



St Cuthbert's Catholic Primary School

Phonics and Early Reading Policy

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.



At St Cuthbert's Catholic Primary School, we believe that every child deserves the opportunity to become a confident and fluent reader. Through high quality provision, every child is taught how to decode familiar and unfamiliar words, develop language comprehension through the words they hear and read and develop a love of reading for pleasure, creating the best life chances possible.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

The national curriculum is designed to make sure that all children are able to read and write fluently by the time they leave year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics. Understanding the letters on the page represent the sounds in spoken words underpins successful word reading. Children's knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling. The Education Endowment Foundation (EEF) is the government-designated What Works Centre for Education, providing authoritative advice on evidence to improve teaching and learning. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.

Department for Education – The Reading Framework -teaching the foundations of literacy January 2022

Aims

For the school:

- To raise standards in phonics and reading.
- To have a consistent approach across Early Years, Key Stage One and Two when teaching systematic and synthetic phonics.
- To follow a systematic and synthetic phonics programme where all adults deliver high quality teaching and learning that develops skills in decoding, reading and comprehension.

For pupils:

- To achieve a secure understanding of the alphabetic code.
- To decode familiar and unfamiliar words with fluency in order to understand what is being read.
- To read appropriate texts with fluency and understand what they have read.
- To read and write with secure awareness of spelling patterns and comprehension.

Strategy for Implementation

Entitlement and curriculum provision

Phonics is taught daily through discrete sessions separate to other subjects. All pupils access high quality provision as a whole class to develop their phonological skills through Phases 1-6. Pupils who are identified as needing additional support access small group additional phonic teaching alongside whole class provision. All Early Years and Key Stage 1 teachers have received specialist phonic training to deliver the phonic phases taught in their year group. Intervention groups are delivered by teaching assistants under the direction of the class teacher/senior leader.

Teaching and Learning

Phonics is a skill which needs to be taught explicitly. At St Cuthbert's we previously followed 'Letters and Sounds' and now follow 'Fisher Family Trust Success for All Phonics'. This is a validated systematic and synthetic phonics programme approved by the Department for Education.

"There is no statutory requirement for schools to choose one of the SSP programmes on the validated list. Ofsted does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged."

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

'Success for All Phonics' follows the structure of 'Letters and Sounds' through a sequence of daily lessons. The lessons include a specific teaching focus with grapheme phoneme correspondence (GPC), links to common exceptions words with an additional discrete lesson of shared reading. Reading partners share a specific book aligned with the phonemes taught which supports the decoding process, reading fluency and comprehension.

Success for All Phonics: Scope & Sequence

<https://fft.org.uk/success-for-all-phonics-scope-sequence/>

Phase 1 continues to run through all aspects of teaching and learning from Nursery -Y6.

Nursery

Phase 1 – Phonological awareness and rhyming (Appendix 1)
Introduction to Phase 2

Reception

Phase 1 continued
Phase 2,3 and 4

Year	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Nursery & Reception	Phase 1	Phonological awareness and rhyming	n/a	n/a
Reception Term 1	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, of, as, we, are, you, into
Reception Term 2	Phase 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) Blend CVC words (including with -s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, do, her, my, by, ask*, our, says, they, said, was, were, put, all, like, there
Reception Term 3	Phase 3/4	or (com), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVCC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, when, come, some, push, pull, friend, school, out, once, once, your, love, house, full, little

Year 1

Phase 1 continued

Phase 5 and Phase 6

Year 1	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception Words (CEWs)
Term 1	Phase 5	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy), ir (girl), ue (blue), aw (jaw), ew (new) Common Phase 5 alternative spellings: ai, a; l, le; ei; al, il; s, st; ee, e; igh, i; w, wh; oa, o; or, au Words with prefix un- Nonsense words Nouns and adjectives with -est ending	33 to 44	again, oh, their, last*, poor, money, thought, should, class*, Mr, Mrs, work, great, break, pass*, fast*, climb, people, after, path*, any, many, who, could, because, water, past*, bath*, hour, two, door, different, Christmas, floor, would, through
Term 2	Phase 5	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute), -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem) Common Phase 5 alternative spellings: ai, ey, ei, eigh; ee, ey; ie; or, a, al, oor, our; oa, ou; oo, ui, ou; yoo, u; oo, u, oul; r, wr; s, sc, ce; e, ea Endings on split digraph and -y words Words with suffix -ly	45 to 56	beautiful, plant*, every, whole, only, move, father, grass*, eye, busy, pretty, half, parents, everybody, sugar, prove, improve
Term 3	Phase 5/6	ire (fire), are (care), tch (watch), oe (toe), ph (phone) Common Phase 5/6 alternative spellings: ear, eer, ere; er, ear; air, ear, ere; aw, ar; u, o; m, me; n, ne; sh, ch, ti, ci, ssi; oo, ou, u, ou; n, gn, kn; m, mb; c, que; zh, s, si Words with suffix -ful, -less, -ness, -ment Less common GPCs to be covered and Shared Readers contain all GPCs taught to date. Spelling consolidation Homophones Words ending in -tion / -cious	57 to 68	

Year 2

Phase 1 continued

Phase 6 (FFT Success for All resources available Sept 2023)

Reading fluency & comprehension (Appendix 2)

Key Stage 2

Phase 1 continued

Intervention - identified phases

Shared Reader sessions

<https://fft.org.uk/success-for-all-phonics-sample-reader-lessons/>

Reception and Key Stage 1 receive a shared reading session that follows their discrete lesson. This is an opportunity for pupils to work in partners to develop their word reading fluency and comprehension alongside 1:1 reading and guided reading opportunities.

Shared Reader Parent Portal

<https://parents.fft.org.uk/>

code: 4zksiy

Staff and families can access shared reading books that support the phonemes taught in school. These online books can be used as whole class shared reading and to consolidate/challenge readers at home. Each half term, school share the phonemes taught each week in children's reading record book. This helps parents and carers to know what phonemes are shared, which red and green words are taught and the spelling focus. School also includes the shared reading book/s used for each week within the half termly overview within each pupil's reading record so children and their families can consolidate their learning.

The role of the teacher:

- To follow the school's policy to help each child develop a secure understanding of the alphabetic code in order to decode and read fluently.
- To provide direct teaching and accurate modelling for decoding familiar and unfamiliar words in order to read and spell.
- To provide regular opportunities to apply phonological skills for reading and spelling.
- To deliver high quality discrete lessons that apply phonological knowledge into reading fluency and reading comprehension.
- To observe pupils, monitor progress and determine targets for development.
- To access specific phonics training to support the delivery of high- quality provision for their year group.
- To support all pupils to apply their reading and spelling skills into fluent writing.

Inclusion

The vast majority of pupils are able to decode words and develop secure language comprehension. However, some pupils may require more support and a specific individual or group programme is drawn up in consultation with the class teacher and senior leader. Additional phonic support will be provided to support pupil progress and become a fluent reader. If there is insufficient progress advice and support will be offered from the SEND co-ordinator and other specialist provision. Pupils who join our school community with English as an additional language will follow our 'EAL' policy and welcome programme.

The learning environment

A dedicated phoneme/grapheme display is established in Nursery and Reception. At Key Stage 1, pupils have access to phonic materials to support their phonological development. This can be through sound mats and displays, alphabetic code posters, phoneme families and spelling patterns. In Year 2, spelling patterns and strategies are displayed to support accuracy in spelling when writing. Phonic and spelling information is shared with parents and carers through the school website, workshops, newsletters and home school record books.

The role of parents and carers

Supporting every pupil to become confident and fluent readers begins with the engagement of stories. Reading and talking about stories helps young children to develop their imagination. The latest reading framework (January 2022) suggests that families:

- Make reading aloud feel like a treat.
- Make it a special quiet time and cuddle up so you can both see the book.
- Show curiosity about what you're going to read: 'This book looks interesting. It's about an angry child. I wonder how angry he gets...'
- Read through the whole story the first time without stopping too much. Let the story weave its own magic.
- Read with enjoyment. If you're not enjoying it, your child won't. Read favourite stories over and over again.

In partnership with St Cuthbert's, parents and carers will read with their child regularly and share their progress by writing positive comments in their reading record book. Children will have words to segment, blend and read or spellings with specific phonemes and spelling patterns to learn each week. Families will support their child to learn these each week. This information is shared within their child's reading record book/spelling book as well as the school website.

Reading Eggs

From Reception to Year 2, pupils receive personal login details to access an online platform that supports phonics, word reading and reading comprehension. Pupils have access to this each week and this supports part of home/school expectations for homework.

In the Autumn term 2023, 'Reading Eggspress' will be introduced to Key Stage 2 pupils. This supports the development of reading fluency and comprehension and will be part of St Cuthbert's Reading Homework expectations. Class teachers will monitor each child's progress weekly and share their progress in this area with parents/carers at key points throughout the school year.

Decodable books and resources

Pupils receive a decodable reading book alongside an 'extended' reader linked to their phonic phase. The extended reading book contains decodable and high frequency words as well as some new vocabulary linked to the topic. School supports phonic learning through Floppy's Phonics, Oxford reading Tree, Splash Phonics, songs and actions from 'Jolly Phonics' as well as 'Phonics play'.

A new addition to school's resources is FFT 'Success for All' shared reading books. These are used as part of whole class teaching, intervention and reading at home. Families can support their child with reading specific books that are being used in school as shared in the half termly overview.

Monitoring and Evaluation

This will be undertaken by the class teacher and teaching assistants during daily lessons and within consolidation weeks. Intervention groups will use 'Fisher Family Trust Success for All Phonics Aspire RAP' tracker to review progress half termly and to plan focussed intervention using diagnostics. The tracker assesses phoneme recognition and articulation, decoding, reading fluency and comprehension as well as the Year 1 phonic screen. This tool supports direct focus on areas for development during whole class teaching and intervention groups.

The 'Phonic Lead' will monitor high quality teaching provision at agreed points throughout the assessment calendar. This will involve the following:

- Learning walks
- Book scrutiny (writing/phonics/GPS)
- Reading opportunities with pupils- pupil conferencing
- Assessment analysis with target interventions
- Impact on reading and writing progress

Pupils take the statutory 'Phonic screen' in the summer term of Year 1 and children who do not pass the threshold sit the screen again in the summer term of Year 2. Information is shared with parents and carers in their summer school report. This information is shared with the next class teacher so continued intervention and focussed support can be directed from the start of the new term. This continues into Key Stage 2 where required.

Appendix 1

Welcome to the Success for All First Steps to Phonics Programme!

The First Steps to Phonics programme provides a progressive and flexible approach to initial phonics teaching and learning. Schools already using FFT Success for All Phonics can use the programme to teach phonics skills to two groups of children:

- Nursery children to prepare them for phonics in Reception
- Children who have SEND or other needs that prevent them from accessing the complete Success for All Phonics lessons.

The First Steps to Phonics programme is designed to gradually introduce children to phonics by first embedding phonological awareness before moving on to teaching Grapheme Phoneme Correspondences (GPCs). The entire Autumn term is spent teaching all seven aspects of Phase 1 of Letters and Sounds:

- General Sound Discrimination (Environmental, Instrumental and Body Percussion)
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

The aim is that children should become attuned to the sounds around them and start to develop their oral blending and segmenting skills before formal phonics sessions are introduced during the Spring term.

The programme seeks to reduce the cognitive load for children by gradually introducing more phonics skills during the year. This keeps early sessions short, which is appropriate for young children. It also enables them to understand and master initial skills before moving on to apply them for reading and writing.

Throughout First Steps to Phonics, each GPC is taught over two days, instead of one day as in Success for All Phonics lessons. This provides more opportunity for consolidation, helping children to remember the GPCs they are taught. There are also no aligned Partner Practice Booklets or Shared Reading lessons in First Steps to Phonics, with both not being introduced until Reception.

First Steps to Phonics covers the first 35 GPCs taught in Success for All Phonics, equivalent to the end of Step 9. The intention is that when children start Success for All Phonics, they will have existing phonics skills. As before, this reduces the cognitive load, enabling children to successfully apply their skills for reading and writing.

First Steps to Phonics uses the same resources as Success for All Phonics and lesson plans follow the same design and routines. This ensures a seamless transition from one programme to the other. Staff who have received training in Success for All Phonics will also be able to pick up and teach First Steps to Phonics with ease.

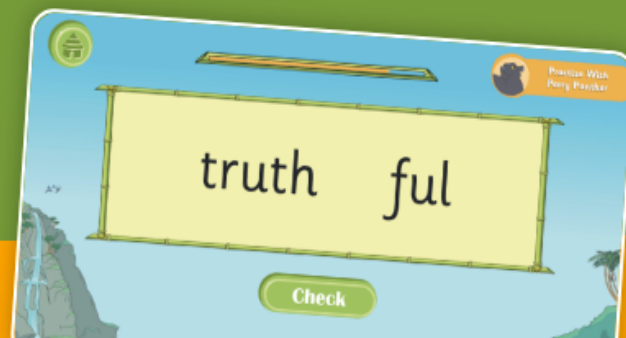
Appendix 2



Spelling with the Jungle Club

A brand-new online platform that provides teachers with fun and engaging daily spelling lessons.

[Learn more >](#)



As Kit gave the gorilla back to his grandma, a little wistfully, the gorilla's eyes rested on him, a little wistfully, too.

Later that evening Grandma called at Finn and Kit's house.

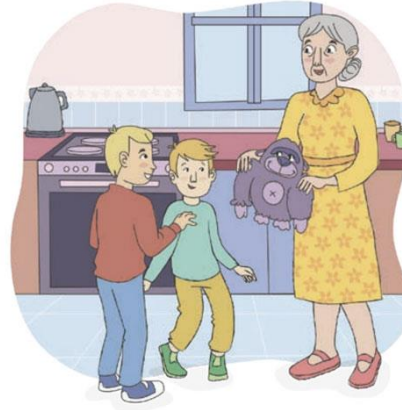
'Thank you, boys, for helping today,' she said.

'You did a good job. The gorilla's name was Doris, so Doris went home with the bookstall lady. But I had an idea, so I rang her up and asked if she would prefer to have a bottle of bubble bath as a prize.'

The boys started to wonder where this was leading.

'She said she would, so I took her some bubble bath and I have brought Doris to live with you.'

Needless to say, the boys were very pleased, and there was much rejoicing. Doris looked pleased too, in a sideways sort of way.



SAMPLE MATERIAL. FINAL VERSION MAY DIFFER.

What is the WETTEST PLACE ON EARTH?

The rainiest place on Earth is a village, called Mawsynram, in India. It gets more than ten times as much rain in a year as the UK and more than a thousand times as much rain as Antarctica. Another way to think about that is that the UK gets rain to about the height of a very large dog each year. But Mawsynram gets rain up to the height of six adults standing on each other's shoulders.



Most of the rain falls between April and October when the warm, wet air sweeps up from the sea. Farmers around Mawsynram grow crops like rice, ginger, spices and soft fruits, but not in the wettest months. When it rains so heavily all day, it is better to stay inside!

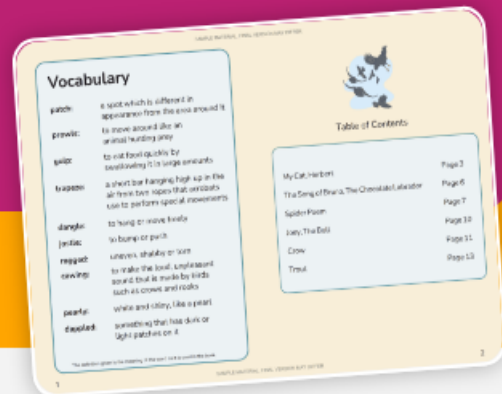


SAMPLE MATERIAL. FINAL VERSION MAY DIFFER.

Routes to Reading

A second-generation Year 2 reading programme that provides teachers with a full year's worth of planning and resources to ensure reading success.

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