



Phonics and Early Reading Policy

The status of the policy:	Final
Purpose:	The purpose of this policy is to outline how Phonics and Early Reading is implemented at Birch Hill Primary School.
Consultation:	Staff and Governors
Links with other policies:	<ul style="list-style-type: none">• Teaching, Learning & Assessment• Whole school vision statement• EYFS• English• Equal Opportunities
Monitoring and evaluation:	Phonics and Early Reading Leader, School Senior Leadership Team (SLT) and Local Authority Advisors (STEPS)
Date established by governing body:	12 th July 2021
Date for full implementation:	1 st September 2021
Date for review:	September 2024

Rationale

At Birch Hill Primary School we believe that every child has the potential to become a confident and successful reader and writer who develops a love of literacy. The teaching and learning of phonics plays a vital role in building confidence and success and we aim to offer a curriculum that includes a rigorous and systematic approach to the teaching of phonics and early reading.

The teaching of Phonics and Early Reading follows the three aims of the English Hub, being:

1. To ensure all pupils make speedy progress in phonics and reading

Pupils' progress in reading is dependent upon both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

2. To develop pupils' understanding and use of spoken language

Pupils' vocabulary, grammar, understanding of the world, and their ability to communicate effectively depend upon the quality and variety of language they hear and the opportunities they have to speak and interact, in particular with adults. The frequency, depth and quality of these exchanges are fundamental to this progress. Good reading comprehension draws upon this linguistic knowledge.

3. To develop pupils' love of reading

Reading widely and sharing books feeds pupils' imagination, their vocabulary and knowledge of the world. Pupils' progress at school is dependent on the breadth and frequency of the books they have read to them and the books they read for themselves: the more they read and have opportunities to talk about what they read, the more words, people and worlds they encounter and understand.

To achieve these three aims, Birch Hill is '*determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, [must] make sufficient progress to meet or exceed age-related expectations.*'

Schools Inspection Handbook (SIH) May 2019 p87: 293.

Objectives

At Birch Hill, we are confident that Floppy's Phonics will ensure success for *all* pupils, particularly the lowest 20% pupils. We adopt one systematic synthetic phonics (SSP) programme that is taught with fidelity, consistency and continuity from Reception to Y2.

The Senior Leadership Team and Phonics Leader use the English Hub Challenge Checklist to ensure:

Training

1. Floppy's Phonics training is provided for all Teachers, Teaching Assistants and Senior Leaders

Resources

2. Floppy's Phonics sets out daily expectations for teaching the National Curriculum elements listed below

3. Correct resources are particular to the Floppy's Phonics programme (sound charts, friezes, sound and word cards, cumulative texts)

Teaching

4. Sufficient time is given to teach phonics, reading and writing
5. Teachers and TAs (who are teaching reading) understand the specific activities in the Floppy's Phonics programme
6. Teachers and TAs teach these activities confidently
7. Teachers pay particular attention to pupils who fall behind during phonics lessons
8. The pace of teaching is not slowed for pupils who fall behind

Progress and assessment

9. There are clear term-by-term expectations of progress from Nursery to Y2 (See Appendices)
10. The phonics leader / class teacher assesses pupils using an individual reading assessment to record letter-sound knowledge and word reading (using assessments designed for use with Floppy's Phonics – see Appendices)
11. Assessments are used to organise pupils efficiently to maximise progress

Slowest progress pupils

12. Floppy's Phonics lessons are of the highest standard to reduce the amount of extra support needed
13. Pupils who fall behind are identified immediately using the Floppy's Phonics programme's assessments
14. These pupils receive extra daily practice following the Floppy's Phonics programme

Parents

15. Parents are informed of the Floppy's Phonics programme adopted: what is taught and how they could provide extra practice to develop fluency; how the school will provide extra practice to prevent serious problems developing.

National Curriculum 2014 Year 1 Word reading, spelling and handwriting (*additional to NC)

Pupils are taught to:

Reading

1. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
2. Blend spoken sounds into words*
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
4. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
5. Read other words of more than one syllable that contain taught GPCs
6. Read common exception words, noting unusual correspondences between spelling and sound

7. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
8. Re-read these books to build up their fluency and confidence in word reading

Handwriting

9. Sit correctly at a table, holding a pencil comfortably and correctly
10. Form lower-case letters in the correct direction, starting and finishing in the right place

Spelling

11. Spell words containing each of the 40+ GPCs (Grapheme Phoneme Correspondences) already taught by:
 - Writing letters in response to hearing a sound*
 - Identifying the sounds and then writing the sound with letter/s*
12. Spell common exception words
13. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Writing

14. Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.

B. Make a strong start in Reception

'Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception' SIH 2019.

Reception teachers:

1. Timetable daily Floppy's Phonics lessons from the second week in Reception
2. Ensure at least 20 minutes is given to teaching of phonics, reading and writing right from the start, building to at least 45 minutes by the end of the year (this may be one session or organised throughout the day)
3. Follow the same SSP programme as Y1 and 2
4. Know how to cope with 'staggered' starts
5. Identify pupils who are falling behind, by the third week in school
6. Give all pupils practice in reading letter-sound correspondences and oral sound-blending a few times each day
7. Give daily extra practice to pupils falling behind in a small group or individually
8. Ensure extra practice matches the Floppy's Phonics programme
9. Display the necessary friezes and charts for the Floppy's Phonics programme at the right height
10. Ensure all pupils sit where they can see the teacher and resources during Floppy's Phonics

lessons

11. Teach phonics in a quiet space to help pupils focus
12. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home.

C. Ensure cumulative progression of sounds and books

'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.' SIH p87: 293.

1. Decodable reading books are organised in the given sequence from the Floppy's Phonics programme i.e. reading books build letter-sound correspondences cumulatively. Books are *not* sorted by traditional 'Book-Banding' criteria based on a mix of methods, i.e. sequential 'decodable' books are not mixed with texts that rely on repetition, prediction and 'look and say'
2. Pupils read texts/books that closely match the letter-sound correspondences they can read at home as well as in school
3. These texts/books contain few exception words, as listed in Floppy's Phonics
4. Pupils are *not* asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition
5. Pupils practise sounding out the words in the story and read exception words before they read the text/book
6. Pupils re-read these texts/books at school and home to build fluency
7. Pupils falling behind are given extra practice to re-read these texts/books
8. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently
9. As soon as pupils can read unfamiliar words confidently, they read wider literature and no longer read books in the school's levelled reading programme
10. Teachers keep records of the books pupils read in school and at home
11. Pupils practise reading books at home once they have read them at school
12. Parents know how to increase their children's fluency in reading sounds, words and books, at each point in their children's learning
13. Teachers provide extra reading practise for pupils who do not practise at home
14. Parents understand the difference between stories to share and stories that children read aloud.

D. Build a team of expert reading teachers

'The school has developed sufficient expertise in the teaching of phonics and reading.' SIH p87: 293.

The headteacher:

1. Has appointed a phonics leader with expertise in and experience of teaching phonics
2. Gives the phonics leader dedicated time to fulfil the role (see below)

3. Ensures all grades of management (including the headteacher), teachers and teaching assistants attend the SSP provider's training
4. Ensures that Floppy's Phonics training is provided for new staff.

The phonics leader:

1. Meets frequently with the headteacher to discuss the impact of each teacher on pupils' progress, particularly the lowest 20%
2. Uses the Floppy's Phonics *practice map* to plan activities for teachers to practise
3. Uses assessment data of the lowest 20% pupils to decide areas for practice
4. Timetables practice times (weekly if possible) and ensures all reading teachers attend
5. Knows how to run practice sessions
6. Coaches reading teachers (who need extra support) during Floppy's Phonics lessons
7. Coaches reading teachers who support pupils who have fallen behind
8. Keeps a record of all practice and coaching sessions.

E. Reach the lowest 20% pupils

'The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.' SIH p87: 293.

The phonics leader:

1. Ensures Floppy's Phonics lessons are of the highest standard to reduce the number of pupils who need extra support
2. Uses the Floppy's Phonics assessment to identify immediately pupils falling behind
3. Organises extra daily practice for pupils falling behind, following the Floppy's Phonics programme
4. Builds a profile of pupils receiving extra support (SEND, EAL, speech delay, attendance, time in school, previous teaching)
5. Provides regular CPD for teachers in both the content and teaching manner to support pupils falling behind
6. Fast tracks late-entry pupils to catch up with their peers
7. Designates a member of staff to improve attendance for these pupils
8. Engages the support of parents, where appropriate.

F. Build talking and listening into all activities across the whole day

'High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication.' EEF *Preparing for Literacy*, June 2018.

1. Identify pupils with delayed language acquisition quickly and organise frequent, sustained one-to-one and small group discussion for these pupils
2. Teach pupils to follow clear expectations for partner, class and group discussion including:
 - listening behaviours

- routines for talking with a partner
 - routines for giving feedback to the group
3. Help pupils learn and use new vocabulary throughout the day, in each area of learning
 4. Model how to use new vocabulary and syntax through the day by using words and phrases relevant to the area of learning, deliberately, systematically and repeatedly.
 5. Help pupils articulate their ideas and thoughts in well-formed sentences by:
 - building sentences orally and rephrasing what they say
 - teaching new vocabulary before a given activity
 - modelling how they think out loud
 - asking questions to check pupils' understanding
 - extending their ideas
 - asking both closed and open questions.

G. Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

'Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.' SIH p87: 293.

Storytimes

1. Timetable a daily 20-minute storytime
2. Have a list of quality stories to read aloud to pupils each half-term, including traditional and modern stories
3. Show enjoyment of each story using their voice and manner to make the meaning clear.
4. Read aloud, re-read and talk about stories to build familiarity and understanding
5. Teach new vocabulary in the context of the story
6. Provide extra small group storytimes for pupils with delayed language acquisition
7. Help pupils retell the story and take on different roles in imaginative play
8. Organise appealing book corners
9. Show parents how to read aloud and talk about stories with their children and send home quality books.

Non-fiction books

1. Read aloud non-fiction books that will extend their knowledge of the world and illustrate a current topic.
2. Make books with photographs and narratives of everyday events and activities, and places they have visited.
3. Talk about these books with pupils, introducing specific vocabulary and building sentences orally.
4. Read and re-read these books so pupils learn to use the language necessary to explain what is happening in each illustration/ photograph
5. Make the books available for pupils to share at school and at home.

Learning rhymes, poems and songs

1. Timetable a ten-minute rhyme and singing session every day
2. Have a list of traditional and contemporary poems and rhymes for children to listen to and learn
3. Have a list of songs that will develop pupils' vocabulary
4. Show enjoyment and use voice and manner to emphasise words and phrases, particularly those that rhyme
5. Help pupils to join in with refrains and learn some verses by heart.

National Phonics Screening Check

All children in Year One will be screened using the National Assessment Materials in the Summer Term. If the children in Year one fail the screening they will be retested when they are in Year Two in the Summer Term. This data will be submitted to the local authority.

Professional Development

Continuing professional development for all staff is particularly important to ensure that all staff feel competent in teaching and supporting the teaching of phonics and that the methods and protocols are consistent. All staff will receive regular CPD opportunities. All aspects of Phonics teaching is monitored by the Phonics lead on a regular basis with team teaching and coaching support allocated accordingly.

Appendices:

In Nursery the teaching of phonics will directly follow the guidance set out in Phase 1 – Letters and Sounds, supplemented with the interactive books and ‘Floppy’s Phonics’ resources in Summer 2. In Reception and Key Stage One the teaching of phonics will follow the scheme ‘Floppy’s Phonics’ by Debbie Hepplewhite. The Phonics scheme is a lesson by lesson systematic programme that follows a series of Phonics ‘Stages’. By the end of Year One, the expectation is that most children will be secure at Stage 5, though further work in the Autumn term of Year Two will sure they have embedded the knowledge and understanding of alternative spellings for each sound.

Phonics Lessons in Year Two will revisit key aspects of the key aspects of ‘Floppy’s Phonics’ before the formal teaching of spelling rules and strategies begins. For those children who are not yet secure at Stage 5 and did not pass the Phonics Screening Check in Year 1, it will be necessary to continue with daily discrete phonics sessions.

Nursery – Level 1 (Phase One)						
1	2	3	4	5	6	7
Environmental Sounds	Instrumental Sounds	Body Percussion	Rhythm and Rhyme	Alliteration	Voice Sounds	Oral Blending and Segmenting
Nursery 2 – Summer Term 2 – Level 1+ - Phoneme Grapheme Recognition						
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	
Book 1 s	Book 1 a	Book 1 t	Book 1 p	Book 2 i	Book 2 n	
Explore words that begin with sounds. Practise formation of grapheme to match sound.						

Reception – Autumn Term – Level 1+					
Wk 1/2	Wk 3/4	Wk 5/6	Wk 7/8	Wk 9/10	Wk 11/12
Book 1 s a t p	Book 2 i n m d Do Assessment 1+ (Books 1/2)	Book 3 g o c k	Book 4 c k e u r	Book 5 h b f -ff	Book 6 l -ll -le -ss Do Assessment 1+ (Books 3-6) Children can start reading Floppy's Phonics decodable readers and traditional tales – Oxford Level 1+ independently from this point.
Reception – Spring Term – Level 2					
Wk 1/2	Wk 3/4	Wk 5/6	Wk 7/8	Wk 9/10	Wk 11/12
Book 7 / 8 j v w x y	Book 8/9/10 z -zz qu ch sh	Book 10/11 th -ng -dge -ve wh	Book 12 and recap -cks -tch -nk Do Assessment 2 (Books 7-12) Children can start reading Floppy's Phonics decodable readers and traditional tales – Oxford Level 2 independently from this point.	Book 13/14 ai ee -igh oa -oo	Book 13/14 ai ee -igh oa -oo
Reception – Summer Term – Level 3					
Wk 1/2	Wk 3/4	Wk 5/6	Wk 7/8	Wk 9/10	Wk 11/12
Book 14/15/16 oo ar or ur ow	Book 16/17 oi ear air er -er	Book 18 -ue -ue -ure -ture Do Assessment 3 (Books 13-18)	Book 14/15/16 oo ar or ur ow	Book 16/17 oi ear air er -er	Book 18 -ue -ue -ure -ture Children can start reading Floppy's Phonics decodable

					<i>readers and traditional tales – Oxford Level 3 independently from this point.</i>
Year One – Autumn Term – Level 4 (Phase 4)					
Wk 1/2	Wk 3/4	Wk 5/6	Wk 7/8	Wk 9/10	Wk 11/12
Book 19 a e l o u s t p n m d g c k –ck r h b f –ff l –ll –le –ss j v w x y z –zz qu	Book 20 ch sh th –ng –nk ai igh oa –oo oo or ur er –er ow oi ear air <i>Children can start reading Floppy’s Phonics decodable readers and traditional tales – Oxford Level 4 independently from this point.</i>	Book 21 /ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ igh -ie	Book 22 /oa/ oa ow /yoo/ -ue ew Long /oo/ oo –ew /ou/ ow ou	Book 23 /ur/ ur ir /or/ or aw /eer/ ear eer /air/ air -are	Book 24 /s/ s –ce /e/ e –ea /u/ u o -ed /d/ /t/ Do Assessment 4 (Books 21-24) – No assessment for books 19/20 as review and stretch books.
Year One – Spring Term – Level 5 (Phase 5)					
Wk 1/2	Wk 3/4	Wk 5/6	Wk 7/8	Wk 9/10	Wk 11/12
Book 25 /ai/ ai ay eigh –ey /ai/ a a-e –ae –ea /ee/ ee e –y –ey /ee/ ea e-e -ie	Book 26 /igh/ -igh i –y /igh/ -ie i-e /oa/ oa ow o /oa/ -oe o-e –ough -eau	Book 27 /s/ s –ss –se –ce /s/ ce ci cy /s/ sc- -st /e/ e -ea	Book 28 /j/ j ge gi gy /j/ -ge –dge /ul/ -le –el /ul/ -al -il	Book 29 /yoo/ -ue u /yoo/ ew u-e eu Long /oo/ oo u-e –o –ou –ough Long /oo/ -ue –ew ui u	Book 30 /oi/ oi oy /ou/ ow ou –ough /or/ or –our /or/ aw au –al war quar Do Assessment 5 (Books 25-30)
Year One – Spring Term – Level 5 (Phase 5)					
Wk 1/2	Wk 3/4	Wk 5/6	Wk 7/8	Wk 9/10	Wk 11/12
Book 31 /ur/ ur ire r /ur/ ear (w)or (schwa) –re –our /u/ u o –ou –ough /ar/ ar a al	Book 32 /zh/ -s –si ge /w/ w wh –u /f/ f –ff /f/ ph -gh	Book 33 ch /ch/ /k/ /sh/ -ie /igh/ /ee/ (/ee/) ow /ou/ /oa/ a /a/ /ao/ /o/ as om (w)a and (a)lt	Book 34 /ch/ ch –tch /chu/ -ture /sh/ sh ch /sh/ -ti –ci –ssi –sci /g/ g gu –gue gh	Book 35 /eer/ ear eer –ere –ier /air/ air –are –ear –ere /n/ n –nn kn gn /r/ r –rr wr rh	Book 36 /m/ m –mm –mb –mn /k/ c k –ck chq u que /or/ or ore –our –oor oar /or/ aw au –al augh ough Do Assessment 6 (Books 31-36)

