

## Phonics and Early Reading at Culcheth Community Primary School

At Culcheth Community Primary School we ensure that all children have access to a vigorous programme of phonic work which is securely embedded within a broad and language-rich curriculum. The children are taught short daily discrete phonics sessions that fire their interest and engage them in multi-sensory activities. We ensure that all children are praised for effort and achievement throughout their phonics experiences. Alongside this, we ensure that we nurture positive attitudes to reading and writing and the skills associated with it. Because our writing system is alphabetic, we ensure that the children are taught how the letters of the alphabet, singly or in combination, represent the sounds of spoken language (letter-sound correspondence) and how to blend (synthesise) the sounds to read the words, and break up (segment) the sounds in words to spell. We ensure that high quality phonics lessons are followed consistently and carefully each day, reinforcing and building on previous learning to secure children's progress. Throughout phonics sessions we assess the children regularly, ensuring that we identify strengths and weaknesses in children's knowledge, skills and understanding. Many elements of phonic knowledge are assessed including the recognition of letters (and groups of letters such as digraphs), the ability to sound of phonemes, the ability to hear and blend phonemes, the reading of phonically regular words and the reading of some irregular words. This ensures that the planned work is well matched to children's needs. We also assess phonics using the "Letters and Sounds" booklet which highlights specific digraphs for the children to learn and also identifies unknown Common Exception Words. This ensures that any gaps in achievement can be spotted early and the progress of these children tracked to ensure they receive appropriate and sustained support. Children in Year 2 – Year 6 are taught phonics and spelling through the "Read Write Inc" spelling programme.

Year Group	Phonics	Early Reading	Interventions
Reception	<p>Many children in Reception will have experienced phase 1 phonics in their Nursery year. This is continued at the beginning of reception and throughout the Autumn Term if required.</p> <p><u>Phase 1</u></p> <ul style="list-style-type: none"> <li>Environmental sounds - develop listening and awareness of sounds, listening and remembering sounds and talking about sounds.</li> <li>Instrumental sounds - develop awareness of instrument sounds, appreciate the difference between instrument sounds and others and use a wider vocabulary to talk about sounds.</li> <li>Body Percussion - develop awareness of sound and rhythms, recall patterns of sounds and talk about sounds we can make with our bodies.</li> <li>Rhythm and Rhyme - experience rhythm and rhyme, develop awareness of rhythm and rhyme within speech and to increase awareness of rhyming words.</li> <li>Alliteration - develop understanding of alliteration, hear the difference between different starting sounds within words and explore how different sounds are articulated.</li> <li>Voice Sounds - distinguish between different vocal sounds (including oral blending and segmenting), explore speech sounds and talk about different sounds we can make with our voices.</li> </ul> <p><u>Phase 2 (6 weeks during the Autumn Term of Reception)</u></p> <ul style="list-style-type: none"> <li>Children to be taught the phase 2 phonemes in the following order alongside the written grapheme.</li> </ul> <p>Set 1 – s, a, t, p      Set 2 - i, n, m, d      Set 3 – g, o, c, k      Set 4 – ck, e, u, r  Set 5 – h, b, f, ff, l, ll, ss</p> <ul style="list-style-type: none"> <li>Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.</li> </ul>	<p>Children to start on Lilac level (picture books) and to move through the book bands throughout the year depending on benchmarking results.</p> <p>It is expected that children will move from Lilac to Pink then Red and to finish their reception year on Yellow.</p> <p>Children in Reception take home a phonics book and a reading book. These are changed twice a week.</p> <p>All of the children in Reception have got access to Lexia which is tailored to their specific needs in phonics and early reading.</p>	<p>Throughout the year the children are grouped for phonics in order to meet their differing needs</p> <p>All reading by 6 is used as an intervention towards the end of Reception.</p>

	<ul style="list-style-type: none"> <li>Children to be taught to blend and read the following high frequency words alongside the set of phonemes  Set 1 – a, at, as      Set 2 – is, it, in, an, I      Set 3 - and, on, not, into, can, no, go  Set 4 – to, get, got, the, back, put      Set 5 – no, go, his, him, of, dad, mum, up  We also include look, me, here, for, you and are as those words are in the pink reading level benchmark books.</li> <li>Children to also learn the alphabet and the correlation between phoneme and letter name.</li> </ul> <p><u>Phase 3 (10 weeks during the Spring Term of Reception)</u></p> <ul style="list-style-type: none"> <li>Children to be taught the phase 3 phonemes in the following order alongside the written graphemes. Set 6 – j, v, w, x  Set 7 – y, z, zz, qu      - sh, th, ch, ng      - ai, ee, long oo, short oo      - oa, ar, or, igh  - ur, ow, oi, ear      - er, air, ure</li> </ul> <p>We also introduce split digraph words here as they are in the yellow reading level benchmark books.</p> <ul style="list-style-type: none"> <li>Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).</li> <li>Children to be taught to blend and read the following high frequency words alongside the set of phonemes.  - off, can, had, back      - are, see      - was, will, with      - my, for, too      - you, this, that  - they, then, them, down      - her, now      - all, look</li> <li>Children to be taught to read the following common exception words. - we, me, he, be, she</li> <li>Children to read decodable two-syllable words.</li> <li>Children to read and write sentences using set 1 to 6 (phase2) letters and no, go, the, and, to, I.</li> <li>Children to practise reading and writing captions and sentences.</li> </ul> <p><u>Phase 4 (Summer Term of Reception and revisited in Year 1)</u></p> <ul style="list-style-type: none"> <li>Children to revise and recall all Phase 2 and 3 phonemes.</li> <li>Children to read and write CCVC and CVCC words.</li> <li>Children to practise reading and spelling previously taught high frequency words.</li> <li>Children to read and spell two-syllable words</li> <li>Children to learn to spell the common exception words: we, me, he, be, she, they, all, are, my, her</li> <li>Children to read common exception words: said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what</li> <li>Children to read decodable words: went, from, it's, just, help, children,</li> </ul>	<p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p> <p>Daily Guided Reading sessions are established when appropriate in the Autumn Term and continued in the Spring and Summer Term.</p> <p>Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books.</p>	
Year 1	<p>Revisit Phase 4 (detailed above)</p> <p><u>Phase 5 (30 weeks during the second part of the Autumn Term and the whole of the Spring and Summer Term)</u></p> <ul style="list-style-type: none"> <li>Children to be taught new graphemes for reading in the following order (Phase 5 Letters and Sounds): wh, ph, ew, or, au, e, a-e, e-e, i-e, o-e, u-e, 'zh' (treasure), ore</li> </ul>	<p>It is expected that the children will move from Yellow to Blue, Green, Orange and Turquoise reading books in Year 1.</p>	<p>Children are grouped for phonics throughout Year 1.</p>

	<ul style="list-style-type: none"> <li>Children to be taught alternative pronunciations for the following letters: i, o, c, g, u, ow, ie, ea, er, ch, a, y, ou, e, ey,</li> <li>Children to be taught alternative spellings for the following phonemes: ch, j, n, r, m, s, z, u, ear, ar, ur, air, or, oo, ai, ee, igh, oa, (y)oo, oo, sh</li> <li>Children to practise reading and spelling all previously taught High Frequency Words.</li> <li>Children to read and spelling polysyllabic words.</li> <li>Children to read and write sentences.</li> <li>Children to read the following words: oh, old, their, people, house, about, Mr. Mrs. don't, by, looked, time, your, called, asked, very, water, where, day, who, because, again, different, thought, any, saw, through, eyes, work, friends, mouse, once, could, put, many, good, away, laughed, want, over, how, did, man</li> <li>Children to spell the following words: said, so, have, like, some, come, were, there, when, out, made, came, one, make, here, do, what, please, little, oh, how, did, man, their, going, people, would, or, Mr, Mrs, took, home, looked, who, think, called, school, didn't, asked, know, can't, ran, bear, long, things, new, eat, everyone, our, two, has, yes, play, take, will, find, more, I'll, round, tree, magic, shouted, us, other</li> <li>Children to practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned.</li> <li>Children to practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</li> <li>We also teach the soft 's' 'ce' digraph as it was in the phonics test last year.</li> </ul>	<p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All of the children in Year 1 have got access to Lexia which is tailored to their specific needs in phonics and early reading.</p> <p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p> <p>Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books.</p>	<p>Children who are not reading at the level expected are given intensive additional support including:</p> <p>Reading recovery</p> <p>All Reading by 6</p> <p>Additional Lexia (possible invitation to Lexia Club)</p>
Year 2	<p><u>Phase 6 (24 weeks during the Spring and Summer of Year 2)</u></p> <ul style="list-style-type: none"> <li>Children to be taught past tense, past tense (irregular verbs)</li> <li>Children to be taught to spell polysyllabic words: animals, garden, another, everyone, dragon, morning, granddad, narrator, classroom, together, grandmother, fishfinger, springboard, clingfilm, nightmare, nightdress, founder, importantly, especially, confidently, immediately, enormous, terrific, horrific, fantastic,</li> <li>Children to learn and practise writing common words: keep, last, even, before, been, must, hard, am, run, red, bed, air, gran, key, fun, inside, hat, snow, live, next, first, lots, need, fish, gave, may, still, found, say, soon, night, best, bad, tea, top, fell, box, sleep, told, hot, book, cold, park, dark, gone, please, ever, miss, cat, after, much, most, tell, boat, let, every, stop, right, sea, began, feet, around, great, suck, horse, rabbit, small, giant, use, along, grow, sat, window, really, floppy, baby, door, boy, food, fox, way, room, these, car, three, head, king, town, its, green, girl, which, wind, wish, fly, only, place, mother, queen, fast, dog,</li> <li>Children to be taught a range of memory strategies for spellings.</li> </ul>	<p>It is expected that the children will move from Turquoise, to Purple, Gold and then White reading books in Year 2.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All of the children in Year 2 have got access to Lexia which is tailored to their specific needs in phonics and early reading.</p>	<p>Children are grouped for phonics throughout Year 2.</p> <p>Children who are not reading at the level expected are given intensive additional support including:</p> <p>Reading recovery</p>

	<ul style="list-style-type: none"> <li>Children to learn how to use the following suffixes:  -ed jumped, cried, stopped, wanted, lived, liked, pulled,  -ing something, looking, coming, thing,  -er never, better, under, river  -est tallest, shortest, longest  -s/es clothes, birds, plants,  -ly suddenly, lovely, carefully,  -y funny, chatty,  -ness homelessness, hopelessness, forgetfulness,  -ment enjoyment, requirement, achievement,  -ful joyful, cheerful, successful,  -less homeless, priceless,  -en loosen,</li> <li>Children to be taught how to proof read.</li> <li>Children to be taught contractions using the common words – that’s, I’ve, let’s, there’s, he’s, we’re, couldn’t.</li> <li>Children to be taught rules for common positions of a phoneme/grapheme. E.g. ai/oi do not occur in ends of words so are changed to the ay/oy grapheme.</li> <li>Children to be taught common spelling pattern ‘W Special’; that when an ‘o’ sound follows a ‘w’ it is represented by letter ‘a’.</li> <li>Children to be taught common spelling pattern – that when an ‘ur’ sound comes after a ‘w’, it is usually spelt ‘or’. The exception being ‘were’.</li> <li>Children to be taught how to use a dictionary.</li> <li>Children to be taught common spelling pattern – that an ‘or’ sound before an ‘l’ is usually spelt with an ‘a’.</li> <li>Children to be taught difference between their and there.</li> </ul>	<p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p> <p>Some children may move on to Reading Plus towards the end of Year 2 if they have completed the Lexia programme.</p> <p>Children are read to on a daily basis in class. We ensure that this includes a variety of different types of books and stories including nursery rhymes, poetry, fiction and non-fiction books. Year 2 may also have a ‘class novel’ to share towards the end of the year.</p> <p>‘Read, Write Inc. Spelling’ resources are used to teach spelling strategies on a daily basis in class following completion of the Letters and Sounds programme.</p>	<p>All Reading by 6</p> <p>Additional Lexia (possible invitation to Lexia Club)</p>
Year 3	<p>It is expected that children will move on to the school spelling scheme. Additional phonics support will continue if required.</p> <p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a></p> <p>In Year 3 and Year 4 pupil should be taught to:</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> </ul> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>It is expected that the children will move from White to Lime and then Brown reading books in Year 3.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p> <p>Some children will move on from Lexia to Reading Plus throughout the year.</p> <p>Year 3 share a variety of different class novels to throughout the year.</p>	<p>Additional phonics support to continue if required.</p> <p>Children to stay on Lexia throughout the year if appropriate.</p> <p>Some children to be given access to</p>

		'Read, Write Inc. Spelling' resources are used to teach spelling strategies on a daily basis in class following completion of the Letters and Sounds programme.	IDL Literacy if appropriate.
Year 4	<p>Children to continue to work within the school spelling scheme. Additional phonics support will continue if required.</p> <p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a> In Year 3 and Year 4 pupil should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt (English Appendix 1)</li> </ul> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>It is expected that the children will move from <b>Brown</b> to <b>Grey</b> reading books in Year 4.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p> <p>The majority of the class will be accessing Reading Plus.</p> <p>Year 4 share a variety of different class novels to throughout the year.</p> <p>'Read, Write Inc. Spelling' resources are used to teach spelling strategies on a daily basis in class following completion of the Letters and Sounds programme.</p>	<p>Additional phonics support to continue if required.</p> <p>Children to stay on Lexia throughout the year if appropriate.</p> <p>Some children to be given access to IDL Literacy if appropriate.</p>
Year 5	<p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a> In Year 5 and Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use a thesaurus.</li> </ul>	<p>It is expected that the children will move from <b>Grey</b> to <b>Dark Blue</b> and possibly <b>Dark Red</b> reading books in Year 5.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p> <p>The majority of the class will be accessing Reading Plus.</p> <p>Year 5 share a variety of different class novels to throughout the year.</p> <p>'Read, Write Inc. Spelling' resources are used to teach spelling strategies on a daily basis in class following completion of the Letters and Sounds programme.</p>	<p>Additional phonics support to continue if required.</p> <p>Children to stay on Lexia throughout the year if appropriate.</p> <p>Some children to be given access to IDL Literacy if appropriate.</p>
Year 6	<p>Links to <a href="#">English Appendix 1 - Spelling.pdf</a> In Year 5 and Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> </ul>	<p>It is expected that the children will move from <b>Dark Blue/Dark Red</b> to <b>Black</b> reading books in Year 6.</p> <p>Daily Guided Reading sessions take place throughout the school year.</p> <p>All children have access to Oxford Reading Buddy where they can access books at their own level and complete quizzes about the books.</p>	<p>Additional phonics support to continue if required.</p> <p>Children to stay on Lexia</p>

	<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> <li>• Use a thesaurus.</li> </ul>	<p>It is expected that all of the class will be accessing Reading Plus.</p> <p>Year 6 share a variety of different class novels to throughout the year.</p> <p>‘Read, Write Inc. Spelling’ resources are used to teach spelling strategies on a daily basis in class following completion of the Letters and Sounds programme.</p>	<p>throughout the year if appropriate.</p> <p>Some children to be given access to IDL Literacy if appropriate.</p>
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