

## **Early Reading and Phonics at Yox Valley Partnership**

### **Early Reading and Phonics Intent**

At Yox Valley we recognise that the teaching of Reading is one element of the overarching subject umbrella - English. We recognise too, that the subject English is the essential vehicle for communicating ideas, emotions, understanding, and learning in other subject areas. It is our intent to provide a high-quality education in Phonics and Early Reading that will teach pupils to read fluently during their time with us and beyond, on into adult life. We acknowledge that children need to be taught the key fundamental skills in segmenting and blending to enable them to become fluent readers. We also encourage our pupils to read for pleasure and develop a life-long relationship with books, recognising that this all starts with the foundations of the acquisition of letter sounds, segmenting and blending.

### **Phonics Implementation**

At Yox Valley we use a variety of approaches in order to engage our children in phonics. Each new phoneme will be introduced initially using the Read Write Inc. flashcards which include rhymes to help them remember the correct letter formation. High quality phonics sessions are taught at least four times a week in Reception and Year One. These sessions are on average 20 minutes long and are enhanced by a multi-sensory approach to cater for all learning styles including visual, auditory and kinaesthetic learners. Further on from Year One Phonics continues to be taught wherever needed.

Phonics in our early years setting will develop early reading skills such as; awareness of the sounds they hear in their immediate environments, as well as the sounds they can create themselves, using their body or instruments, are the first stages of learning to read. We practise oral blending and segmenting and learn to recognise rhyme, alliteration and syllables in words.

When children are confident in using these skills they move onto learning the sets of sounds. In the red set, children will learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to read and spell simple words. Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, the children move on to the orange set, then the yellow set, whereby they will learn new sounds, improve their reading fluency and develop skills for spelling. From the violet set children learn alternative graphemes for a phoneme for example ai, ay, a-e.

We ensure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read tricky words. Children will have three reading books at a time - one that consolidates prior learning, so they experience early reading success and gain confidence that they are fluent readers, and one that matches their current learning and ensures progression.

The other book is a "reading for pleasure book" chosen by the child from our collection of real books which will be above their reading ability to develop reading for pleasure, exposure to higher tier vocabulary, different genres, authors and text types. The idea of this book is that it is shared at home so that parents and children can enjoy the experience of sharing books together, whilst supporting their child's reading, discussions and understanding of the text. We would like to encourage all children to read at home every night to strengthen their progress in reading and develop a passion for literature.

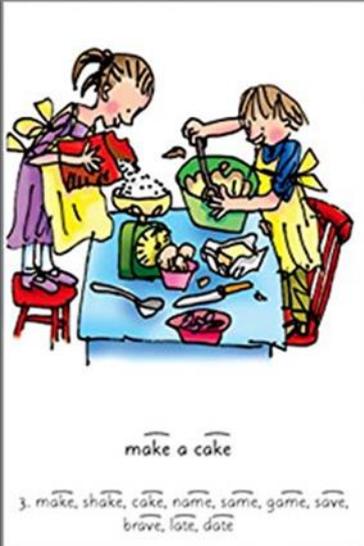
### **Early Reading and Phonics Impact**

Through our systematic synthetic phonic approach our aim is for children to become fluent readers by the end of Key Stage One. Throughout their reading journey children will be developing their fluency and comprehension skills.

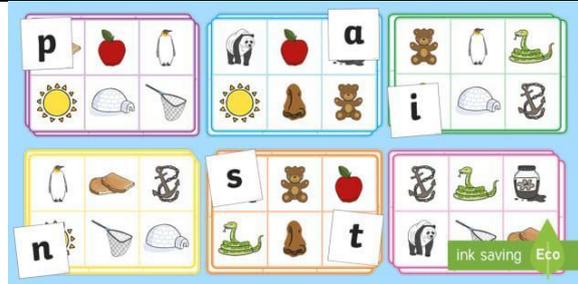
We passionately believe that reading is fundamental to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We do measure attainment in reading using the statutory assessments at the end of Key Stage One and Two, which are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. Progression in phonics is tracked throughout the Reception and Year 1 phonic journey.

### Phonics Resources

We draw on a number of high-quality resources to plan and deliver our quality phonics lessons. We ensure that our letter formation is consistent across our resources -

<p>Initially - the Read Write Inc. Flashcards are used to introduce new phonemes</p>	 <p>make a cake</p> <p>3. make, shake, cake, name, same, game, save, brave, late, date</p>
<p>Phonics Play for electronic interactive games</p>	
<p>Letters and Sounds for a range of interactive resources</p>	

Twinkl for a range of interactive games and activities



Geraldine Giraffe/Mr Thorne for further input on introducing the new phonemes



Word building resources to be used for consolidation



Phoneme frames for segmenting and word building



Sound buttons - each sound button denotes an individual phoneme which helps the children use their phonics blending and segmenting skills by identifying the individual phonemes or sounds within a word

Single sounds:    j a m  
                          . . .

Digraphs :        c h i p  
                          — . .

Trigraphs :      h a i r  
                          . —

Split diagraph:   s n a k e  
                          . . —

## Phonics in our Early Years Settings

Our phonics teaching starts in our nursery and focuses on beginning to develop some of the basic skills needed for reading and writing. There is a big emphasis on children developing their skills for very careful listening. We teach children to be aware of the sounds around them by -

encouraging lots of **rhyme and rhythm** in everyday speech and sessions where children explore lots of traditional rhymes, some new ones, rhyming bingo, rhyming stories, action rhymes, listening to songs, clapping out syllables, the list is endless! We recognise that it is so important for our children to be fully immersed in these early rhyming and rhythm opportunities and love being encouraged to be independent thinkers, thinking of their own "nonsense" rhyming words, whilst all the time developing their vocabulary on sound.

**Environmental Sounds** - we recognise too, how important this element is - children need to be aware of the sounds around them using every available opportunity to develop very careful listening skills. Children might go on listening walks, use natural resources to make loud and quiet sounds, compare different sounds and play sound games.

**Instrumental Sounds** - we teach our children to become aware of the sounds that can be made with various instruments and noise makers. Children will have the opportunity to explore a range of instruments which may be incorporated alongside stories, making loud and quiet sounds and changing the sound an instrument makes.

**Alliteration** - children will be given the opportunity to explore alliteration; focusing on the initial sounds in words and finding different words with the same sound. Children might use picture cards to match together words with the same sound, play I-spy games, sort objects by initial sounds and silly stories!

**Sound talking** - children will begin to distinguish between different vocal sounds and will be introduced to oral blending. We will teach children to sound out simple CVC words in everyday experiences which will make our children more aware of the different sounds letters make and ensure they start to see the relationship between sounds and letters.

**Oral Blending and Segmenting** -we will introduce children at this early stage to the concept of breaking words up and merging sounds together, which will allow the children to become familiar with this practice and support their phonic development. This is an important part of the process of the acquisition of phonics which is practised throughout the phases.

## Phonic & Tricky Word Progression @ Yox Valley

Red s a t p i n m d	the, to, I, no, go, into	Reception Autumn 2
Orange g o c k c k e u r		Reception Spring 1
Fluorescent Orange h b f l s s ll		
Yellow j v w x z y z z	he, she, we, me, be	Reception Spring 2
Green th, sh, ch, ng, qu	Was, you, they	Reception Summer 1
Light Green ai ee igh oa oo		
Using and applying		Reception Summer 2
Blue oo, ar, or, ur, oo	All, my, are, her	Year 1 Autumn 1
Light Blue ow oi ear air ure er		
Indigo Phase 4 Adjacent Consonant Short Vowel	Said, have, like, so, do	Year 1 Autumn 2
Light Purple Phase 4 Adjacent Consonant Long Vowel		
Pink ay ou ie ea oy ir ue aw	Some, come, were, there, little, one	Year 1 Spring 1
Silver wh ph ew oe au ey	When, out, what, oh, Mr, Mrs	Year 1 Spring 2
Gold a-e e-e i-e o-e u-e	Their, people, called, looked, asked, could	Year 1 Summer 1
Black ey(ai), ie(ee), y(short i), i(igh),y (igh), ow(oa), o(oa),		Year 1 Summer 1
Consolidating		Year 1 Summer 2

### What our phonic lessons will look like...

- Our Phonic sessions will be quiet and calm in order to hear correct sounds.
- We will ensure we have the same behaviour expectations of our learners that we strive to embed in all curriculum areas.
- Some phonic sessions may be taught to small groups, where these same learning behaviour expectations will be in place.
- Children will sit at tables to complete their phonic session unless they are interacting in a more practical or physical learning opportunity.
- Children in Year 1 & 2 will have a phonics lined yellow book.

Revisit & Review	Revisit previously taught phonemes through fun and interactive games/activities such as Phonics Play, flashcards, splat the grapheme etc. Address any misconceptions that the children may present at this stage
Teach	Introduce the focus of the session. <ol style="list-style-type: none"> <li>1. New phonemes will be introduced using Read Write Inc flash cards</li> <li>2. Tricky words will be introduced using flashcards</li> </ol> <p>We will use other resources to support the implementation of the new phonemes/tricky words. We recognise the importance of using visual clues for acquiring new phonemes, however we teach the children to not be over reliant on these.</p>
Practice	Using and applying the knowledge of the new phoneme in practical activities using the resources listed above.
Apply	Apply learnt knowledge in a variety of ways, which might include - caption writing, sentence reading, sentence building, and interactive games. Each child will have their own phonics book to record work in.
Assess	Assess and review and plan next step



### Alien/Nonsense Words

Right from the onset of teaching the red set of phonemes and tricky words children are introduced to alien/nonsense words. These are words that, as the title suggests, are completely fabricated words that are important, because they demonstrate that the children are using their new phonic knowledge and their ability to blend words. When children attempt to read longer words, they chunk them in syllables eg. fan-tas-tic. This longer word contains nonsense words and in order to read this three syllable word, children must be able to read pseudo words.

### Monitoring Phonic and Early Reading Progression

After a set of phonemes have been taught, towards the end of a half term each child would have a review to assess their understanding of what has been taught through sight recognition, blending and segmenting activities.

Each child will have their own review record, which is built up over their time in Reception and Year 1.

Yox Valley Partnership Phonics Assessment Record Sheet

RED	Name		Date	
-----	------	--	------	--

Sounds		
	Read	Write
s		
a		
t		
p		
i		
n		
m		
d		

Blending		
Sounds	Tick	Record
s-a-t		
p-i-n		
n-i-m		
t-i-d		

Segmenting		
Sounds	Tick	Record
cat		
map		
dip		
sin		

Tricky Words	Read	Write
the		
to		
I		

Observation
<i>Record any observations here:</i>

This review will follow the child throughout KS 1.

These reviews will indicate after each set of new phonemes where delivering some intervention on an individual basis is necessary.

Intervention work will be recorded on a separate document and kept with the phonics review document.

**Reading Records**

As children progress through the reception and KS1 phases they will build up a portfolio of reading records. There will be a record of opportunities for reading with an adult, a record of '60 second reads', a record of KS1 common exception words and words ending in different suffixes.

Each child will have the opportunity to have a reading activity on a one-to-one basis at least once a week. Children will have the opportunity to change their three books once a week. These opportunities will all be recorded on the observation sheet,

From the beginning of Year 2, or, when appropriate, children will have half termly assessments in '60 second reads', which will provide an accurate assessment of their fluency with reading, and half termly reviews of common exception words and suffixes.

At the end of the Autumn Term Year 1 pupils will complete a mock phonics screening assessment and the results shared with the Literacy and Phonics Leader.