



Phonics and Early Reading Policy

September 2022

Reviewed September 2024

To be reviewed annually

Intent

At St Peter and Paul Catholic Primary School, we value the impact that Reading has on children's lives. Reading is a fundamental life skill and builds the foundations for lifelong learning. We believe Reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures.

At our school, we place Reading at the heart of everything we do. It forms the backbone of our whole curriculum, with texts used in every subject to enhance and bolster learning. We believe children and staff should love Reading and see themselves as readers. They should be able to talk confidently about books, form their own opinions and make choices in Reading. Children should be able to use specific Reading skills to comprehend and analyse a range of texts. We ensure these build in complexity throughout their time at school, so that children become critical readers. We understand that in order for this to happen, as a first step, children must be taught how to decode and read fluently using systematic synthetic phonics. We believe that no child should be left behind in Reading and so place emphasis on rigorous teaching and additional support for those that need it to ensure children 'keep up' rather than need to 'catch up'. Every child should leave SS Peter and Pauls with the Reading skills they need to access their next steps in life, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. Our aim is to ensure pupils have fostered a love of reading, not only within their ability to read and comprehend a large range of texts, but to have formed personal relationships with reading, understanding what authors and texts they enjoy, making links and connections between texts and understand the importance, knowing that reading can unlock all areas of the curriculum and learning in the wider world.

Implementation

Early Reading and Phonics

At SS Peter and Pauls, we follow Essential Letters and Sounds (ELS), a DFE validated systematic synthetic phonics teaching programme. It has been developed for teachers by teachers from Knowledge Schools Trust and is designed to ensure that all children learn to read well and make speedy progress.

ELS is rich in talk and story enabling our pupils to experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. Through the use of *ELS*, we teach pupils to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

At SS Peter and Paul's, phonics is taught daily through the delivery of whole-class, high-quality first teaching using well-structured daily lesson plans. This starts during the very first days of Reception.

We follow the *ELS* systematic approach to teaching synthetic phonics with fidelity, ensuring all children, teachers and parents use consistent terminology and resources following *ELS*. We use *ELS* interactive whiteboard presentations, flashcards, friezes and phonics mats to support our children with grapheme phoneme correspondence (GPCs).

The next page details the structure of a week using the *ELS* planning progression.

Weekly lesson structure for teaching new phonemes and graphemes:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

Each week consists of 5 lessons, one per day. New graphemes and phonemes are taught on days 1-4 including new harder to read and spell words. On day 5, children have the opportunity to practise reading and writing words with previously taught grapheme and phonemes in and also apply this knowledge through reading decodable books and writing phrases and sentences.

Weekly lesson structure for review weeks and Phase 4 teaching:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

Throughout each half term, there are review weeks planned in which are there to support children in consolidating their understanding of all prior learning. The 'ELS term-by-term progression' chart shows where these occur. The table above shows the lesson structures for review weeks. The fifth week of each term is assessment week. These weeks follow the same structure and lesson plans as the review weeks.

The structure of all phonics lessons are consistent and allow children to predict what is coming next, what they need to do, and how to achieve success. We follow the structure set out by ELS:









This gives pupils opportunity to be introduced to new graphemes and phonemes, hear the sound or word, say the sound or word, see the sound or word, read the word, write the word, use new vocabulary in context, practise and apply. The final review stage again enables children to reinforce their learning through reading and writing sentences or phrases.

We use the same teaching sequence throughout each lesson – Show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Pupils are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), we use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. This not only teaches them to become fluent with phonics, but also develops a rich vocabulary.

Practice and repetition are key. We want to teach our children, not test them, so using the *ELS* ‘Give, Give, Give’ approach, we are constantly providing plenty of modelling and active teaching and learning opportunities.

- Give the GPC – share the new sound or spelling being taught.
- Give the word – put it into context.
- Give the meaning – ensure children can use the vocabulary

Our phonics lessons are tightly structured and do not include any unnecessary activities. Repetition is used to help the children overlearn new knowledge and is a key feature of all lessons. To ensure the pace of lessons, we set clear expectations at the start so that children understand what to do. For example using the phrase ‘Me, then you’ means the teacher wants the children to listen, and then repeat what is said exactly. We also use a spelling structure to ensure children are active in their learning and this is consistent throughout all year groups:

Key teaching features	
Spelling sequence	Encourage children to follow the sequence:
	• Say the word 
	• Stretch the word 
	• Segment the word 
	• Blend the word 
	• Count the sounds within the word 
	• Say the whole word 
This sequence can be used for any word where the children have been taught the GPCs within the word.	

Within the apply stage of the lesson, children work in apply booklets independently. Within this stage, there is opportunity for teachers to target children requiring additional support during the lesson. These children work with the class teacher during the Apply activity, to help them consolidate their understanding. Following this targeted teaching, the children will then complete the Apply activity independently. This is either done as the other children review their learning at the end of the phonics session, or later in the day.

Children then access a range of activities across the curriculum that allow them to apply their decoding learning. Children work systematically through Phases 1 to 5, building up their decoding skills to become fluent readers. Staff draw upon observations and assessment to ensure children are stretched and challenged and to identify children who may need additional support through interventions and 121 reading.

ELS overview Phase 1 - 5

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Phonics teaching and learning does not stop at the end of Year 1/Primary 2. As children move onwards through the school, we continue to encourage children to use their knowledge of phonics as they tackle more complex books and learn to spell more sophisticated words. Children in KS2 access phonics lessons if necessary.

ELS Term-by-term Progression

Most terms start with a review week in order to recap and revise previous learning. This supports consolidation and enables children to master knowledge. Assessment week takes place on the 5th week of each half term.

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.

Reception/Primary 1 Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

When children complete Phase 5 phonics and are secure in this, they then access our school spelling programme. See separate spelling policy.

Early Reading and Phonics in Reception

Children in Reception access discrete Phonics teaching every day and apply that teaching as a whole class, in small groups and during continuous provision. Teachers follow the long-term plan for *ELS*. Additionally, if children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading.

By the end of Reception, our aim is for all children to be secure in Phase 4 Phonics and to be accessing an introduction to Phase 5 teaching from the beginning of summer term. We start phonics in the very first days of Reception at Phase 2, continuing Phase 1 throughout and consolidating this through continuous provision.

To support children's decoding and support building a love of reading, they take home two books per week – one phonically decodable book matched closely to their phonics knowledge and one reading for pleasure book to share with their families. Parents are kept well-informed of their children's progress and are regularly invited into school for workshops and other activities.

Within the curriculum, staff share a wide range of carefully chosen texts with children, modelling a love of reading, reading behaviours and making links to decoding and understanding. Each class also have daily opportunities planned in for either singing, story time or poetry sessions.

Early Reading and Phonics in Year 1

In Year 1 teachers follow our long-term plan for *ELS*. Children access discrete Phonics teaching every day and apply that teaching as a whole class throughout the curriculum. Additionally, if children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one basis or in small groups: oral blending, GPC recognition and blending for reading. They may also receive additional one-to-one reading sessions daily or weekly with a focus on decoding and fluency.

By the end of Spring 2 in Year 1, our aim is for all children to be secure in Phase 5 Phonics. We begin the year by consolidating Phonics phases, closing gaps if needed. We continue Phase 5 until the end of spring term, recognising the need for children to be fully secure in this before Year 2. In summer term, we review all previously taught GPCs for reading and spelling and teach further rarely-used GPCs.

To support children's decoding and support building a love of reading, they take home two books per week – one phonically decodable book matched closely to their phonics knowledge and one reading for pleasure book to share with their families. Parents are kept well-informed of their children's progress and are regularly invited into school for workshops and other activities.

Within the curriculum, staff share a wide range of carefully chosen texts with children, modelling a love of Reading, reading behaviours and making links to decoding and understanding. Each class also have daily opportunities planned in for story time.

Early Reading and Phonics in Year 2 and beyond

If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, or if they are not yet secure in Phase 3, 4 or 5 Phonics, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. They may also receive additional one-to-one reading sessions daily or weekly with a focus on decoding and fluency.

Once children are secure in phase 5 and are reading 90% of a decodable book fluently, they are able to go onto banded reading books. They will be assessed using the Salsbury scheme to ensure they have a reading book at an appropriate level.

Interventions for phonics

'Decoding fluency is achieved through accurate initial instruction followed by lots of practice.' (Hirsch, 2003).

Through a careful analysis of pupil's diagnostic assessments and half-termly assessments, misconceptions and gaps are identified for individuals. These children then access one of the three *ELS* phonics interventions: Oral blending, Grapheme–phoneme correspondence (GPC) recognition and/or Blending for reading. These interventions are led by teaching support staff in addition to whole-class lessons either in small groups or on a one-to-one basis. Children in EYFS and KS1 can initially receive an in class intervention within the phonics lessons immediately addressing misconceptions and then one of the *ELS* interventions in addition if necessary. Children in KS2 may also access these interventions in addition to whole-class spelling lessons. Each intervention lasts approximately 5 minutes (one-to-one) and no longer than 10 minutes (small groups). This is to ensure that children do not miss large amounts of time out of class.

Oral blending

This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the teacher needs to model sound-talking for the child, who then sound talks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others

Grapheme–phoneme correspondence (GPC) recognition

This intervention involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to *ELS*, those with additional needs and those with auditory processing weaknesses or a fluency block. Before this intervention, teachers assess the child's grapheme knowledge to identify any sound gaps – this happens as part of assessment in every lesson. The intervention is targeted to the day's teaching and can also be used after the Half-termly Assessment to address any gaps that may be apparent. The intervention follows a similar structure to the whole-class session: reviewing previously taught sounds using grapheme cards, teaching the sound/grapheme that needs reinforcing, and applying this skill by word-building and reading.

Blending for reading

This intervention supports a child who requires additional practice for blending. Teachers are aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word building, listening to the sounds within a word and identifying these. Again, this intervention particularly

supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Assessment for reading and phonics

Phonics assessment

It is important that children's progress is assessed thoroughly, so that any gaps can quickly be identified. Assessment of the children's reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up. Teachers use the assessment cycle alongside daily in-class assessments to ensure they know where every child is in their early reading journey. ELS is designed to remove the likelihood of 'gaps' in children's knowledge occurring, to avoid children falling behind and to ensure rapid progress where children are transferring their decoding and encoding skills to reading and writing.

Baseline assessment takes place during children's first week in Reception. After that, assessment takes place on the fifth week of each term following the *ELS* long-term plan (may differ to catch up amendments to LTP).

These **ELS half termly assessments** allow all members of staff to identify any sound and grapheme gaps, or any difficulties with blending and decoding. By undertaking assessment in the fifth week teachers are able to action a direct intervention before any upcoming school holidays. *ELS* includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

Once a term, an **ELS Diagnostic Assessment** is completed to enable teachers to identify a gap in children's knowledge or understanding, or to assess new starters, to ensure that the appropriate support is provided to them to make rapid progress and consolidate their skills and understanding. There are four parts to the assessment:

- Identifying code knowledge through sound/spelling recognition
- Identifying code knowledge within words
- Identify segmenting and blending skills
- Recognition of harder to read and spell words

In addition to the assessments above, an **ELS Phonics Screening Check** assessment is completed each half term from Year 1 Autumn 1 Week 5.

Following assessment, teachers analyse the data to ensure that children are being given adequate opportunity to review and practise those GPCs which they are least confident with. This data is used to inform the next steps for each child and decide which interventions, if any, are needed. The table below shows the content covered in each assessment along with an 'on track' percentage at each assessment point for GPCs.

Where additional review of a GPC is required, this takes place both within the ELS lesson and outside of the lesson so that children have sufficient opportunities to see the GPC and consolidate knowledge if they are struggling to recall.

At the end of Year 1, pupils will take the **statutory Phonics Screening Check**. Its purpose is to assess whether children can read accurately a selection of words that include common GPCs: the first step in learning to read. It does not aim to assess reading comprehension or whether a child can read familiar words speedily

or decode unfamiliar ones easily. The children who do not meet the expected standard are screened again in Year 2.

Content covered in each assessment:

Reception Contents		
Assessment Name	GPCs and Words (real and pseudo) Covered	'On Track' Percentage
EY Aut1	GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss Words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red	70% GPCs (12/17) <i>There is no 'on track' for words as blending is a new skill.</i>
EY Aut2	GPCs: h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa Words: less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo: beff, gock, wint, queem, jaib, vight	83% GPCs (20/24) <i>There is no 'on track' for words as blending is a new skill, as a guide, if children have 'on track' recall for GPCs they should be able to decode and blend approximately 50% of the real words.</i>
EY Spr1	GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo: zoch, quair, tarsh, goid, plear, fleebow	75% GPCs (9/12) >66% Real words (8/12)
EY Spr2	Words: fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear	>70% Real words
EY Sum1	cvcc ccvc ccvc cccvc and suffix -ed /ed/ /t/ /d/ Words: painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Pseudo: laig, spown, thurb, zerd, fure, glinked	>70% Real words
EY Sum2	GPCs: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Words: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo: phid, whem, claup, droy, scabe, fleme	68% GPCs (11/16) >68% Real words (11/16)

Year 1 Content

Assessment Name	GPCs and Words (real and pseudo) Covered	'On Track' Percentage for GPCs
K1 Aut1	<p>GPCs: ay, ou, ie, ea, oy, ir, ue, aw</p> <p>Words: spray, proud, dried, treat, enjoy, third, bluebell, awning.</p> <p>Pseudo: flay, frou, zied, cheans, oyt, hirx, creud, jawp.</p>	<p>75% GPCs (6/8)</p> <p>% Real words</p>
K1 Aut2	<p>GPCs: wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c, y, al</p> <p>Words: whisper, nephew, goes, launched, chimney, named, extreme, lime, globe, flute, city, walked</p> <p>Pseudo: phape, whoin, shude, plice, cralk, drepe, shroe, voppy</p>	<p>85% GPCs (13/14)</p> <p>% Real words</p>
K1 Spr1	<p>Words: acorn, they, steak, weight, rather, she, blind, flying, photo, wand, awful, music, chemist, chef, feather, working, learn, group, shoulder, field, swerve, gym</p> <p>Pseudo: frew, flawp, zey, phobe, ulf, thazz, hiff, scime</p>	>75% Real words (17/22)
K1 Spr2	<p>Words: share, there, bear, catch, monkey, gem, gentle, fringe edge, squidge, listen, bounce, prince, mouse, horse, sign, gnome, knee, knight, write, wrench, climb, noise, raised, squeeze, breeze, cheer, here, option</p> <p>Pseudo: cax, jash, coid, ter, paip, riss, zeb, chueg</p>	>75% Real words (23/29)
K1 Sum1	<i>This follows the same structure as a PSC (12, 8, 8, 12). We have put real words first to assess the GPCs taught in Week 6 of Spring 2.</i>	Pass mark 32/40 (80%)
K1 Sum2	<i>This is a prepared story extract with questions. Please time how long it takes your children to read the passage. By the end of KS1, we expect children to read at 90 words per minute (0.66 wps). This passage is 90 words long. There are questions to support your understanding of the child's comprehension.</i>	Children reading this is less than 1min and 20 seconds (0.88 wps)

Those children who have < % than the 'on track' percentage may benefit from additional review inside the classroom as well as 121.

When looking at the individual GPC recall for the whole class, the following table is used and next steps identified so that teachers can target the needs of their children:

Whole class recall of a single GPC %	Next Steps:
90% or above across whole class	Continue to review these GPC grapheme cards within the lesson as the opportunity arises. Children will also see these during lessons and when reading words, captions, phrases and sentences within the apply sheets in their Activity Books.
80% - 90% recall across whole class	These GPCs must be review 2/3 times a week as part of the grapheme card reviews within the lesson. In addition, review these outside the lesson.
Below 80% recall across whole class	These GPCs must be reviewed every day as part of the grapheme card reviews within the lesson. In addition, review these outside the lesson.

Reading Fluency

Researchers generally define and measure Reading fluency in terms of the number of words read correctly per minute. However, we know that for our children to be successful readers, it is not just about the speed at which they read, accuracy is essential as well as speed. There is no point in children reading speedily if the words they read are wrong – for example, if they read ‘place’ for ‘palace’. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension.

We recognise that Reading fluency is a priority and therefore have built it into all reading opportunities across the curriculum and ensure that teachers, first and foremost, model fluent reading through quality first teaching in Phonics and all other areas of the curriculum.

Reading for pleasure

At SS Peter and Paul’s, we recognise the importance of children building a love of reading. As such, we place high importance on encouraging Reading for Pleasure in a wide variety of ways. Reading is prioritised within every aspect of school life and at the heart of our curriculum from starting school right through to Year 6. We have invested in lots of new texts across the curriculum to build a love of reading and exposure to different genres, text-types and authors. Our writing and reading long term plans consist of core texts that inspire writing, but also excite our pupils.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have opportunities to explore a wide range of magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading comprehension, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this we aim for:

- Parents and carers to have a good understanding of how they can support reading at home and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g., disadvantaged vs non-disadvantaged)

Glossary

Blend (vb) To draw individual sounds together to pronounce a word: for example, s-n-a-p, blended together, reads 'snap'.

Blending hands Clap your hands (silently) as you blend the sounds together to say the whole word.

Consonant A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).

Decoding Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words.

Decodable text A text which is entirely decodable based on the sounds and graphemes that have been taught. A child will not encounter a 'tricky' or HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching.

Digraph Two letters making one sound: for example, <ch>, <th>, <sh>, <ng>.

Drum roll Technique used when introducing a new grapheme/ spelling. This should be a two- to three-second drum roll on the children's laps. It allows the teacher to quickly see that all children are engaged and participating.

Encoding Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.

Grapheme A letter or a group of letters representing one phoneme: for example, <sh>, <ch>, <igh>, <ough> ('though').

Grapheme- The relationship between sounds and the letters which **phoneme** represent those sounds; also known as 'letter-sound **correspondence** correspondence'.
(GPC)

Harder to read Words that children will find harder to read and spell as **and spell** they will not have been taught the relevant GPCs. **(HRS) words**

Me, then you To ensure that children can apply their understanding independently, we must always give them the information required. First, we show how to do/say something. Then they copy us, before repeating this by themselves. We repeat these steps, reducing our modelling as children's fluency and independence increases.

Phoneme The smallest single identifiable sound: for example, the letters 'sh' represent just one phoneme (/sh/) but 'sp' represents two (/s/ and /p/).

Phonemic An ability to identify and make the sounds (phonemes) **awareness** within words.

Phonics A method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

Phonological An awareness of the sound structure of spoken words: **awareness** for example, rhyme, syllables, onset and rime, as well as phonemic awareness.

Pseudo words Words that do not make sense but are made up of decodable sounds.

Reading Teacher Any member of staff who delivers phonics teaching to children. This can be whole-class teaching, support during the Apply section of the lesson, delivering interventions or hearing children read.

Robot arms When sound-talking a word (orally segmenting it into the phonemes within the word), Reading Teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime', which are not part of the ELS programme. The word is said in 'robot talk' and then blending hands are used to blend the word.

Segment (vb) To split up a word into its individual phonemes in order to spell it: for example, the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

Schwa Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/: for example, ladderer, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell.

Sound-talk Oral sounding out of a word: for example, c-a-t.

Split digraph Two vowels that make one sound but are split by one or more consonants: for example, <a-e> as in 'make' or <i-e> as in 'inside'. There are six split digraphs in the English language: <a-e>, <e-e>, <i-e>, <o-e>, <u-e>, <y-e> (as in 'type').

Stretch Elongate the sounds in a word to allow you to hear each sound clearly: for example, 'caaarrrr'.

Trigraph Three letters making one sound: for example, <igh>.

Vowel Speech sounds in which the breath channel is not blocked and does not cause friction when making vocal sounds (i.e. the letters a, e, i, o, u).

Vowel digraph Two vowels that together make one sound: for example, <ai>, <ee>, <oa>.

Abbreviations

The following abbreviations are used to describe the order of letters in words:

VC Vowel-consonant: for example, the word 'am'.

CVC Consonant-vowel-consonant: for example, the word 'Sam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the words 'ring' or 'feet'.)

CCVC Consonant-consonant-vowel-consonant: for example, the word 'slam'. (Consonants and vowels in these abbreviations can be digraphs and trigraphs too, for example the word 'bring' or 'fleet'.)

