

Cantrell Phonics and Early Reading Policy

What systematic synthetic phonics is

“A high quality systematic synthetic phonics programme of proven effectiveness is followed with rigour and fidelity and children are taught consistently to use phonics as the route to reading unknown words” (English Hubs, n.d. *Letters And Sounds, Day 1: Understanding The Content And Strategies Of The Letters And Sounds Programme*. English Hubs, p.5).

At Cantrell you will see...

- Phonics lessons taking place daily for 30 minutes which are consistent, fast paced and engaging
- Whole class teaching taking place in FS2, Year 1, Year 2 and Year 3
- A ‘Keep up not catch up’ approach with pupils being exposed to age appropriate content
- Phonics lessons being taught from the second week of the children starting in FS2
- Consistent approaches in the teaching of phonics & reading strategies and the resources used
- A focus on increasing fluency in both phonics and reading sessions through the application of consistent, repetitive approaches
- Children reading fully decodable books that are matched to their phonic knowledge
- Regular and ongoing assessments that enable us to carry out timely interventions which respond to the needs of individuals and groups of children
- Regular interventions for pupils who are falling behind. These are in line with our systematic synthetic phonics programme
- Phase 1 sessions taking place in FS1.
- Children in KS2 are following the National Curriculum for Reading and Spelling. Those children that are not working at ARE and are still working within Phases 2-5.3, access phonics interventions and decodable reading books.

Systematic Synthetic Phonics Programme

At Cantrell we follow the ‘Letters and Sounds’ programme for teaching Systematic Synthetic Phonics. We follow the programme with fidelity and all resources are in line with ‘Letters and Sounds’. *Letters and Sounds: Principles and Practice of High Quality Phonics. Primary National Strategy (2007)*

Environment

In Rising Stars you will see...

- Rhyme boards
- Book of the week baskets with planning and resources
- Music/sound baskets

In Foundation Stage 1 you will see...

- Rhymes
- Book of the week baskets with planning and resources
- Themed book sheets which go home to extend vocabulary
- Music/sound baskets
- Mnemonic cards in F1, where appropriate
- Resources from Phase 1 sessions which are left out for children to access independently

In Foundation Stage 2 and Key Stage One you will see...

- Children seated according to ability, with the focus on the lowest 20% children.
- Phoneme friezes displayed for the taught phases
- Consistent resources including mnemonic cards and flashcards
- A love of books and stories being celebrated throughout the environment

In KS2 you will see...

- Consistent resources including friezes, mnemonic cards and flashcards where necessary

Every class in school has a reading corner, with a focus on sharing stories and instilling a love of reading.

Lesson Structure

At Cantrell..

- Phonics lessons are 30 minutes long and take place at different points throughout the morning, depending on the year group.
- Each session from Phase 2-5.3 will include the following sections in the teaching sequence: Revisit & Review, Reading: Teach, Practise & Apply, Writing: Teach, Practise & Apply and Revise Key Learning.
- See Appendix 1 for our teaching scripts which highlight how we teach from Phase 2-5.3 and what is included in each section of the teaching sequence.
- FS1 teach Phase 1 sessions. Aspects of Phase 1 are woven throughout the EYFS curriculum and daily routine as well as taking place in structured sessions.
- In KS2, regular interventions take place to support pupils who are not working at ARE and are still working within Phases 2-5.3

Pace and Progression

We have developed a clear progression for teaching Phase 1 phonics in FS1. See Appendix 2 for an overview of our expectations, which aspects are covered and when.

We have also developed a clear progression for teaching phonics in FS2, Year 1 and Year 2, which directly references 'Letters and Sounds' (Letters and Sounds: Principles and Practice of High Quality Phonics. Primary *National Strategy* (2007)). This document sets out the clear term-by-term expectations of progress from Reception to Year 2. See Appendix 2 for a detailed overview of our expectations and which GPCS are covered and when.

Assessment Arrangements (Appendix 4)

At Cantrell we adhere to the following assessment schedule:

Autumn 1	<p>All children in FS2 are given a baseline assessment using the Reading & Phonics Assessment sheet (see Appendix 8). This should take place within the first weeks in Autumn 1. Children in KS1 and those in KS2 that are not working at ARE and are still working within Phases 2-5.3, are assessed accordingly within Autumn 1.</p> <p>This information is then recorded on our Letters and Sounds Analysis Spreadsheet.</p> <ul style="list-style-type: none">• Assess phonemes, oral blending, decodable words, pseudo words & High Frequency Words by sight <p>Each child will receive a reading book that is matched to their phonic knowledge.</p>
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	<p>The lowest 20% will be reassessed using the Reading & Phonics Assessment at the end of Autumn 1. The data should then be added to our Letters and Sounds Analysis Spreadsheet.</p>
Autumn 2	<p>All children in FS2 & Key Stage 1 (and those in KS2 that are not working at ARE and are still working within Phases 2-5.3) are assessed using the Reading & Phonics Assessment in Autumn 2. Using the data, our Letters and Sounds Analysis Spreadsheet should be completed.</p> <ul style="list-style-type: none"> Assess phonemes, oral blending, decodable words, pseudo words & High Frequency Words by sight <p>Year 1 Children and the children in Year 2 that did not meet the expected standard - complete the phonics screening check (November). 16 marks + on track</p>
Spring 1	<p>The 'lowest 20%' children are assessed using the Reading & Phonics Assessment at the end of Spring 1. The data is then added to our Letters and Sounds Analysis Spreadsheet.</p> <ul style="list-style-type: none"> Assess phonemes, oral blending, decodable words, pseudo words & High Frequency Words by sight
Spring 2	<p>All children in FS2 & Key Stage 1 (and those in KS2 that are not working at ARE and are still working within Phases 2-5.3) are assessed using the Reading & Phonics Assessment in Spring 2. Using the data, our Letters and Sounds Analysis Spreadsheet should be completed.</p> <ul style="list-style-type: none"> Assess phonemes, oral blending, decodable words, pseudo words & High Frequency Words by sight <p>Year 1 Children and the children in Year 2 that did not meet the expected standard - complete the phonics screening check (February) 26 marks + on track</p>
Summer 1	<p>The 'lowest 20%' children are assessed using the Reading & Phonics Assessment at the end of Summer 1. The data should then be added to the Letters and Sounds Analysis Spreadsheet.</p> <ul style="list-style-type: none"> Assess phonemes, oral blending, decodable words, pseudo words & High Frequency Words by sight <p>Year 1 Children and the children in Year 2 that did not meet the expected standard - complete the phonics screening check (April)</p>
Summer 2	<p>All children in FS2 & Key Stage 1 (and those in KS2 that are not working at ARE and are still working within Phases 2-5.3) are assessed using the Reading & Phonics Assessment in Summer 2. Using the data, our Letters and Sounds Analysis Spreadsheet should be completed.</p> <ul style="list-style-type: none"> Assess phonemes, oral blending, decodable words, pseudo words & High Frequency Words by sight <p>Year 1 Children and the children in Year 2 that did not meet the expected standard - complete the phonics screening check (June) Previously 32 and above are on track</p>

*In FS1, the 'Am I Ready for Phonics, A Pre-Phonics Assessment Tool' (The Learning Lady, 2021. *Am I ready for Phonics? A Pre-Phonics Assessment Tool*. Ready For Reading Training) is used to identify where the children are in terms of their Phase 1 skills. Staff complete the assessment tool and use this to inform planning and interventions. This Pre-Phonics Assessment tool can also be used for children who are unable to access formal phonics sessions from FS2 onwards. See Appendix 9.

**Children in KS2 that are not working at ARE and are still working within Phases 2-5.3, should complete the Reading & Phonics Assessment half termly as highlighted above.

*** The Reading & Phonics Assessment should be repeated when a child reaches the end of a book band to match the child's phonic knowledge to the correct book.

In addition to the assessment schedule, we carry out regular and ongoing assessments that enable us to carry out timely interventions (see Appendix 7) which respond to the needs of individuals and groups of children. Our regular phonics interventions, for pupils who are falling behind, are in line with our systematic synthetic phonics programme.

At Cantrell, we use a Letters and Sounds Analysis Spreadsheet that captures the data from the Reading & Phonics Assessment and enables us to analyse and plan timely interventions.

Keeping Up

At Cantrell we have a 'keep up not catch up' approach with pupils being exposed to age appropriate content. See Appendix 2 for the expected Pace and Progression. For children that are identified as working below ARE, timely interventions are put in place to ensure that we are able to respond to their needs quickly, enabling them to 'keep up' with the term-by-term expectations of progress.

Where the pace of phonics is not appropriate for particular children (e.g. with high level SEND), activities are planned that are specific to their individual targets and needs. We work closely with outside agencies to provide appropriate targets and sessions to meet the needs of all pupils.

Actions for Blending and Segmenting

At Cantrell we use the following actions for blending to ensure consistency:

- Display a word with sound buttons on. Say each sound pointing to the sound buttons, increase in speed and model blending the sounds together as you swipe under the word. We also use robot arms and blending hands if necessary.

At Cantrell we use the following actions for segmenting to ensure consistency:

- Say the word that you are going to spell. Model how to orally segment the words - Say the word, put it in your mouth, chew it and pull out the sounds to segment. Use your hand to pull out each sound. Count the sounds on fingers, before modelling how to write each grapheme on paper/board/phoneme frame. Check the word has the correct number of graphemes.

See Appendix 1 for details on how to introduce GPCS and actions for blending and segmenting in the context of a session.

Resources

At Cantrell we use 'Smart Kids – Letters and Sounds' resources throughout school. This ensures consistency for our children.

In Rising Stars you will see:

- Sound/music boxes
- Book baskets
- Puppet baskets
- Rhyme boards

In FS1 you will see:

- Sound/music boxes
- Rhymes
- Book baskets
- Puppet baskets
- Resources from Phase 1 sessions which are left out for children to access independently
- 'Smart Kids' Phase 2 Mnemonic cards, where appropriate

In FS2 & KS1 you will see:

- Mnemonic cards for taught phases
- Phoneme friezes for taught phases which are displayed in each class
- Flashcards for taught phases
- Recall grids for taught phases
- Consistent letter formation patten – See Appendix 5

In KS2 you will see:

- Mnemonic cards for taught phases, where appropriate
- Flashcards for taught phases, where appropriate
- Recall grids for taught phases, where appropriate

Every class

- Reading corners with a variety of books

Terminology

See Appendix 3 for a glossary of terminology used in phonics sessions.

Parental Engagement

At Cantrell we value the importance of parental engagement in developing a child's phonic knowledge and early reading skills.

Throughout the year we ensure the following:

- For new parents, phonics workshops take place to showcase how we teach phonics at Cantrell and how parents can support this learning at home.
- Inform parents of the Systematic Synthetic Phonics Programme that we follow.
- Parents are asked to read with their child at least 4 times per week and this is monitored and rewarded.
- Weekly reading mornings take place in all year groups and give parents the opportunity to read with their children in school and discuss reading or phonics with the teacher if necessary.
- Rhyme sessions take place in Rising Stars at the end of their session and parents are encouraged to take part with their child.
- Fully decodable reading books go home alongside a 'reading for pleasure' book for parents to share with their child. We inform parents of the different purpose of the books and that reading a fully decodable book is different to being read to.

Decodable Books

At Cantrell we use the reading scheme 'Big Cat Collins: Big Cat Phonics for Letters and Sounds'. These books are fully decodable and link directly to 'Letters and Sounds' (*Letters and Sounds: Principles and Practice of High Quality Phonics. Primary National Strategy (2007)*). By combining our phonics and reading book assessments, we are able to provide reading books that are carefully matched to a child's phonic knowledge, ensuring that they are successful when applying their existing phonic knowledge to the text. At present, all children in FS2-Year 3 have these books, if they are working within phases 2-5.3. We expect children to be reading at 90% fluency in reading sessions and will remain on the designated book until they are reading fluently.

Appendices

Appendix 1	Teaching Scripts
Appendix 2	Pace and Progression
Appendix 3	Terminology
Appendix 4	Assessment Schedule
Appendix 5	Letter Formation Patter
Appendix 6	Planning Grid
Appendix 7	Intervention Booklet
Appendix 8	8.1 Reading and Phonics Assessment 8.2 Updated version – New starters 2021-2022 onwards
Appendix 9	Am I ready for phonics? – A Pre-Phonics Assessment Tool