

Early Reading and Phonics Intent

At Yox Valley we recognise that the subject of 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 their adult life. We believe in teaching high quality phonics as the prime approach to ensure all children learn to read and write. We acknowledge that children need to be taught the key fundamental skills in segmenting and blending to enable them to become fluent readers. Our intent is to ensure that all children make progress through phonics teaching and become confident, fluent readers and writers to enable them to use their phonic knowledge to read and write at a standard at least equivalent to age related expectations. 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

What our phonics sessions 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.



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.

All phonics teaching sessions at Yox Valley are planned to follow the same format. Teachers are encouraged to plan each stage of the session with their cohorts needs and interests in mind and ensure that the sessions remain focused while also being well paced and engaging. At Yox Valley we use a variety of approaches in order to engage our children in phonics. Each new phoneme will be introduced using the Read Write Inc. flashcards which include rhymes to help children remember the correct letter formation. High quality phonics sessions are taught daily in Reception and Year One. Phonics is taught in small groups which are organised so that children work alongside other children who are working on the same phonics set as them, groups can differ in size, could include children from multiple year groups and are fluid based on the children's progress. The phonics leader uses the phonics assessments to reorganise the groups every half term. 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 settings begins on entry to Nursery and will develop early reading skills such as; awareness of the sounds children hear in their immediate environments, as well as the sounds they can create themselves, using their body or instruments. These skills 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 black set children learn alternative graphemes for a phoneme for example ai, ay, a-e.

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"> 1. New phonemes will be introduced using Read Write Inc flash cards 2. Tricky words will be introduced using flashcards <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

The resources used in lessons: friezes, phoneme mats and flashcards are from a variety of sources - however they are consistent across EYFS and KS1. The school's reading books (all from different sources) have been organised and ordered into phonic phases and then into sets which match the teaching sequence.

After a set of phonemes have been taught each child will have a review to assess their recall, understanding and application of the new learning 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. This review will follow the child throughout KS1. These reviews will indicate, after each set of new phonemes, if a child is ready to move on to learning the next set or 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.

RED		Name: _____	Date: _____
Blending (teacher sounds out word for child)	Can child blend it? (tick or dot)	Sounds	
s-a-t			Can child read it? (tick or dot)
p-i-n		s	Can child write it? (tick or dot)
n-i-m		a	
t-i-d		t	
		p	
		i	
		n	
		n	
		d	
Segmenting (teacher says whole word for child)	Can child segment it? (tick or dot)	Tricky Words	
cat			Can children read it? (tick or dot)
map		the	
mip		to	
tod		Notes / Observations	
Word reading (teacher shows child word card)	Can child read it? (tick or dot)		
dip			
mad			
tan			
pos			
djt			

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' and a record of KS1 common exception words. Each child will have the opportunity to read to an adult 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. During Spring Term Year 1 pupils will complete mock phonics screening assessments and the results shared with the Phonics Leader.

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 texts are fully decodable so children can independently practise, experience success and learn to rely on phonic strategies to

read with accuracy. The third 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.


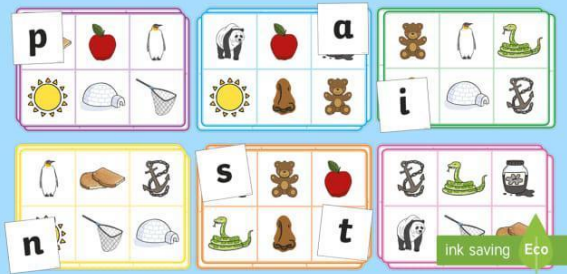



Early Reading and Phonics Impact

Through our systematic synthetic phonic approach our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension skills as they move through the school. 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>Phonics Play for electronic interactive games</p>		

<p>Letters and Sounds for a range of interactive resources</p>	
<p>Twinkl for a range of interactive games and activities</p>	
<p>Geraldine Giraffe/Mr Thorne for further input on introducing the new phonemes</p>	
<p>Word building resources to be used for consolidation</p>	
<p>Phoneme frames for segmenting and word building</p>	
<p>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</p>	<p>Single sounds: j a m • • •</p> <p>Digraphs : c h i p — • •</p> <p>Trigraphs : h a i r • — —</p> <p>Split diagraph: s n a k e • • — U</p>

Phonics in our Early Years Settings - Phase 1

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 to this in Nursery where provision is available and in Reception where not. We introduce children to this concept at an early stage so that by rehearsing this skill of breaking words up and merging sounds together children will become familiar with this practice and this will 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 at Yox Valley

Phase 1 Aspect 1: General sound discrimination - environmental sounds		Nursery Autumn 1
Phase 1 Aspect 2: General sound discrimination - instrumental sounds		Nursery Autumn 2
Phase 1 Aspect 3: General sound discrimination - body percussion		Nursery Autumn 2
Phase 1 Aspect 4: Rhythm and rhyme		Nursery Spring 1
Phase 1 Aspect 5: Alliteration		Nursery Spring 2
Phase 1 Aspect 6: Voice sounds		Nursery Summer 1
Phase 1 Aspect 7: Oral blending and segmenting		Nursery Summer 2
Phase 1 Aspect 7: Oral blending and segmenting		Reception Autumn 1
Red s a t p i n m d	th <u>e</u> , to	Reception Autumn 1
Orange g o c k ck, e u r	I, no	Reception Autumn 2
Fluorescent Orange h b f ff l ss ll	go, into	Reception Autumn 2
Yellow j v w x z y zz,	he, she, we	Reception Spring 1
Green th, sh, ck, ng, ex	me, be	Reception Spring 2
Light Green ai ee igh oa oo,	was, you, they	Reception Summer 1
Blue or, or, or, ur, oo,	all, my	Reception Summer 2
Light Blue ow oi ear air urr er	are, her	Reception Summer 2
Light Blue ow oi ear air urr er	are, her	Year 1 Autumn 1
Pink ay ou ie ea oy ir ur aw	some, come, were	Year 1 Autumn 2
Silver wh ph ex ee au ex,	there, little, one	Year 1 Spring 1
Gold a-e e-e i-e o-e u-e	when, out, what, oh,	Year 1 Spring 2
Indigo Phase 4 Adjacent Consonant Short Vowel	looked, asked, could	Year 1 Summer 1
Violet Phase 4 Adjacent Consonant Long Vowel	said, have, like, so, do	Year 1 Summer 1
Black (alternative pronunciations) ey(ai), ie(ee), y(short i & igh), i(igh), ow(oa), o(oo), a(ar, o & ai), c(s), ch(c & sh), e(ee), ea(e), er(a), a(i), ou(u), s, u(vaa), ue(vaa), u-e(vaa)	Mr, Mrs, their, people, called,	Year 1 Summer 2