assessment purposes and to target identified gaps.

Week	phonics	Guided Reading	High Frequency words	
			Reading	Spelling
1	Phase 3 recap (assessment)	Phase 3		
2				
3				
4				
5	Phase 4	Phase 3	said so	he she we me be
6			have like some come	was you
7			were there little one	they all are
8			do when out what	my her
9	Phase 5 A ay ea ie oe	Phase 4		said so
10	Phase 5 A ue ue ir aw		their	have
11	Phase 5 A ay wh ph		people	some come
12	Phase 5 A ew ew au ey		Mrs Mr	like
13	Phase 5 A Split diagraphs a-e e-e i-e		looked	were
14	Phase 5 A Split diagraphs o-e u-e		called asked	there
15	Revisit Review	Phase 5 A	water	little
16			where	one
17			who	do
18			again	when
19			thought	what
20	Alternative pronunciation a e i o		through	out
21	Alternative pronunciation u ow ie ea			oh
22	Alternative pronunciation er ou y ch		mouse	their
23	Alternative pronunciation c g ey	Phase 5 B 1	Many	people
24	Revisit review		laughed	Mr Mrs
25	Phase 5 consolidation		because	looked
26			different	called
27			any	asked
28			eyes	
29		friends		
30	Phonics screening			
31	Phase 5 consolidation	Phase 5 B 2	once	
32			please	
33				
34				

\*5 weeks remaining are deliberately omitted for assessment purposes and to target identified gaps. **Spelling sent home for children to learn match the new GPCs when explicitly taught, or in consolidation weeks, they will be taken from the spelling appendix in the National Curriculum.**



Year 2 follow the [No Nonsense Spelling Scheme](#), which continues into Key Stage 2.



## Reading Books

We have a range of different publishers throughout our reading scheme. Each book is checked and placed into our phase progression. We do not follow any levelling, banding or colour systems that the publishers may use. Instead, we group our books according to their phonic content. All books are placed into a phase closely linked with our Letters and Sounds phonics programme. This ensures that the phoneme/grapheme content progresses through the reading scheme.

All reading books are fully decodable up to the end of phase 5. Our publishers:

- Collins Big Cat Phonics
- Rising Stars Rocket Phonics
- Oxford Reading Tree (decodable books only)

In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Reading books also include some of the CEW for each phase. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book using their phonics knowledge rather than relying on other means such as looking at pictures.



## Consistency

**Consistency** is extremely important in our school. All resources, sound mats and flashcards are the same in all classes to ensure children are solely focussing on their phonic understanding with little distraction. 'Keep up' sessions that take place also use the exact same resources .

Terminology used	Definition
Adjacent consonants	Two or three consonants next to each other that represent different sounds. For example, <b>bl</b> in <b>black</b> . <i>Notice that <b>bl</b> makes two different sounds <b>b</b> and <b>l</b> whereas <b>ck</b> makes the the single sound <b>ck</b>.</i>
Blending	Blending involves merging the sounds in a word together in order to pronounce it. For example, <b>j-a-m</b> blended together reads the word <b>jam</b> .
Common exception words	Words that are commonly used in English, but they have spelling patterns which make them difficult to read and write using introductory phonic knowledge. For example, <b>said</b> , <b>of</b> and <b>was</b> .
Consonant	The Letters of the alphabet (apart from the vowels <b>a, e, i, o, u</b> ).
Consonant diagraph	A diagraph that is made up of two consonants. For example, <b>sh</b> in <b>shop</b>
CVC words	Consonant-vowel-consonant word, such as <b>cat</b> , <b>pin</b> , or <b>top</b> .
CCVC words	Consonant-consonant-vowel-consonant words such as <b>clap</b> and <b>from</b> .
CVCC words	Consonant-vowel-consonant-consonant words such as <b>mask</b> and <b>belt</b> .
Diagraph	A grapheme made up of two letters that makes one sound. For example, <b>sh</b> in <b>shop</b> .
Grapheme	Graphemes are the written representation of sounds. A grapheme may be one letter ( <b>f</b> ), two letters ( <b>ir</b> ) three letters ( <b>igh</b> ) or four letters in length ( <b>ough</b> ).

Grapheme-phoneme correspondences (GPCs)	Knowing your GPCs means being able to hear a phoneme and knowing what grapheme to use to represent it. This is helpful for spelling. It also means seeing a grapheme and knowing the phoneme that relates to it, which is important for reading.
Phoneme	Phonemes are the smallest unit of speech-sounds which make up a word. There are 44 phonemes in English and they are represented by graphemes in writing.
Segmenting	Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know graphemes represent the sounds in the word, you can write it. For examples, the word <b>jam</b> is segmented into the sounds <b>j-a-m</b> .
Split diagraph	A diagraph that is split between a consonant. For example, <b>a-e</b> in <b>make</b> .
Trigraph	A grapheme made up of three letters that makes one sound. For example, <b>igh</b> in <b>high</b> .
Vowel	The letters <b>a, e, i, o</b> and <b>u</b> .

### Resources used to teach phonics at Moorside

Alphabet song

<https://www.youtube.com/watch?v=XC6wQQHo8uU>

Phoneme frames

Flashcards

Phoneme charts

Sound buttons

THRASS charts

## Consistency in Classrooms

All phonics displays in Reception, Year 1 and 2 include the following:

- title: ***Fantastic Phonics***
- Current phoneme focuses displayed clearly

