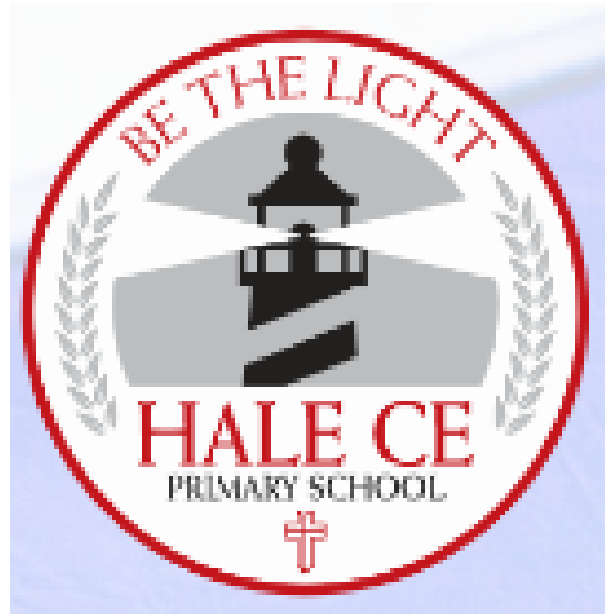


Hale Primary School



Phonics and Early Reading

2023

Our vision is founded on Matthew 5: 14-16

'Be the Light'

"You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven." (Matthew 5:14-16)

Phonics at Hale

Intent

At Hale Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children all their lives. We believe that all children have the ability to read and we are determined to support children despite any potential barriers.

Implementation

Children are taught Phonics in Reception, Year 1 and Year 2 where required. We follow the Letters and Sounds program. Phonics is taught as a discrete lesson every day and it is also part of teaching and learning throughout other curriculum lessons on a daily basis. We spend two days on each grapheme, the first day has a reading focus and the second day has a writing focus.

Each Phonics lesson should include the following sections: -

Revise/Review – Overlearn the previous graphemes and words –

Teach – Introduce a new grapheme / words

Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words –

Apply – Use the new graphemes / words in games and activities to secure knowledge

The structure of each lesson at Hale and the journey of Phonics across the week enables all aspects of blending and segmenting of phonemes/graphemes to apply into reading and writing. Lessons are planned and tailored to meet the needs of all of our children.

Expectations

Reception - Taught daily roughly 20 minutes. Reception begin with Phase 1 and aim to complete phase 4 by the time children finish Reception.

Year 1 – taught daily for roughly 25 minutes. Year 1 begin with Phase 5 in Autumn term and then begin Pathways to spell in Spring term.

Classroom Environment

In each class, there is an age appropriate Phonics display, concentrating on both sounds and key words. Sound and tricky word mats, along with phoneme frames are readily accessible. We have ensured the same flashcards and display cards are used for consistency. Flash cards and display cards in Reception are in Comic Sans, in Year 1 pre cursive is used and in Year 2 cursive text using Letter Join.

We believe that reading areas should be a mini library for the children to browse and enjoy high quality texts, which are well-loved books that the children should be able to access easily. We have the Pie Corbett reading spine books, which are shared daily and these are our recommended reads. Each reading area also has a selection of decodable books and non-fiction books. Reading materials and resources should be refreshed regularly and follow children interests where possible eg include magazine, comic strips and puppets/story spoons.

Home/school reading books

Children in Reception are given a story sack on their first day of school and after the initial baseline assessment, the children will be given a home/school reading book.

We have recently invested in a new reading scheme 'Big Cat Collins' which are fully decodable books beginning with picture books (lilac) through to Phase 7 books (orange). There is a wide selection of fiction and non-fiction books. Children will bring home two books. One is for the child to read to an adult, this book has carefully been chosen so they can read all of the words. The other book has words the child may not be able to read yet, this book is for the adult and child to read and talk about together. Books are changed twice a week and we encourage books to be reread. We expect children to read at home to an adult for 10 minutes each night. The books are tracked to ensure children are reading appropriate books for their phonics ability. If an assessment shows that a child does not know certain sounds, then the child will benefit from rereading some books they have already read.

Our reading scheme



Reading Levels and Schemes

Stage 1 - 1+

Oxford Reading Tree Picture books
Oxford Reading Tree Phonics Level 1
Oxford Reading Tree First Stories Level 1
Songbird Stage 1+
Oxford Reading Tree Traditional Tales Stage 1
Oxford Reading Tree Stage 1+
Oxford Reading Tree Non-Fiction Stage 1

Stage 2

Oxford Reading Tree Phonics Level 2
Oxford Reading Tree First Stories Level 2
Songbird Stage 2
Oxford Reading Tree Stage 2
Oxford Reading Tree Non-Fiction Stage 2

Stage 3

Oxford Reading Tree Phonics Level 3
Oxford Reading Tree First Stories Level 3
Songbird Stage 3
Oxford Reading Tree Traditional Tales Stage 3
Oxford Reading Tree Stage 3
Oxford Reading Tree Non-Fiction Stage 3

Stage 4

Oxford Reading Tree Phonics Level 4
Oxford Reading Tree First Stories Level 4
Songbird Stage 4
Oxford Reading Tree Stage 4
Oxford Reading Tree Non-Fiction Stage 4

Big Cat 1A		Big Cat 1B			SB 1+	Trad Tales 1+
1 - Pat it	16 - Tat	1 - Dig it	16 - The Cup	31- Bad Luck Dad	35- Cat Naps	1 – Run, Run
2 - Sit Sit	17 - Sid	2 - Pog Pops In	17 - Pots, Cans, Cups!	32 - Up and Off	36 - Pen Fun	42- Big Carrot
3 - Tip Sip Nap	18 - Tim Tips it	3 - Pod Digs a Pit	18 - Pick a Pet!	33 - Nell and Tess	37 - The Bog Cod	43 - Lots of Nuts
4 - Tip it Tap it	19 - Map Man	4 - Pop it on!	19- Up on Deck	34 - Mel and the Big Mess	38 - The Pins and the Pegs	44 - Get the Rat
5 - It Tips	20 - Tip Tap	5 - Sit Tog!	20 - Duck Socks		39 - Is it?	
6 - Sit Tip Pat	21 - Nat Did it	6 - Nip it! Dig it!	21 - Pick it up!		40 - Mix Mix Mix	
7 - Pit Pat	22 - A Dip	7 - Not a Pot	22 - Hit the Hat!			
8 - Tap Tap	23- Tim Did it	8 - Pack it	23 - Rip it! Tip it!			
9 - Nap Tap	24 - Tap it in	9 - Tick Tock and Mick	24 - Rag Duck			
10 - Pat a Pan	25 - Pip Pip Pip	10 - Kick it in!	25 - Mog and Mim			
11 - Tap Tip Sip	26 - Pin it, Pat it	11 - Go Mat!	26 - Is it a Bat?			
12 - Sit Sip Nap	27 - Tip it in!	12 - Pip and Pop	27 - The Big Nut			
13 - Sip it	28 - Did Dad Nap?	13 - Pop Pop Pop!	28 - Pegs and Socks			
14 - Tap it, Tip it!	29 - Pit Pat Pit Pat	14 - Cat, Kid and Duck	29 - No Tiff!			
15 - Sit in	30 - Tip it	15 - Pam Cat	30 - Mess on the Rocks			

Reading Book Tracker Phase 2

Our Expectations

By the end of EYFS children should:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Phase and 3 tricky words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.
- Book bank – Yellow

By the end of Year 1 children should:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts.
- read decodable words that end –s, –es, -ing, -ed, -er, -est

- Say the correct sound to grapheme for all the 40+ phonemes up to Phase 5
- read common exception words
- Book band – Orange

By the end of Year 2 children should:

- be accessing book and white and lime
- know and use all phonics phase blends to phase 6 with confidence and accuracy
- have the opportunity to revisit and achieve the Year 1 phonics screening check
- read and enjoy a wider genre of texts
- read common exception words

Impact

Phonics is taught daily as a whole class with a classroom assistant in Reception and Year 1 supporting or challenging children. Intervention groups take place as required and on the same day where possible.

Children are assessed each half term on GPC's and tricky words, this information informs future planning, intervention groups and helps staff to ensure children are reading a suitable home reading book.

Children have fully decodable home reading books which are changed twice a week when required. The books are a balance of fiction and nonfiction. The children will receive a book which is appropriate for their Phonics level and one which should be shared with an adult as it will have some words the child will not be able to read.