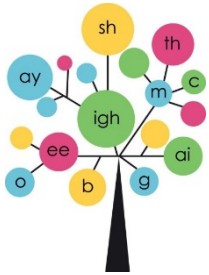




Phonics and Reading at Meltham Moor Primary



Early Reading

At Meltham Moor phonics is planned and taught using Letters and Sounds. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Letters and Sounds is used to ensure the pupils are taught new phonemes in a particular order using the four part lesson format: revise, teach, practise and apply. Whole-class teaching takes place on a daily basis. A new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates speed writing of common exception and high frequency words. Lessons are kept fast-paced and usually last no more than 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning.

Phonics does not stand alone at Meltham Moor. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.

There are six overlapping phases.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception)	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception)	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this



	phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four (Reception Year One)</i>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five (Year One Year Two)</i>	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six)</i>	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

How we teach reading in EYFS and KS1

The teaching of reading in the Foundation Stage and Key Stage 1 is based on synthetic phonics. This enables young children to identify, blend and segment the individual phonemes (the sounds letters or groups of letters make) in words. They then apply this knowledge to decode unknown words. The teaching of phonics starts in Nursery. The children will learn how to identify different sounds such as musical instruments and a range of environmental sounds. They will then begin to identify some single phonemes. The children in Reception, Year 1 and 2 have daily phonic lessons where they practise and learn new phonic skills in a variety of ways. The progress which the children make is regularly assessed to ensure that any child who is struggling to grasp a particular skill can be given targeted support to catch up.

Foundation Stage

Phonics in Reception begins in September. Children initially take home activities to practice the phonemes covered. The class teacher will model each of the sounds in videos posted on Class Dojo. Children will also take home tricky word key rings with words to learn. Initially these will match the phonic phase the children are working on, but some children may learn these words more quickly and be given words from other phonic phases. When the children are ready they will take home a reading book which allows them to practise their newly acquired skills. Children will begin with Pocket Rocket booklets (Smart Kids) and then books will be selected from a range of schemes which have been banded according to the phonic phases including: Hero Academy (OUP) , Collins Big Cat and Rigby



Star. Children will work through these phases at a pace according to their ability and confidence as judged by the teacher. During their Reception Year children are expected to complete Phase 2, 3, and 4.

Year One

Once children are in Year 1 they will continue to build upon their phonic knowledge, but they will also start to focus on reading for meaning, increasing their fluency and last but not at-all least enjoyment! In the first half term children revise Phase 4 before progressing to Phase 5 which looks at alternative graphemes. It is expected that children will be secure with the phonemes and graphemes up to Phase 5 by the end of Year One. The children will choose from books in a range of reading schemes designed to develop their increasing phonological awareness such as Project X, Rigby Star, Collins Big Cat and OUP Hero Academy. In June most children will complete the Phonic Screening check which is one measure of their phonetic attainment.

Year Two

Children in Year 2 continue to choose from reading schemes matched to their phonetic capability. As they grow in confidence and fluency they will be given the opportunity to apply their understanding of a phonics and comprehension to texts which are increasingly challenging including some real texts. During Year 2 children become secure at Phase 5, cover Phase 6 phonics and then move into the colour banded book system from White. We are currently in the process of extending our reading scheme materials for confident readers. This will allow them to prepare for the skills they will need in Key Stage 2.

KS2

By the time children reach KS2 most will be reading colour coded books matched to their attainment. Some children may have progressed further and be 'free readers' selecting their own texts from a selection of children's literature available in school supplemented by books from home. Others may continue to read books matched to their phonological awareness. These children will also receive additional phonics/ reading support in school.

Please see the document below for more detailed coverage of the sounds introduced in each phase.

Assessment: Continuous formative assessment is carried out during lessons and this is also used to inform future planning, interventions or catch up. Regular opportunities are provided by the class teacher throughout the school day to



consolidate learning e.g. sounding out phonemes at lining up time. Additional practise activities are also shared with parents if required. Individual summative phonics assessments are completed for all children working within Letters and Sounds Phases every half term. Teachers then use this information to support pupils in moving forwards.

Intervention: Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching. Any pupil that is identified should have daily intervention until back on track. We continue to use Letters and Sounds structures and processes for intervention, no additional packages are used.