

# Park Hill Primary School

## Early Reading and Phonics Policy



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Written By	Mrs A. Boardman
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**Policy Version Control**

<b>Date of Change</b>	<b>Details of Change</b>
September 2024	Changes to Key Personnel relating to this policy

## **Contents**

Statement of Intent.....	4
Legal Framework .....	4
Key Personnel in Relation to this Policy .....	5
Roles and Responsibilities .....	5
<u>Head Teacher</u> .....	5
<u>Subject Leader</u> .....	5
<u>Special Educational Needs and Disabilities Coordinator (SENDCo)</u> .....	5
<u>Teaching Staff</u> .....	6
<u>Support Staff</u> .....	6
Phonics .....	6
RWI in the Early Years Foundation Stage.....	7
<u>Nursery</u> .....	7
<u>Reception</u> .....	8
RWI in Key Stage 1.....	10
RWI in Key Stage 2.....	11
RWI What to Teach When – An Overview of Learning.....	12
RWI Expectations of Progress .....	13
Assessment and Tutoring .....	13
RWI Resources.....	14
RWI Mnemonics.....	14
RWI Routines.....	16
Beyond Read Write Inc. ....	16
Guided Reading.....	17
Reading at Home .....	17

## **Statement of Intent**

At Park Hill Primary School, we value reading as much more than a subject in its own right. Here, it truly matters. We understand how proficiency in reading is vital for children's future success and how it opens up the door to make all other learning possible. We also value reading as an opportunity to support our wellbeing, our use of language and our understanding of each other and the world!

With this in mind, we believe that reading is fundamental to our children's success across the whole of the curriculum and in their lives, beyond their time in our school. We strive to ensure that:

- Our children are taught to read with fluency, accuracy, confidence and enthusiasm.
- We develop a love of reading that will last our children a lifetime.
- We establish consistent practice, progression and continuity in the teaching and learning of Phonics and Reading throughout the school.
- Reading material is closely related to children's decoding skills.
- There are ample opportunities to explore how word reading and spelling are "reversible" skills.

The teaching of reading at our school, is based on the five essential components needed to develop fluent, confident readers:

- **Phonemic awareness** – the ability to hear, identify, move or change sounds (phonemes), in spoken words.
- **Phonics** – recognising the link between sounds (phonemes) and letters (graphemes) to decode words.
- **Fluency** – the ability to read accurately, quickly and with expression.
- **Vocabulary** – knowing the meaning of words in order to understand what they are reading.
- **Comprehension** – understanding and interpreting what they have read.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'The reading framework: teaching the foundations of literacy'

This policy operates in conjunction with the following school policies:

- Literacy Policy
- Early Years Foundation Stage Policy

## **Key Personnel in Relation to this Policy**

<b>Name</b>	<b>Role(s)</b>
Mrs L. Lohan	Chair of Governors Literacy Link Governor
Mrs A. Boardman	Deputy Head Teacher
Vacancy	Early Years Foundation Stage Lead
Mr L. Booker	Literacy Co-ordinator
Mrs C. Watson	Special Educational Needs and Disabilities Coordinator (SENDCo)

## **Roles and Responsibilities**

**Head Teacher:** The Head Teacher is responsible for:

- Appointing an appropriate subject leader.
- Ensuring that strategies for the development of reading are outlined in the School Improvement Plan.

**Subject Leader:** The Subject Leader is responsible for:

- Supporting staff to be able to provide effective learning opportunities for children, reading throughout the school day.
- Supporting staff to expand on their subject knowledge and understanding of the teaching of Reading.
- Organising the deployment of resources and planning the spending of the allocated budget appropriately.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding the teaching of Reading.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of Reading in other curriculum areas, including extra-curricular activities.
- Analysing assessment data and setting new priorities for the development of Reading in subsequent years.

**Special Educational Needs and Disabilities Coordinator (SENDCo):** the SENDCo is responsible for:

- Liaising with the subject leader, in order to implement and develop Reading for children with SEND across the school.
- Organising and providing training for staff regarding the Reading curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of Reading objectives in pupils' individual learning plans.
- Monitoring the impact of Reading interventions in supporting the progress of children with SEND.

Teaching Staff: teachers are responsible for:

- Ensuring progression of pupils' Reading skills, with due regard to the National Curriculum or Early Years Foundation Stage.
- Delivering lessons effectively, with fidelity to the chosen systematic, synthetic phonics programme.
- Ensuring that the class timetable allows for reading for pleasure.
- Liaising with the subject leader about key topics, resources and supporting groups of children.
- Liaising with the SENDCo about support for individual children.
- Monitoring the progress of pupils in their class / group and assessing this regularly (half-termly for children learning Phonics).
- Reporting any concerns regarding the teaching of the subject to the subject leader.
- Undertaking any training that is necessary in order to effectively teach Reading.

Support Staff: support staff are responsible for:

- Undertaking any training offered to develop skills and/or knowledge in supporting children to learn to read.
- Delivering sessions effectively, with fidelity to the chosen systematic, synthetic phonics programme.
- Reporting any concerns regarding the teaching of the subject to the subject leader.

## Phonics

At Park Hill, we teach Phonics with fidelity to the Read Write Inc. (RWI) programme and all of our staff have been trained in the effective teaching of RWI. To ensure that we remain effective, we have ongoing coaching, training and meetings to develop our skills and knowledge.



Our lessons are taught considering RWI's 5 Ps:

- **Praise** – children learn quickly in a positive climate.
- **Pace** – good pace is essential to every lesson.
- **Purpose** – every part of the lesson has a specific purpose.
- **Passion** – we put energy, enthusiasm and passion into lessons to bring the learning to life.
- **Participation** – a strong feature of RWI lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

## **RWI in the Early Years Foundation Stage**

### **Nursery**

During the autumn and spring term, children listen to and join in with carefully chosen stories, rhymes, poems and songs. They then use this to play together, developing their vocabulary and building sentences orally. Adults support them through high-quality interactions that help them make up stories and talk about their experiences.

In Nursery, children also spend their daily Phonics lessons immersed in the development of phonological awareness skills, including:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending

These phonological awareness skills are developed throughout the day, even in our daily routines.

In the summer term, the focus of learning is to learn the initial letters sounds and practice oral blending through “Fred Talk” throughout the day.

The sounds taught in Nursery are:

#### **Set 1 Single Letter Speed Sounds:**

**m a s d t i n**

We also teach children the correct letter formation using the RWI mnemonics and help them hold a pencil in the correct grip.

## **Reception**

Children in Reception are taught daily Phonics lessons. In the first four weeks, after transition, the initial sounds (Set 1 Speed Sounds) are taught in class groups.

The sounds taught in the first four weeks of Reception are:

### **Set 1 Single Letter Speed Sounds:**

**m a s d t i n p g o**  
**c k u b f e**  
**l h r j v y w z x**

Once children can read all Set 1 single letter sounds speedily and blend sounds into words, they begin to read Sound Blending Books.



After four weeks being taught in class, the children are individually assessed and grouped according to their stage (not their age). Our aim is for children to learn the rest of the Set 1 Speed Sounds and be able to orally blend (“Fred Talk”)

The rest of the Set 1 sounds are:

### **Set 1 Special Friends Speed Sounds:**

**sh th ch qu ng nk**

When children can read words containing special friends, they read “Ditties” e.g.

**Ditty 10: in the sun**

**Speed Sounds** - read the sounds (not the letter name)  
h s n t i u o a m g e

**Green Words** - read these words by blending the sounds together  
hat mat on sit sun get net in

**Red Words** - read these words but tell your child the word if they get stuck  
I the

I sit in **the** sun

I sit on a mat

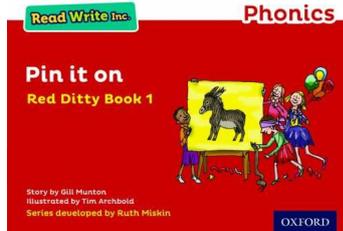
I get a sun hat

I get a net

This is when children are also taught to spell independently, using Fred Fingers and are introduced to “alien words” containing 3 sounds:



Children then read Red Ditty Books when they can read words containing 3 and 4 sounds.



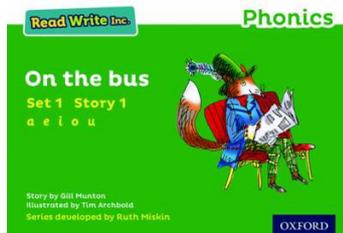
We then begin teaching children Set 2 sounds.

The Set 2 sounds we teach are:

**Set 2:**

**ay ee igh ow oo oo ar or air ir ou oy**

When children can read some Set 2 sounds, they read Green Storybooks e.g.



We aim for all children to be reading Green storybooks by the end of the Reception year.

## **RWI in Key Stage 1**

Children in Year 1 continue to be taught daily Phonics lessons, in groups to match their stage (not their age). Children in Year 2 continue to be taught daily Phonics lessons for at least the autumn term.

Lessons last for an hour and start with a speed sounds lesson. This includes the teaching of new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words and spelling.

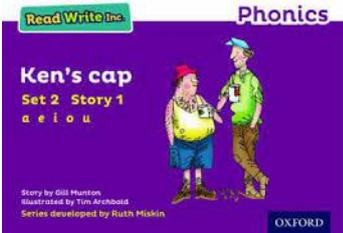
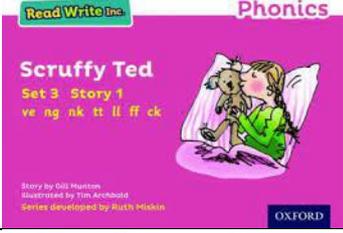
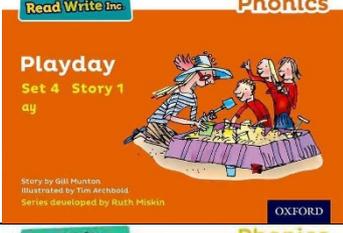
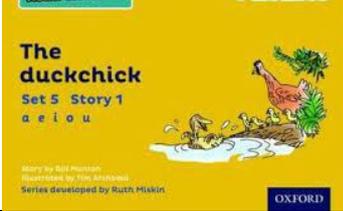
Children then read and comprehend a book which is carefully matched to their phonics knowledge. They follow a 3-day or a 5-day plan, depending on the stage. The learning in the remaining part of the session includes spelling, grammar and other writing activities.

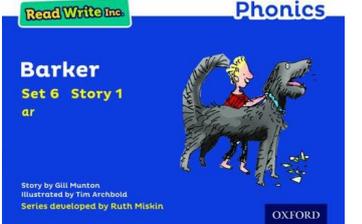
The sounds taught in Key Stage 1 are:

### **Set 3 Speed Sounds:**

**ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**

The remaining storybooks are taught in the following order:

<p>Purple</p> <p>3-day plan</p> <p><i>Speedy reading begins</i></p>	
<p>Pink</p> <p>3-day plan</p>	
<p>Orange</p> <p>3-day plan</p>	
<p>Yellow</p> <p>5-day plan</p>	

<p>Blue\</p> <p>5-day plan</p>	
<p>Grey</p> <p>5-day plan</p> <p>Voice choice and multisyllabic words</p>	

We aim for children to end Year 1 reading Blue storybooks. They complete the National Phonics Screening Check at the end of the academic year.

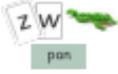
Two key elements of reading Grey storybooks are “voice choice” (reading with expression) and reading multisyllabic words. We aim for children to complete the RWI programme by the end of the autumn term in Year 2.

## **RWI in Key Stage 2**

By the time children complete the transition from Key Stage 1 to Key Stage 2, we intend for them to have completed the RWI programme. Their understanding of Phonics will continue to be taught explicitly through our spelling programme (Spelling Shed).

Those children who have not reached the expected level by the time they leave Key Stage 1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers. A small number of children may reach upper KS2 and continue to require support for reading.

## RWI What to Teach When – An Overview of Learning

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers  Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words  Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

## RWI Expectations of Progress

	<b>YR children can:</b>	<b>Y1 children can:</b>	<b>Y2 children can:</b>
<b>End of Autumn 1</b>	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
<b>End of Autumn term</b>	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
<b>End of Spring 1</b>	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
<b>End of Spring term</b>	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
<b>End of Summer 1</b>	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
<b>End of Summer term</b>	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

## Assessment and Tutoring

Children are assessed at least half-termly, using RWI Assessments 1, 2 and 3. From these assessments, children are re-grouped according to their stage (not their age).

The Reading Leader undertakes these assessments, with the support of the Read Write Inc. Assessment Team.

Children who are at risk of falling behind the programme's pace and expectations are identified early and additional one-to-one Fast Track Tutoring is put in place. This takes place daily and is to ensure that these children "keep up" rather than "catch up."



The effectiveness of all sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the National Phonics Screening Check during the summer term of Year 1.

Children in Year 2, who did not meet the expectations for the National Phonics Screening Check in Year 1, retake the check in the summer term of Year 2.

## RWI Resources

All RWI teaching spaces across the school display the RWI Speed Sounds charts to support children with their reading and spelling.

In classrooms, children also have smaller versions of the Speed Sounds charts to refer to, in order to support their spelling.

**Simple Speed Sounds**

Consonant sounds - strictly

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds - tricky

b	c	d	g	h	j	p	qu	t	w	x	y	ch
												k

Vowel sounds - strictly

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds - tricky

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

**Complex Speed Sounds**

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	y	i-ē	ō-ē
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-ē			oor	are	ur	ow	oi			
ue			ore		er					
ew			ore							
			aw							
			au							

## RWI Mnemonics

Each speed sound is introduced with a picture and a rhyme. Only the RWI rhymes are used to support children to remember the sounds:

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains – Maisie mountain mountain	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insect's body, dot for the head	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirate's face	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girl's face, down her hair and give her a curl	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back				
<b>r</b>	Down the robot's back, then up and curl				
<b>j</b>	Down his body, curl and dot				
<b>v</b>	Down a wing, up a wing				
<b>y</b>	Down a horn, up a horn and under the yak's head				
<b>w</b>	Down, up, down, up the worm				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
<b>z</b>	Zig-zag-zig, down the zip				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl				

<b>x</b>	Cross down the arm and leg and cross the other way	
<b>ng</b>	A thing on a string	
<b>nk</b>	I think I stink	

### **RWI Routines**

We also use silent signals from Read Write Inc. across the whole-school to avoid wasting precious learning time:

<b>Team Stop</b>	<b>Talk to Your Partner (TTYP)</b>	<b>My Turn, Your Turn (MTYT)</b>
		
<b>Magnet Eyes</b>	<b>Perfect Partner</b>	<b>1, 2, 3</b>
		

### **Beyond Read Write Inc.**

At Park Hill, we strive to give our children a rich “reading diet” where they are exposed to and enjoy a wide range of texts. We recognise that systematic, high-quality Phonics teaching is essential but firmly believe that additional skills and opportunities are needed for children to become well-rounded readers, namely comprehension.

Children in Early Years and Year 1 have daily Story Time and Rhyme Time, where their vocabulary and comprehension skills are developed through sharing beautiful books, rhymes and songs.

Daily additional Reading sessions also take place in Key Stage 2, where children hear an adult read or read to themselves for enjoyment.

Throughout our entire Literacy curriculum, strong links are made between reading, writing and spoken language.

## **Guided Reading**

Children who complete the RWI programme are taught key reading skills during Guided Reading lessons, where high-quality texts continue to be used.

We use a range of:

- Fiction
- Non-fiction
- Poetry

The Reading skills that we develop in Guided Reading lessons are:

- Vocabulary
- Retrieval
- Sequencing
- Inference
- Prediction

Children in Key Stage 2 also develop:

- Summarising
- Comparing, contrasting and commenting
- Understanding the author's choice – the effect of the language on the reader

## **Reading at Home**

We recognise the magic and importance of regular reading and actively encourage families to read at home, daily with their children. Even as children grow older, hearing them read aloud has a huge, positive impact on their development.

At Park Hill, children are rewarded every time they read at home.

We send independent reading books from school home as soon as children can blend.

For children learning Phonics, we send RWI Bookbag Books home. These are exactly matched to the phonics skills that children have been learning in school and can be read independently by the child.



Our subscription to Oxford Owl allows us to allocate eBooks to children for them to read at home too.



At the same time, we also send “shared” reading books home, which may not be phonetically matched. When reading these books, children may need a little more help and we encourage parents / carers to model reading aloud to them.

Our school library contains a variety of books, which we encourage children in Key Stage 2 to choose from.

Reading diaries are checked at least weekly and we encourage parents / carers to sign them every time their child reads.

Although we encourage children to read the books we send home from school (so that they develop fluency when reading texts matched to their reading ability and read a range of genres), we also celebrate and reward children for reading anything that interests them. This can be from their own reading material.

### **Monitoring and Review**

This policy will be reviewed annually and published on our school website.