



Phonics and Early Reading Policy

Date written:	September 2021
Date adopted/reviewed:	
Review schedule:	July 2022
Policy Area:	

1. Aims and Ethos

At All Saints CE Primary School & Nursery it is our aim to raise standards by promoting a school ethos that is underpinned by core Christian values. Our Christian values support all areas of learning and can contribute to pupils' motivation to learn. It is recognised that this will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. All our policies and decision making are formed through the lenses of these Christian values to ensure that our school lives them out in all aspects of its collective life.

Reading allows children access to information, learning and culture which will ensure that they can reach their potential throughout life. Early reading begins with rhythm, rhyme and listening skills. Phonic teaching then presents the main method of teaching of decoding the English language and consequently segmenting for writing. Children then gain fluency and comprehension skills to become confident readers. We set ambitious targets for children to be confident readers by the time they leave Key Stage 1, in order to prepare them for the next Key Stage and beyond.

2. Scope

This policy sets out the order and progression of phonics teaching and the methods expected to ensure a consistent approach across EYFS and KS1.

3. Lead Members of Staff

All members of staff across EYFS and KS1 have responsibility for teaching, modelling and encouraging early reading in line with this policy.

Phonics and early reading responsibility: Kate Rutt

4. Teaching Phonics and Early Reading

Whole School approach

- Use of whole school progression document to ensure the teaching of phonics is well paced and children meet milestones.
- Use of the Twinkl phonics flashcards and word mats ensuring consistency of supporting visuals to help children progress and transition between year groups.
- Use of matched reading books to phonic phases (detailed below).
- Use of print handwriting (EYFS and Year 1). Teaching lead out of letters in Year 2, preparing for cursive writing in Key Stage 2.
- Summative assessment points (at least termly) and recording using phonics and reading tracker.

Whole class teaching

- Daily phonics teaching 20-30mins
- Following structure of revisit/review, teach, practise, apply.
- Use a multi-sensory approach, including actions, songs, visuals, games to help children engage and remember new learning. (suggested games detailed below).
- All children access new learning. Use groups within the practise and apply skills to differentiated support or add challenge.
- Use of sound buttons to support children's understanding.
- Children are assessed regularly to identify gaps and put in place interventions.
- Use booster phonics groups in addition to main teaching.

5. Targeted support for individual or groups of pupils:

- Target lowest 20%
- Mastery for fluent readers

6. Working with parents

In order to support parents we will:

- Offer parent workshops to introduce the phonic sounds and inform parents ahead of the phonics screening check.
- Provide weblinks for home support.
- Send home flashcards and suggest games.

7. Supporting documents

Phonics Planning sheet and teaching sequence.					
LOs or phase objectives					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review Practise phonemes already taught. Lively and fast paced How will all children participate?					
Teach - new learning Correct articulation of phonemes? Children articulate as well as listen. Teach letter name and show how to read and write the phoneme. Teach blending and segmenting					
Practise Saying phoneme Writing grapheme Opportunities to blend phonemes to read words. Opportunities to segment words into phonemes/graphemes for spelling. Opportunities to write the letter					
Apply Opportunities to apply in purposeful reading and writing activities. Are there links between speaking, listening, reading and writing.					
Assessment.					

Phonics and early reading progression

This progression is based on the Letters and Sounds (2007) document and phonics play planning sequence. This will be reviewed as alternative schemes become validated and no later than July 2022.

When	Phase	Letter Sounds and graphemes	High frequency words	Linked book band
Nursery Phase 1				
Reception				
Autumn				
When	Phase	GPC	High frequency words	Linked book band
week 1-2	Phase 1	Listening, oral blending and segmenting Assessment in preparation		Pink 1 + 1 book for shared reading at home.
Week 3	Phase 2	Set 1: s, a, t, p		Pink 2
Week 4		Set 2: i, n, m, d	is, it, in, at	Pink 2
Week 5		Set 3: g, o, c, k	and	Pink 3
Week 6		Set 4: ck, e, u, r	and, the, to	Pink 4
Week 7		Set 5: h, b, f/ff, l/ll, ss	no, go, I	Pink 5
Week 8		Assessment		
Week 9		Reteach any gaps		
Week 10		blending and segmenting CVC words using single sounds.		Pink 5 (consolidation)
Week 11		Reading phase 2 sentences Include		
Week 12		assess		
Week 13	Phase 3	Set 6: j, v, w, x	Alphabet song	Red 1
Week 14-15		Set 7: y, z, qu	Point to letters in alphabet song Read tricky words: he, she Spell tricky words: the, to	Red 1

Expectation: Majority of children confident with phase 2 sounds. Reading Pink 4 as a minimum.

Spring

When	Phase	Letter Sounds	High frequency words	Linked book band
Week 16	Phase 3	Consonant digraphs: sh, ch, th, ng	Read tricky words: we, me, be	Red 2
Week 17		Vowel digraphs: ai, ee, igh, oa	Read tricky words: was, my	Red 3 (selected correct book)
Week 18		Vowel digraphs: oo, oo, ar, or	Spell tricky words: no, go	Red 3 (selected correct book)
Week 19		ur, ow, oi	Read tricky words: you	Red 3 (selected correct book)
Week 20		Vowel trigraphs: ear, air, ure	Read tricky words: they	Red 4
Week 21		Vowel digraphs: er	Read tricky words: her	Red 4
Week 22		Two syllable words caption reading and writing.		
Week 23		Two syllable words caption reading and writing.		
Week 24		Assess		
Week 25		Revisit and reteach phonemes		
Week 26		Revisit and reteach phonemes		

Expectation: Reception children confident with the majority of phase 3 sounds and reading Red 4 or 5 depending on what they need to consolidate.

Summer

When	Phase	Letter Sounds	High frequency words	Linked book band
Week 27		Assess phase 3		
Week 28	Phase 4	CVCC	Reading: said, so, went, from Spelling: he, she, me, we, be	Yellow 1
Week 29		CCVC	Reading: have, like, some, some, it's, just Spelling: was, you	

Week 30		Adjacent consonants	Reading: were, there, little, one, help Spelling: they, all, are	Yellow 2
Week 31		HFW and adjacent consonants	Reading: do, when, what, children, Spelling: my, her	
Week 32		assess		
Week 33		Revisit gaps from phase 3 and 4		
Week 34		consolidate		
Week 35		consolidate		
Week 36		consolidate		
Week 37		consolidate		
Week 38 - 39		consolidate		
Expectation: Reception children confident with phase 3 sounds and reading CVCC and CCVC and multisyllable words. Reading Yellow 2.				

Year 1				
Autumn – Year 1				
week 1-2		Revise phase 2 and 3 and assess.		
Week 3	Phase 4	CVCC Focus on target sounds from assessment.	Reading:said, so, went, from Spelling: he, she, me, we, be	Yellow
Week 4		CCVC	Reading: have, like, some, some, it's, just Spelling: was, you	
Week 5		Adjacent consonants	Reading: were, there, little, one, help Spelling: they, all, are	
Week 6		HFW and adjacent consonants	Reading: do, when, what, children, Spelling: my, her	
Week 7		Assess		
Week 8	Phase 5	Wh, Ph,	reading: oh, their, people	Blue 1

	New graphemes for reading in bold	Ay (week 1, Mon) a-e (introduce eigh/ey/ei)			
Week 9	Use phonics play phase 5a to support	Long e: ea , e-e , (awareness of alternatives: ie, ey, y)	reading: Mr, Mrs, looked, called, asked	Blue 1	
Week 10		Long i: ie , i-e , (awareness of y, l) Long o: o-e, oe awareness of (o, ow)	Spelling: said, so, have, like	Blue 1	
Week 11		Long oo Ue u-e ew	spelling: some, come, were, there		
Week 12		Or sounds Aw , au , (awareness of al) Ir (link to er/ur)	Revise	Blue 2	
Week 13		ou , (link to ow) oy (link to oi)		Blue 2	
Week 14-15			assess		
Expectation: Majority of children to read new phase 5 graphemes for reading. Majority of children reading blue books.					
Spring – Year 1					
Week 16		assess			
Week 17	Phonics play 5b	Alternative pronunciations: i, o, c, g, u	spelling: little, one, do, when, what, out		

Week 18		Alternative pronunciations: ow, ie, ea, er	spelling: water, where, who, again, thought, through, work, mouse	
Week 19		Alternative pronunciations: a, y, ch, ou	spelling: many, laughed, because, different, any, eyes, friends, once, please	
Week 20	Phonics play 5c (week 8-	Week 8 Alternative spellings: /ai/ /c/		
Week 21		Week 9 alternative spellings: /ee/ /ch/		
Week 22	week 10 revision	Week 11 Alternative spellings: /igh/ /f/		
Week 23		Week 12 Alternative spellings: /oa/ /m/		
Week 24	Week 13 revision	Week 14 Alternative spellings: /oo/(y)/oo/ /n/		
Week 25		Week 15 Alternative spellings: /ow/ /ng/		
Week 26	Week 16 Revision	Assessment		
<p>Expectation: End of spring 1: reading green End of spring 2: majority of children to be reading orange books.</p>				
Summer				
Week 27		Alternative spellings: /oi/ /r/		
Week 28		Alternative spellings: /ar/ /s/		

Week 29	Week 19	Week 20 Alternative spellings: /ear/ /sh/		
Week 30		Assessment and preparation		
Week 31		Assessment and preparation		
Week 32 Screening		Assessment and preparation		
Week 33		Week 21 Alternative spellings: /air/ /v/		
Week 34	Week 22 revision	Week 23 Alternative spellings: /or/ /w/		
Week 35		Week 24 Alternative spellings: /ur/ /e/		
Week 36	Week 25 Revision	Week 26 Alternative spellings: /er/ /i/		
Week 37		Week 27b Alternative /o/		
Week 38 - 39	Week 28 Revision	Week 29 Alternative spellings: /zh/ /u/		

Year 2				
Autumn				
week 1-2		Assessment		
Week 3		revisit any gaps in phase 3 and 5a		

		new grapheme for reading.		
Week 4	Revisit 5c – focus on spelling	Week 8 Alternative spellings: /ai/ /c/		
Week 5		Week 9 alternative spellings: /ee/ /ch/		
Week 6		Week 11 Alternative spellings: /igh/ /f/		
Week 7		Week 12 Alternative spellings: /oa/ /m/		
Week 8		Week 14 Alternative spellings: /oo/(y)/oo/ /n/		
Week 9		Week 15 Alternative spellings: /ow/ /ng/		
Week 10		Alternative spellings: /oi/ /r/		
Week 11		Alternative spellings: /ar/ /s/		
Week 12		Week 20 Alternative spellings: /ear/ /sh/		
Week 13		Week 21 Alternative spellings: /air/ /v/		

Week 14-15		Week 23 Alternative spellings: /or/ /w/		
Spring follow Year 2 spelling progression Put in place support for individuals who have not yet mastered phase 5.				

For 2021 Year 1 and 2 teaching sequence has been adapted.

Teachers will be including 2 phonics sessions a day.

This progression is specific to the 2021-22 cohort to ensure children make accelerated progress.

Year 1				
Autumn – Year 1				
week 1		Revise phase 2 and assess. Set 6: j, v, w, x Set 7: y, z, qu	Alphabet song Read tricky words: he, she	
Week 2	Phase 3	Consonant digraphs: sh , ch, th, ng Ai, ee, igh, oa + high frequency word session	Point to letters in alphabet song Read tricky words: we, me, be Spell tricky words: the, to	
Week 3		Vowel digraphs: oa, oo oo , ar, or, ur, ow, oi + high frequency word session	Read tricky words: was, my	
Week 4		Vowel trigraphs: ear, air, ure + revision of phase 3	Spell tricky words: no, go Read tricky words: you, they	
Week 5	Phase 4	CVCC Focus on target sounds from assessment.	Reading: said, so, went, from Spelling: he, she, me, we, be	Yellow

Week 6			Vowel digraphs: ar, or ur, ow, oi, ear, air, ure, er	Spell tricky words: no, go Read tricky words: you They, her
Week 7		Adjacent consonants	Reading: were, there, little, one, help Spelling: they, all, are	
Week 8		HFW and adjacent consonants	Reading: do, when, what, children, Spelling: my, her	
Week 9		Assess		
During phase 5 use 2 phonics session to consolidate each new GPC and revisit phase $\frac{3}{4}$ as necessary.				
Week 10	Phase 5 New graphemes for reading in bold Use phonics play phase 5a to support	Wh, Ph, Ay (week 1, Mon) a-e (introduce eigh/ey/ei)	reading: oh, their, people	Blue 1
Week 11		Long e: ea, e-e, (awareness of alternatives: ie, ey, y)	reading: Mr, Mrs, looked, called, asked	Blue 1
Week 12		Long i: ie, i-e, (awareness of y, l) Long o: o-e, oe awareness of (o, ow)	Spelling: said, so, have, like	Blue 1
Week 13		Long oo Ue u-e ew	spelling: some, come, were, there	
Week 14		Or sounds Aw, au, (awareness of al) Ir (link to er/ur)	Revise	Blue 2

Week 15		ou , (link to ow) oy (link to oi) assess	Blue 2

Year 2				
Autumn				
	phase	Letter sounds		
week 1	Phase 3	Consonant digraphs: sh, ch, th, ng Vowel digraphs: ai, ee, igh, oa, oo oo ,	Read tricky words: we, me, be Read tricky words: was, my	
Week 2		Vowel digraphs: ar, or ur, ow, oi, ear, air, ure, er	Spell tricky words: no, go Read tricky words: you They, her	
Week 3		2 syllable words CVCC and CCVC	Reading: said, so, went, from, have, like, some, some, it's, just Spelling: he, she, me, we, be, was, you	
Week 4	Assess during this week	phase 4 adjacent consonants		
Week 5 (possibly 2 weeks)	Phase 5	wh, ph, (ai sounds) ay, a-e, (ee sounds) ea, e-e, (igh sounds) ie, i-e, (oa sounds) o-e, oe,	Reading oh, their, people, Mr, Mrs, looked, called, asked Spelling: said, so, have, like	Blue 1
Week 6		(long oo) Ue, u-e, ew, (or sounds) aw, au, (er sounds) ir (ow sounds) ou (oi sounds) oy	spelling: some, come, were, there	Blue 2
Week 7		Mock screening with teacher Review plan		
Week 8		And revise phase 5.		
		Revise phase 5		
Week 10		Screening		
<p>Begin Phase 5c – this revisits alternatives with a spelling focus. Teachers to use the phonics play planning to support 1 or 2 lessons on each phoneme. To ensure children move quickly through the alternatives. This phase will quickly be replaced by the Year 2 spelling overview.</p> <p>Instead of 2 phonics sessions per day the Year 2 class will now have additional whole class reading sessions to apply their phonic knowledge.</p>				
Week 11		Alternatives for		

		/ai/ /c/ /ee/ /ch/		
Week 12		/igh/ /f/ /oa/ /m/		
Week 13		/oo(y)/oo/ /n/		
Week 14-15		/ow/ng/oi/r/		
Spring				
Week 16		/ar/s/ear/sh/		
Week 17		/air/v/or/w/		
Week 18		/ur/e/er/i/		
Week 19		/o/ /zh/u/		
Week 20		Continue with year 2 spelling overview		
Week 21				
Week 22				
Week 23				
Week 24				
Week 25				
Week 26				