

# BEECH HILL COMMUNITY PRIMARY SCHOOL

## Phonics (Sounds-Write) and Early Reading Policy

**Reviewed by:** S Hobin / D Lees

**Next review:** January 2024

**Date:** January 2022

**Date adopted:** February 2022

The Department for Education has stated that the use of Letters and Sounds as a sole SSP scheme is insufficient in securing good reading outcomes for our earliest readers. The school is phasing out the use of letters and sounds and, following research, has adopted the Sounds-Write programme. We expect this to be in full use across Reception and KS1 Classes in the summer term of 2022. The school has committed to training all relevant members of staff in the delivery of Sounds-Write to ensure consistency throughout the school.

### **Sounds Write**

At Beech Hill we follow the systematic synthetic 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 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 phonic 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. The same will apply for children on Extended Code.

### **Teaching and Learning:**

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- 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 lessons are delivered with fidelity to the programme.
- When teaching a new sound, we ensure children are seeing how sounds are in 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.
- Flashcards, magnetic cards, post its and whiteboards.
- Phonics writing books.
- HFW cards.
- Dandelion Reading Scheme to match all Sounds-Write units, Initial and Extended.
- 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 orally blend and segment words, recognise and write graphemes and their ability to read and spell phonetically regular words.

Children in Year 2 who didn't pass the Year One Phonics Screening Test will be monitored carefully and will take part in intervention sessions to plug gaps.

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.

## **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 the end of Unit 7
- at CVCC, CCVC, and CCVCC level at the end of Unit 10
- after digraphs th, ch, sh, ck, ng at the end of Unit 15

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- After Dandelion Readers at the end of Unit 20

## Delivering the assessment

- The 'diagnostic reading sheets' will be printed on cream paper. This will prevent the black print on white paper 'glare' which affects some children when reading.
- The teacher will determine how often the reader needs re-assessment. We have provided for two reassessments 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.

## 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 have taught that week.

In Reception the children listen to the teacher/ Teaching Assistant read regularly as this allows the children to *hear* what 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; 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 work on fluency practice 3x per week, using strategies/resources such as Wordless Picture Book readings; Developing fluency through song; patterned picture book readings.

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 have been taught in Sounds Write that week.

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## Year 2

The children will have a daily Sounds-Write lesson.

They will also work on fluency practice every day selected 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 have been taught in Sounds Write that week.

## 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 rereading 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?

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- 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 last unit they have been taught in Sounds Write. The following is the structure that **ALL** children will follow, when reading at home. Parents have been informed of this via letter.

**Monday** – word list/game 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** – Use questions developed by school 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.

## **Which book will be taken home?**

- Those sounds that are covered and explicitly taught over a two-week period, to ensure full consolidation both at home and in school.
- Children will take home a book linked to the sounds in the last unit taught.
- The book taken home will depend on how secure children are within that sound.
- In week 2 of the sound being taught children will move on to the next level to consolidate and / or challenge further.

## **Nursery**

- **Share Book** – A large variety of books are available on a weekly basis, or as requested by parents or child. Parents are encouraged to share the stories with their children and discuss. Again, it gives the children the opportunity to talk with staff and other children in the setting about the stories they have shared.

## **Reception**

- **Dandelion Reading Books** – The children are to take a book home every Monday, at the level they have been assessed at within the Initial Code of Sounds Write. The books are to be returned on a Friday morning and a new one sent out the following Monday.
- **Share Book** – Each child is given a picture book every Friday to take home for the weekend. This 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 1 and Year 2,**

- Those sounds that are covered and explicitly taught over a two-week period, to ensure full consolidation both at home and in school.
- Children will take home a book linked to the sounds in the last unit taught.

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- The book taken home will depend on how secure children are within that sound.
- In week 2 of the sound being taught children will move on to the next level to consolidate and / or challenge further.

## **Monitoring**

The Phonics and Early Reading 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 leads are:** Mrs Hobin and Ms Lees

**The English lead is:** Mrs S Baldry

## **Appendix 1 – Planning Pro Forma**

Date: W/B	Phonics Planning
Class/Group	
Weekly objectives (Unit/spelling)	
Spellings (and reading) HFW	
Nonsense words	
	Key Focus for each lesson
Monday	
Tuesday	
Wednesday	

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Thursday	
Friday	

### Appendix 2 – Phonics Progression Plan

**Nursery Phonics** – Letters and Sounds, Phase 1.

#### Reception

From this point Sounds-Write to be used as the basis for all phonics planning. Government advice is not to mix and match phonics schemes.

Word Lists to aid teaching can be found in the Sounds-Write file and games and other resources are in the Initial Code and Extended Code book.

#### Sounds Write – Initial Code.

<b>Skills</b> – to segment, blend and manipulate sounds in words with the structure.	<b>Sounds/spellings to cover</b>	<b>Conceptual knowledge/notes</b>
<b>CVC Unit 1</b>	<b>a i m s t</b>	Sounds can be represented by spellings with one letter.
<b>CVC Unit 2</b>	<b>n o p</b>	
<b>CVC Unit 3</b>	<b>b c g h</b>	
<b>CVC Unit 4</b>	<b>d e f v</b>	
<b>CVC Unit 5</b>	<b>k l r u</b>	
<b>CVC Unit 6</b>	<b>j w z x y</b>	
<b>CVC Unit 7</b>	<b>ff ll ss zz</b>	Some spellings are written with a double consonant.

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<b>VCC and CVCC Unit 8</b>		
<b>CCVC Unit 9</b>		
<b>Polysyllabic words, taught in parallel with Initial Code and Extended Code.</b>		Once children are secure at 4 and 5 sounds, then polysyllabic words can be introduced.
<b>CCVCC, CVCCC and CCCVC Unit 10</b>		
<b>Two letters to make one sound, Unit 11.</b>	<b>sh ch th ck qu</b>	Some spellings are written with two different letters.

Children to be secure at all of the above by the end of the Foundation Stage and higher achievers to start working on the Extended Code.

Extended Code – Year 1 and Year 2

To teach polysyllabic words alongside the Extended Code.

Priority has been given to the sounds required for the Year 1 phonics screen. Older children (interventions) can be taught a wider selection of sounds, if desired.

Polysyllabic words	<b>To be taught alongside the Extended Code, using polysyllabic lessons 11-15.</b>
Alternative spelling Unit 1 / <b>ae</b> / sound.	<b>ea (steak) + ai, ay, a-e</b>
Alternative spelling Unit 2 / <b>ee</b> / sound.	<b>e (we) y (funny) + ee, ea, e-e (ie can be introduced later but is required for the year 1 phonics screen).</b>
Alternative spelling Unit 4/ <b>oe</b> / sound.	<b>ow (snow) o(open) + oa, oe, o-e</b>
Alternative spelling Unit 6 / <b>er</b> / sound.	<b>er, ir, ur</b>
Alternative spelling Unit 7 / <b>ae</b> / sound.	<b>e(chest) ea (head)</b>
Alternative pronunciation Unit 3 / <b>ae</b> /.	<b>Head, steam, steak.</b>
Alternative spelling Unit 8 / <b>ow</b> / sound.	<b>ou, ow</b>
Alternative pronunciations Unit 9/ <b>ow</b> /	<b>Now, snow</b>
Alternative spelling Unit 10 / <b>oo</b> / sound.	<b>ew, oo uw, u-e</b>
Alternative spelling Unit 11 / <b>ie</b> / sound.	<b>Y (fly) igh, ie, i-e, I (kind)</b>
Alternative spelling Unit 12 / <b>oo</b> / sound.	<b>U (put) oul (would) + oo</b>
Alternative spelling Unit 13 / <b>oo</b> / sound.	<b>Book, moom</b>
Alternative spelling Unit 19 / <b>or</b> / sound.	<b>Or, aw, au, ore</b>
Alternative spelling Unit 21 / <b>ue</b> / sound.	<b>Ue, ew, u-e, u (unit)</b>
Alternative spelling Unit 22 / <b>ew</b> / sound.	<b>Blew, few</b>
Alternative spelling Unit 23 / <b>oi</b> / sound.	<b>Oi + oy</b>
/ <b>ar</b> / sound.	<b>ar</b>
/ <b>wh</b> / sound	<b>wh</b>
Alternative spelling Unit 40 / <b>f</b> / sound.	<b>f, ff, ph (introduce gh later)</b>

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/ear/ sound	ear
Alternative spelling Unit 20 /air/ sound.	Air, ear, are
<b>The sounds below are not required for the Year 1 phonics screen.</b>	
Alternative pronunciations Unit 31 /y/	yam, sky, happy, lyric
Alternative spelling Unit 37 /j/ sound.	j, g, ge, dge
Alternative spelling Unit 16 /s/ sound.	<b>C (city, ce (ice) se (horse) sc (science) st (Christmas + s, ss</b>
Alternative spelling Unit 33 /n/ sound.	Nn (dinner) ne(gone) gn (gnash) kn (knife) + n
Alternative spelling Unit 46 /r/ sound.	Rr (hurry) rh (rhubarb) wr (wrong) + r
Alternative spelling Unit 46 /r/ sound.	Al (metal) el (model) il (pencil) Le (paddle) ol (petrol + l, ll.
More sounds /or/	a, ar, al
Alternative spelling Unit 14/u/ sound.	U, ou, o.
More sounds /ee/	ey
More sounds /o/	a (want)
More sounds /er/	or (world)
More sounds /or/	al (walk) a (also) or (warm
3 sound	Eg, vision
tion spelling	Eg, fiction