



Hartley Avenue, Accrington, BB5 0NN Tel: (01254) 234924

• Email: head@st-oswaldsrc.lancs.sch.uk Website: www.st-oswalds-rc34.lancsngfl.ac.uk

Headteacher: Mrs C. Kippax

St. Oswald's RC Primary School Phonics and Early Reading Policy

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Aims

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.

Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

Intent

Reading and Phonics at St. Oswald's

At St. Oswald's, high quality phonics is the prime means for how we teach children early reading, alongside our curriculum which is underpinned by quality texts, language and vocabulary. Phonics lessons at St Oswald's are taught daily. The sessions are short, engaging and memorable with an emphasis placed on revising a previously learned letter-sound correspondence, learning a new one, practicing this, and applying it to sentence level work. We follow the Red Rose Letters and Sounds systematic, synthetic phonics planning programme which uses the Letters and Sounds approach. Red Rose Letters and Sounds is the only phonics programme used here at St. Oswald's school.

What is Phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that individual letters make
- Identify the sounds that different combinations of letters make-such as 'sh' or 'oo'
- Blend these sounds together from left to right to make a word

Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

The children are taught to read words by blending, which means pushing all the sounds together to make a word. The children are taught to spell words by segmenting, which means sounding out words and writing down the sounds they can hear.

By the end of Reception, children are expected to be secure in Phase Three. By the end of Year One, children are expected to be secure in Phase Five.

Why Phonics?

'Research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing to the most complex, it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7 years old. Almost all children who receive good teaching of phonics will learn the skills that they need to tackle new words. Children can go on to read any kind of text fluently and confidently, and read for enjoyment.'

(Department for Education)

What Phonics Scheme Do We Use?

Red Rose Letters and Sounds programme is the only phonics programme used at our school. This ensures fidelity throughout school.

The scheme has not been validated but has been carefully selected for school because we feel it is right for the teaching and learning of our children and allows them to apply what they have learnt at the end of every session and through consolidation weeks.

We want children to be enthusiastic readers and writers and we feel the emphasis placed on applying phonetic knowledge in the Red Rose Letters and Sounds programme ensures children learn sounds, but have countless opportunities to use their knowledge in reading and writing them.

Implementation

Red Rose Phonics Phases

We teach direct, focused phonics each day in the Early Years and Key Stage 1, following the Red Rose Letters and Sounds systematic, synthetic phonics planning programme (written by the Lancashire Professional Development Service), using the Letters and Sounds approach. The Red Rose Letters and Sounds Phase 1 Programme is followed in our Nursery class and Red Rose Spelling in years 2 and 3.

- **Phase 1** – 4 weeks (children who attend our Nursery setting will have accessed Phase 1)
- **Phase 2** – 12 weeks
- **Phase 3** – 15 weeks
- **Phase 4** – 4 weeks
- **Phase 5** – 28 weeks

The children are taught in groups organised by their year groups. They are assessed informally throughout the year to ensure they are secure in their phase before moving on.

Phase One

Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds.

Phase Two

The children learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions.

Letters: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss

Tricky Words: the, to, I, no, go

Phase Three

Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words.

Letters: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky Words: he, she, we, me, be, was, my, you, they, her, all, are

Phase Four

The children learn to read and spell words containing adjacent consonants.

Tricky Words: said, so, have, like, some, come, were, there, little, one, do, when, out, what

Phase Five

The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words.

Sounds: /ee/ ea e e-e y ie ey /oo/ o ue u-e ew ui /ai/ ay a-e eigh ey /igh/ ie y i-e i /oa/ o ow o-e oe /ow/ ou ough /oi/ oy /ar/ a /or/ au aw a our augh ough /oo/ ou u /ur/ or ir er ear

/ear/ eer ere /air/ ere ear are /w/ wh /f/ ph /n/ kn gn /r/ wr /s/ soft c /ch/ tch /sh/ ti, ch, s, soft c /m/ mb /j/ dge /zh/ (e.g. treasure)

Read automatically 100 HF words.

Accurately spell most of the 100 HF words automatically

Phonics Lessons and Reading Resources

Resources used during phonics sessions match the Red Rose Letters and Sounds programme.

All staff delivering phonics in school have been highly trained and agree to follow the non-negotiables set out below.

St Oswald's RC Primary School - Non-negotiables for Phonics

- All phonics sessions should follow the review, teach, practise, apply model
- All phonemes must be articulated correctly and precisely in every lesson
- 'Phoneme fingers' must be used for segmenting
- 'Pushing arms action' must be used for oral blending
- Sound buttons to be placed under phonemes with solid lines under digraphs and trigraphs
- Stars should be used to signal tricky words
- All staff must follow the Red Rose Letters and Sounds letter patter to create the correct letter formation
- The order in which phonemes are taught is set out in Red Rose Letter and Sounds and staff must not deviate from this
- Correct terminology should be used with all children:

A *phoneme* is the smallest unit of sound in a word

A *grapheme* is the letter or letters representing a phoneme

A *digraph* is two letters making one sound (a consonant digraph contains two consonants ck, sh, th and a vowel digraph contains at least one vowel ai, ee, ar)

A *trigraph* is three letters making one sound (ear, igh, dge)

A *split digraph* is a digraph in which the two letters making the sound are not adjacent (make, like). This should NOT be referred to as 'magic e'.

- Regular communication must take place between teachers, teaching assistants and the English subject lead regarding the progress of children in phonics
- Reading books sent home and those used in guided reading must be closely matched to the children's phonics ability

Books Match Sounds

Our phonics reading books are organised systematically so that sounds that have very recently been learnt in phonics can be practiced both at home and in guided reading. Guided reading and daily reading helps children to become smooth and accurate readers who develop a full understanding of what they are reading.

In Reception and Year One, decodable books are closely matched to the sound that is or has just been learnt in phonics. For children in Years 2-6, we have an exciting home reading scheme and children read books that match to their reading ability. Through 1:1 reading and guided reading, teachers carefully assess when children are ready to start on a new book band colour.

SEND and Equality:

All of our pupils will have equal access to phonics lessons and resources available. Throughout the school, phonics is a priority for all of our children. All efforts are made to support children with their learning, focusing on specific gaps in learning. Pupils with Special Educational Needs are identified and work within their individual level. If needed, they will have an individual action plan and work with support under the direction of the class teacher and SENDCO. A range of techniques are used to support these children in 1:1 or small group sessions.

Reading opportunities across school

Guided Reading - Children in the main school take part in guided reading workshops which focus on the skills of decoding and comprehension. Here children work in small groups, with a level of book matched to the ability of the child. The workshops may include time to complete independent pre-read tasks to prepare for guided reading sessions, a focused guided reading session where specific reading skills are modeled by the teacher and an independent follow up task where pupils have the opportunity to practice taught skills independently.

The books children read in EYFS and Year One are closely matched to progression in phonics and the phonics sounds they are currently covering. Once secure at Phase 5, children progress through levelled, coloured book bands.

1:1 reading – The lowest attaining 20% of children in each class, including children who did not pass their phonics screening test, will have daily 1:1 reading. Extensive training has been given to staff in this area ensuring that they can deliver sessions with confidence and expertise. Fluency is promoted at every opportunity as we try to produce smooth and accurate readers who develop a full understanding of what they are reading.

English Lessons – Each English unit is planned around a fiction, non-fiction or poetry text and there are daily opportunities for children to read, in groups or individually with

modern and classical books linked to topics children are studying through each stage of the English unit they are working on. Fluency is promoted at every opportunity as we try to produce smooth and accurate readers who develop a full understanding of what they are reading.

Wider Curriculum – Reading opportunities are provided across all areas of the curriculum, often related to the current topic children are learning about.

Class Novels – Classes dedicate time each day to their class novel. These novels are carefully selected to ensure children are exposed to a range of authors, genres and themes.

Home Reading – Children take a home reading book home which is matched closely to their reading ability.

Library Books – Children dedicated time is given for children to explore the book in our school library. Staff support children with their choices and are always on hand to make recommendations.

Phonics Assessment and Intervention

Phonics assessment monitor progress children are making with their phonics and reading. Assessments include the sounds, oral blending, oral segmenting, blending for reading, segmenting for spelling and writing and tricky words and high frequency words that children learn during each phase.

At St. Oswald's we use Phonics Tracker, an online assessment tool, to record assessments and to assist us in monitoring progress.

At the end of Year One all children throughout the country take the Phonics Screening Check. This involves reading 40 real and nonsense or pseudo words. We call the nonsense words 'Alien words' and the children practice reading them in their daily phonics sessions.

Half-termly pupil progress meetings for phonics are held between class teachers and the English Subject Leader.

- **Formative assessment** – allows us to swiftly monitor the children who have gaps in their learning and intervention is then used. If children would benefit from joining a different phonics group who may be working at a lower phase, this would be considered, although intervention can often positively and swiftly address gaps in learning.
- **Summative assessment** – in the form of pit stops at the end of each term. These are built in to the Red Rose Letters and Sounds Programme.

Intervention to Catch up Quickly

Through summative and formative assessment, we identify children not on track and intervention accelerates their progress.

- **Phase 1** – Whilst Red Rose Letters and Sounds Phase 1 runs in our Nursery setting, we understand that some children may require further support in the

phase. For those children needing Phase 1 this is taught separately in afternoon sessions or in EYFS provision. Intervention may take place on a 1:1 basis or in small groups, ran by a well-trained teaching assistant or teacher.

- **Phonics Catch Up** – For those children needing support with Phases 3,4 and 5. This support is separate to daily phonics lessons. Catch up sessions may take place on a 1:1 basis or in small groups, ran by a well-trained teaching assistant or teacher.
- **Bounce Back Phonics** – based on the Red Rose Letters and Sounds Programme. Used to support children in Years 2, 3, and 4 who may need additional support with reading and writing. Bounce Back Phonics will take place in small groups, ran by a well-trained teaching assistant or teacher.

Impact

In addition to fostering a love of reading in our pupils, we strive to ensure that by the end of Key Stage 1 our pupils are able to accurately and fluently read age-appropriate books and demonstrate an understanding of what they have read. They can answer questions, make some inferences and explain what has happened so far in what they have read.

At the end of Key Stage 2, we aim to ensure that our pupils leave St Oswald's with a broad range of reading skills that allow them to demonstrate active reading strategies when reading a variety of texts.

Policy written in : July 2024

Agreed by Governors in : July 2024

Shared with staff in : September 2024

Red Rose Letters and Sounds Trajectory Expectations for Reception

Autumn 1 Phase 2 GPCs	Tricky Words	Overview
Consolidate Phase 1 s a t p i n m d g o c k s pronounced /z/	High Frequency Words as is us his has linked to s pronounced /z/ the	Teach 12 GPCs Teach 1 Tricky Word
Autumn 2 Phase 2 GPCs	Tricky Words	Overview
ck e u r h b f f l ll ss Consolidate Phase 2	I to go no into	Teach 11 GPCs Teach 5 Tricky Words
Spring 1 Phase 3 GPCs	Tricky Words	Overview
j v w x y z/zz qu ch sh th/th ng Consolidate as required	he she we be me was my you they	Teach 13 GPCs Teach 9 Tricky Words
Spring 2 Phase 3 GPCs	Tricky Words	Overview
ai ee igh oa with two-syllable words oo/oo with two-syllable words ar or with two-syllable words Consolidate as required	her all are (Phase 3) like (Phase 4) said when (Phase 4) have one (Phase 4)	Teach 8 GPCs Teach 8 Tricky Words
Summer 1 Phase 3 GPCs and Phase 4	Tricky Words	Overview
Phase 3 ur ow oi ear (Including pseudo words) air ure er (Including pseudo words) Consolidate Phase 3 Phase 4 CVCC & CCV	come do (Phase 4) so were (Phase 4) some there (Phase 4) out little what (Phase 4) Consolidate said so have like (Phase 4)	Teach 7 GPCs Teach 9 Tricky Words Teach CVCC & CCV Consolidate Phase 3/4 Tricky Words as required
Summer 2 Phase 4	Tricky Words	Overview
CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants.	Consolidate said so have like some come were there little do one when out what Teach it's	Teach CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Consolidate Phase 3/4 Tricky Words as required

Red Rose Letters and Sounds Trajectory Expectations for Year 1

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Autumn 1 Revisit Phase 4 Phase 5 Further Graphemes for Reading and Writing	Tricky Words/HF Words	Overview
<u>Revisit Phase 4</u> CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. <u>Phase 5 Further Graphemes for Reading and Writing</u> ay (day) ou (about) ie (tie) ea (eat) oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw) wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Revisit said so have like some come were there little do one when out what it's Mr Mrs people looked called asked oh their could	Revisit CVCC & CCV CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Revisit 15 Tricky Words Teach 13 GPCs Teach 9 Tricky Words
Autumn 2 Phase 5 Further Graphemes for Reading and Writing Phase 5 Alternative Pronunciations for Graphemes	Tricky Words and High Frequency Words	Overview
<u>Phase 5 Further Graphemes for Reading and Writing</u> oe (toe) au (Paul) a-e (made) e-e (swede) i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube) <u>Phase 5 Alternative Pronunciations for Graphemes</u> i (find) o (both) o (other) c (cell) g (ginger) u (music) ow (snow) ie (chief) ea (bread) er (fern) ch (school) ch (chef) a (want) a (acorn) e (remind) y (try) y (baby) ou (group) ou (touch)	Tricky Words water where who High Frequency Words again thought through work mouse many laughed because different any eyes friends once please	Teach 27 GPCs Teach 3 Tricky Words Teach 14 HF Words
Spring 1 Phase 5 Alternative Spellings for Phonemes	High Frequency Words	Overview
/ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) e (remind) ey (key) /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) ui (fruit) /ai/ ai (train) ay (day) a-e (made) a (acorn) ey (grey) eigh (neigh) ea (steak) /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	I'm I'll let's small great before jumped stopped pulled gone we're Consolidate as required	Teach and Consolidate 26 GPCs Teach 11 HF Words
Spring 2 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) ol (cold) oul (shoulder) /ow/ ow (cow) ou (about) ough (plough) /oi/ oi (coin) oy (boy) /ar/ ar (farm) a (father) al (half) /u/ u (cup) oo (good) oul (could) /or/ or (fork) aw (claw) au (Paul) oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought) /ur/ ur (fur) ir (girl) er (germ) or (work) ear (learn)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 33 GPCs Revise/re-teach tricky words and high frequency words from above as needed.

Summer 1 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
/ear/ ear (clear) eer (cheer) ere (here) /air/ air (chair) ear (bear) are (care) ere (where) /l/ le (uncle) al (medal) /z/ se (cheese) ze (freeze) /zh/ s (usual) si (vision)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 13 GPCs Revise/re-teach tricky words and high frequency words from above as needed.
Summer 2 Phase 5 Phase 5 Alternative Spellings for Phonemes	Tricky Words and High Frequency Words	Overview
<u>Y1 Phonics Screening Check</u> /n/ kn (knee) gn (sign) /r/ wr (wrist) /i/ g (magic) ge (large) dge (fridge) /s/ c (place) /se (house) ce (pence) sc (scent) st (listen) /sh/ ch (chef) ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean) /m/ mb (thumb) /v/ ve (love) /ch/ tch (catch) ture (picture)	Identify tricky words and high frequency words to revisit as required.	Teach and Consolidate 23 GPCs Revise/re-teach tricky words and high frequency words from above as needed.