

Wood Fold Primary School

Phonics (Sounds-Write) and Early Reading Policy

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Next review (date):	Ongoing to reflect practice

Sounds Write

At Wood Fold we follow the quality first phonics programme of Sounds-Write. It provides classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Sounds Write is introduced and taught in Reception and throughout KS1. In addition, it also serves very successfully as an intervention or catch-up programme for children across school. Sounds Write is a ‘Synthetic Phonics programme’; It is a method of teaching where words are broken up into the smallest units of sound (phonemes). The children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word. It is a direct approach by teaching the connection between phonemes and graphemes explicitly.

Phonics Planning

The Teaching of Phonics in Reception and KS1 (and KS2 for any children who did not meet the attainment targets at the end of KS1) will be planned in accordance with our Phonics Policy and will include:

- Daily instruction in dedicated phonics lessons using the Sounds-Write programme.
- Lessons planned by the Class Teacher.
- Intervention groups which target the needs and ability of all the children and make effective use of support staff.
- Appropriately paced lessons that provide children with suitable tasks to demonstrate their learning, using the Sounds-Write support materials.
- A separate weekly plan which will document the sounds that should be revised and those to be introduced, according to needs of the groups of children.
- Planning to include high frequency words that children will be introduced to alongside phonics teaching, daily.
- Planning should include nonsense words to determine how well children can blend and segment phonetically.

Planning should reflect and build on prior learning. Staff must ensure that all children are given sufficient exposure to all of the letter- sound correspondences of the English language.

A systematic approach is required for teaching 1 simple sound: 1 letter correspondences to the sounds represented by several spellings.

Children will be matched to an appropriate book level that matches their phonic knowledge. For children learning Initial Code they will be given Dandelion readers as home reading books and Sounds-Write phonics reading books within school for 1:1 reading and assessment. The same will apply for children on Extended Code.

Teaching and Learning:

- The approach to the teaching of phonics across the school will be consistent and show progression of skills and knowledge.
- Teachers using Sounds- Write are fully trained and follow the lesson scripts.

- When teaching a new sound, we ensure children are seeing how sounds are being represented in written form through adult modelling and through opportunities to practice writing them. In addition, phonics based written work will be recorded in books on a regular basis.
- We ensure every lesson gives children opportunities to see, say, blend and segment sounds to make the words and also to practise writing the words.

Resources:

- A copy of the Sounds-Write manual and supplementary materials booklet in each classroom through which to deliver the programme using a systematic approach.
- Initial Code and Extended Code interactive whiteboard presentations.
- Flashcards, magnetic cards, post its and whiteboards.
- Phonics writing books.
- HFW cards.
- Dandelion Reading Scheme to match all Sounds-Write units, Initial and Extended.
- Dragon Egg Series and Island Adventures Series reading books to match sounds for Extended Code (Unit 20 +)
- Sounds Write Phonics books to match all Sounds-Write units, Initial and Extended.

Assessment, Recording and Reporting:

On-going formative assessment will be used by the Class Teacher and support staff to determine how successful the children have been in their ability to recognise and write graphemes, orally blend and segment words and their ability to read and spell phonetically regular words. Teachers will use AFL continuously to judge whether the children are retaining the information and are able to apply it; anyone who is needing further support is identified promptly and will receive support through a 'Keeping Up' programme.

Teachers will use the *Dandelion Launchers and Readers Reading Assessments*-These assessments work alongside the books in the Dandelion Launchers and Dandelion Readers series. They can be used to evaluate reading progress over time and to identify where further help or consolidation is needed for the Initial Code of Sounds Write.

The assessments will identify the following:

- Knowledge of grapheme–phoneme correspondences
- Ability to blend sounds together accurately to decode single words
- Ability to decode a sequential text at the reader's decoding level
- Ability to comprehend a sequential text at the reader's decoding level

Analysis of this along with formative assessment will indicate which children are targeted for intervention to plug gaps.

At the start of Year 1, children will complete a diagnostic assessment which will incorporate the skills and knowledge taught in Reception; this will take the format of the Phonics Screening Test. Analysis of this assessment will give Year 1 teachers valuable information which will inform, which children may need additional support as well as providing information of skills and knowledge which they will need to review with the whole class during phonics lessons.

When to assess?

There will be at least a week after new learning and reading the relevant book, before delivering a diagnostic test at that level. The results will then show which areas need re-visiting for further instruction and practice.

The teacher will assess the children at the following points:

- at CVC level at the end of Unit 7
- at CVCC, CCVC, and CCVCC level at the end of Unit 10

- after digraphs th, ch, sh, ck - Unit 11
- After Dandelion Readers at the end of Unit 20
- Written Extended Code Assessments after every 4 units.

Delivering the assessment

- The ‘diagnostic reading sheets’ will be presented to the children. The teacher will mask part of the text if needed to avoid overwhelming the child.
- The teacher will determine how often the reader needs re-assessment. We have provided for two re-assessments on the scoring sheet.
- Three errors in the single words or the text are enough to warrant a re-test at a later date.
- We will encourage the reader to have a positive attitude towards being tested, with an understanding that it is to demonstrate their progress with reading.
- The teacher ensures that during testing, that the reader cannot see what is being written.
- Use the same notation for each assessment. This will save time and make it easier to compare test results.
- The teacher will not use errors with high frequency words as part of the three- error re-test.

Comprehension questions

Reading accuracy is important, with comprehension as the goal. Increased fluency speed helps with comprehension, but knowledge of vocabulary is also key. We will provide two to four comprehension questions with each test. The reader will be able to re-read the text, if required, to find the answer, as these assessments are not memory tests.

During daily English lessons the children are exposed to comprehension style questions relating to the text they are studying.

Phonics Screening Test:

The Phonics Screening Check is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher. This is usually their class teacher, but it could also be the headteacher or another teacher who knows the child well.

During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words. Pseudo-words are included to ensure that children are using their decoding skills and not just relying on their memory of words they’ve read before.

The test itself is divided into two sections. In Section 1 children are asked to recognise simple word structures and Grapheme Phoneme Correspondences (GPCs) from the earlier phases of the phonics curriculum. In Section 2 children need to recognise GPCs from the later stages of the phonics curriculum. They also encounter graphemes that correspond to more than one phoneme (e.g. the grapheme ‘ea’ represents different phonemes in the words bread and bead.)

Children in Year 2 who didn’t pass the Year One Phonics Screening Test will be monitored carefully; should they need further support in class they too will take part in ‘keeping Up’ but will also take part in intervention sessions to plug gaps should they need it.

Early Reading

In class sessions

Reception

The children will have a Sounds Write phonics lesson every day. They will also have multiple story time sessions throughout the day, using a variety of text types. The teacher and Teaching Assistant will listen to the children read on a 1:1 basis using the relevant Sounds Write reading book linked to the unit they are teaching that week.

In Reception the children listen to the teacher/ Teaching Assistant read regularly as this allows the children to *hear* fluent reading. This ‘shared reading’ is an opportunity for children to listen carefully and take enjoyment from what is being read. The teacher will also display the text on screen occasionally and point to the words one at a time, reading slightly below their normal pace. This helps develop children’s concept of word and understanding of print conventions.

The children in Reception are also exposed to Wordless Picture Book readings; developing fluency through song; patterned picture book readings; poetry; story telling through puppets etc. The brevity, rhythm, rhyme, patterned texts are beneficial in providing the building blocks for fluency in emerging readers.

Year 1

The children will have a daily Sounds Write lesson. At the end of the session the teacher will read a page or two of the relevant Sounds Write book and the children will follow the text as it is being read. They will also have x3 reading sessions per week, teaching the reading strategies mentioned below. The children follow the text whilst it is being read, carry out echo reading and choral reading.

Both the teacher and the Teaching Assistant will listen to the children read on a 1:1 basis during the week using a book that covers the Unit they are teaching in Sounds Write that week.

Year 2

The children will have a daily Sounds Write lesson.

They will also work on fluency practice x4 per week, using picture books initially, moving on to short extracts.

The teacher will listen to the children read on a 1:1 basis during the week using a book that covers the Unit they are teaching in Sounds Write that week.

In the Summer term, Year 2 children will take part in the ‘Just Read’ project; they will listen and follow the text as the teacher reads for 30 mins every day.

Teaching reading fluency

All teachers and teaching assistants will teach reading fluency using numerous strategies such as:

Shared reading- This involves a teacher reading aloud to the children with brief discussion of the text and as a result focuses on the development of listening comprehension, word knowledge, background knowledge and reading enjoyment.

The child’s central role in this type of reading is to listen carefully, to try to derive meaning from what they hear and to enjoy the process of doing both. This happens every day across school, as teachers read the class novel to the children.

‘Fluency practice’- This focuses on developing fluency through repeated oral reading of a short text or extract. The text needs to be long enough for children not to be able to memorise it- around 1-1.5 minutes of reading time. This strategy follows the following structure:

- 1) The teacher will read the text aloud, modelling fluent reading.
- 2) The mixed ability pairs attempt to read the text aloud to their partner. To ensure they are both involved, the non reading partner should track the line that is being read.
- 3) Once a partner has read, they switch roles. (Alternatively the partners can take it in turns to read a sentence as they progress through the text)
- 4) The idea is that each partner will read the text aloud 3 times, aiming for greater fluency each time.
- 5) The teacher can move around the room and listen to pairs read, providing immediate feedback. The non reading partner should also be providing support to their peer.
- 6) Ensure there is some discussion around the text’s contents so that children are given opportunity to share the interesting things they have read.

Echo reading- This is a reading strategy designed to help students develop expressive, fluent reading. In echo reading, the adult or confident reader reads a short segment of text, sometimes a sentence or short paragraph, and the student will echo it back.

Choral reading- Choral reading is **reading aloud in unison with a whole class or group of students**. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Paired- reading- reading with a more fluent partner, whether that be a teacher or a peer, can have significant impact upon a child's ability to read with fluency. The child benefits from simultaneously hearing a more fluent read of the same text.

Prompts for reading fluency:

As well as using strategies to develop fluency in children, teachers and teaching assistants use appropriate prompts:

- Are you listening to yourself?
- Did it sound right?
- Can you read this quickly?
- Put them all together so that it sounds like talking.
- How would you say that?
- Make it sound like your favourite book.
- Make it sound like a story you would love to listen to.
- Read up to your finger.
- Read it all smoothly.
- Make your voice go down at the end of the sentence.
- Change your voice when you see these marks on the page.
- Make it sound like talking.

The use of Home Reading Books:

The vast majority of children will be taking home a **Dandelion Reading book**, that covers the previous Unit they have been taught. The following is the structure that **ALL** children in Year 1 and Year 2 will follow, when reading at home. Parents have been informed of this through 'meet the teacher' meetings; on the school website and information is stuck into the front of children's reading record books.

Monday – word list at the beginning of the book – to read each word and discuss the meaning of the word and to put it into context, for example, mess – “you have made a mess!”.

Tuesday – read part of the book and discuss.

Wednesday – complete the book and discuss

Thursday – Q&A, at the back of the book, to ensure a full understanding and recall of what has been read.

Friday – return book ready for a new book to be issued on Monday.

Children in Reception will follow a similar structure:

Monday – word list at the back of the book - check target sounds and read words.

Tuesday - read the book together. Talk about what is happening in the story.

Wednesday - re-read the book, aiming for an increase in pace and fluency.

Thursday - play the game at the back of the book/practise reading or spelling the words listed.

Friday - return the book to school ready for a new book to be issued on Monday.

Which book will be taken home?

- Each Unit of the **Initial Code** is to be covered and explicitly taught over a two-week period, to ensure full consolidation both at home and in school.
- Children will take home a ***Dandelion Reader*** book linked to the previous sound that was taught, so that the children have some confidence when reading at home.
- Whether they take home Set 1, 2 or 3 will depend on how secure they are within that sound.
- In week 2 of the sound being taught children will move on to the next unit to consolidate and / or challenge further.
- If a child takes home Set 1 on week 1, they will take home Set 2 in week 2.
- If a child takes home Set 2 on week 1, they will take home Set 3 in week 2.
- Children who are showing particular strength in reading will take home a ***Sounds Write book*** which focuses on the sounds of the previous taught unit.

- In Year 1, each Unit in the **Extended Code** is to be covered and explicitly taught over a 2-week period.
- The children will take home the ***Dandelion Reader book*** (Level 1, 2 or 3) which relates to the previous sound they were taught. This is to ensure that the children have confidence and sound knowledge of the sound when reading at home.
- If a child takes home Level 1 on week 1, they will take home Level 2 in week 2.
- If a child takes home Level 2 on week 1, they will take home Level 3 in week 2.
- Children who are showing particular strength in reading will take home a ***Sounds Write book*** which focuses on the sounds of the previous taught unit.

- In school, over a 2-week period, the children will read a ***Sounds Write book*** which is linked the sound they learnt the week before (week 1) and the current sounds (week 2).

- In Year 2, each Unit in the **Extended Code** is to be covered and explicitly taught over a 1-week period.
- The children will take home the ***Dandelion Reader book*** which relates to the sound they were taught the week before. This is to ensure that the children have confidence and sound knowledge of the sound when reading at home.
- Children who are showing particular strength in reading will take home a ***Sounds Write book*** which focuses on the sounds of the previous taught unit.
- From Unit 20 onwards of the Extended Code, children will also take home from a selection of Dragon Egg Series, Island Adventure Series and Level 4 Dandelion books.
- Any child across school, who need decodable texts to read, are carefully monitored and appropriate books are sent home matching their ability/ the stage they are currently at.

Every child in Nursery, Reception and Year 1 will be given a **share book** to read at home over the weekend with an adult. This is to promote the love of reading and the enjoyment in sharing a book with someone else. It is an opportunity for the child and parents to share the story with one another for relaxing, quality story time. The book is returned on a Monday morning.

In Year 2, children are able to choose a book from the KS1 library to take home on Friday.

Monitoring

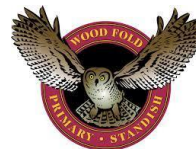
The Phonics and Early Reader lead will monitor and evaluate the planning and teaching of Phonics within the school through observations, scrutiny of work, displays and on-going discussions with Class Teachers. All Teachers and support staff will receive Sounds-Write training to ensure delivery is of a high quality and consistent within the School Phonics Policy.

The Early Reading and Sounds Write lead is: Mrs Harris

Appendix 1 – Phonics Progression Plan



Phonics Sounds-Write Units



This is the order in which children are exposed to sound-spelling correspondences from Reception through to Year 2, following the Sounds-Write scheme of teaching Phonics.

Initial Code (Reception)			
Unit	Word Structure	New Sounds	New High Frequency Words
IC Unit 1	CVC	a, i, m, s, t	
IC Unit 2	CVC	n, o, p	is, a
IC Unit 3	CVC	b, c, g, h	the, l
IC Unit 4	CVC	d, e, f, v	for, of
IC Unit 5	CVC	k, l, r, u	to, are
IC Unit 6	CVC	j, w, z	was
IC Unit 7	CVC	x, y, ff, ll, ss, zz	all
IC Unit 8	VCC & CVCC	using the previously taught sounds	come, some
IC Unit 9	CCVC		
IC Unit 10	CCVCC, CVCCC, CCCVC		
IC Unit 11		sh, ch, th, ck, wh, ng, qu	there, their, these, what, where, who

Extended Code (Year 1 & Year 2)		
Unit	/Sounds/ spellings	spellings /sounds/
EC Unit 1	/ae/ ai, ay, ea, a-e	
EC Unit 2	/ee/ e, ea, ee, y, ie, e-e	
EC Unit 3	ea /ae/ (great) & ee (team)	
EC Unit 4	/oe/ o, oa, o-e, ou, ow, oe	
EC Unit 5	o /oe/ (no) & /o/ (hot)	
EC Unit 6	/er/	

	er, ir, or, ur
EC Unit 7	/e/ e, ea, ai
EC Unit 8	/ow/ ou, ow
EC Unit 9	ow /ow/ (cow) & /oe/ (snow)
EC Unit 10	m/oo/n oo, ou, ue, ew, u-e, o
EC Unit 11	/ie/ i, igh, y, ie, i-e
EC Unit 12	b/oo/k oo, u, oul
EC Unit 13	oo m/oo/n & b/oo/k
EC Unit 14	/u/ o ou u
EC Unit 15	ou /ow/ (loud), /u/ (double) & /oo/ (soup)
EC Unit 16	/s/ s, ss, st, c, ce, se, sc
EC Unit 17	s /s/ (bricks) & /z/ (his)
EC Unit 18	/l/ l, ll, al, el, il, le, ol
EC Unit 19	/or/ or, aw, au, a, ar, al
EC Unit 20	/air/ air, are, ear, ere, eir
EC Unit 21	/ue/ ue, ew, u, u-e
EC Unit 22	ew /oo/ (blew) & /ue/ (new)
EC Unit 23	/oy/ oi, oy
EC Unit 24	/ar/ ar, a, al, au
EC Unit 25	/o/ o, a
EC Unit 26	a /o/ (was), /a/ (cat), /ae/ (apron) & /ar/ (father)
EC Unit 27	/ae/ ai, ay, ea, a-e, a, ei, ey, eigh
EC Unit 28	/d/ d, dd, ed
EC Unit 29	/ee/ e, ee, ea, y, ey, ie, l
EC Unit 30	/i/ i, ui, e, y
EC Unit 31	y /y/ (yellow), /i/ (hymn), /ie/ (cry) & /ee/ (happy)

EC Unit 32	/oe/ oe, o-e, ow, oa, ou, ough, o
EC Unit 33	/n/ n, nn, ne, gn, kn
EC Unit 34	/er/ ar, er, ir, or, ur, ear, our
EC Unit 35	/v/ v, vv, ve
EC Unit 36	m/oo/n oo, ew, u, ue, u - e, ui, ou, ough
EC Unit 37	/j/ j, g, ge, dge
EC Unit 38	/g/ g, gg, gh, gu
EC Unit 39	g /j/ (angel) & /g/ (gym)
EC Unit 40	/f/ f, ff, gh, ph
EC Unit 41	gh /f/ (cough) & /g/ (ghost)
EC Unit 42	/m/ m, mm, mb, mn
EC Unit 43	/or/ oar, ore, our, augh, ough
EC Unit 44	/h/ h, wh
EC Unit 45	/k/ c, k, ck, ch, cc
EC Unit 46	/r/ r, rr, rh, wr
EC Unit 47	/t/ t, tt, bt, te
EC Unit 48	/z/ z, ze, zz, s, se, ss
EC Unit 49	/eer/ eer, ere, ear