



## Wanborough Primary School Policy on Phonics and Reading

This policy should be read in conjunction with the English policy.

### Reading

At Wanborough Primary School, reading is promoted as an intrinsic part of teaching and learning; it forms a pivotal part of our curriculum. We believe that learning to read and reading for pleasure transforms children's lives.

### Phonics

Synthetic **Phonics** is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent - so, they are taught that the letter l sounds like /l/ when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word.

At Wanborough Primary School we follow a systematic approach where each grapheme is introduced clearly; a focus is placed on blending to read and segmenting to spell. This focus provides children with the skills they need to begin to read words, captions and whole sentences as soon as possible.

The teaching of phonics begins in Reception using **Boost Rocket Phonics**, a validated phonics scheme from Hodder and Stoughton, and teaching continues daily to at least the point where children can read almost all words fluently. All teaching staff are provided with login details for the Boost scheme of learning. The scheme is progressive and provides consolidation throughout. It is an online scheme with resources such as flash cards, big books and pupil activities provided on screen as well as some ebooks and printable resources.

### Coverage

Term	Reception	Year 1	Year 2
Autumn One	Rocket Phonics	Rocket Phonics Guide 2 Phase 5	Rocket Phonics Next Steps

	Phase 2 TG1: Weeks 1-6	Weeks 1-6	Alternative Graphemes, homophones Weeks 1-6
Autumn Two	Phase 2 Weeks 7-12	Phase 5 Weeks 7-12	Alternative Graphemes, possessive apostrophe, suffixes Weeks 7-12
Spring One	Phase 3 Weeks 13-18	Phase 5 TG2 Weeks 13-18	Alternative Graphemes, contractions, suffixes Weeks 13-18
Spring Two	Phase 3 Weeks 19-24	Phase 5 Weeks 19-24	Alternative Graphemes, homophones, suffixes Weeks 19-24
Summer One	Phase 3 with Phase 4 blending incorporated Weeks 25-30	Phase 5 Weeks 25-30	Alternative Graphemes, possessive apostrophe, suffixes Weeks 25-30
Summer Two	Phase 5 Weeks 31-36	Phase 5 Weeks 31-36	Alternative Graphemes, contractions, suffixes Weeks 31-36

For audio pronunciation of the sounds:

[https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097\\_content/index.html?id=a\\_e](https://cdn.oxfordowl.co.uk/2016/05/05/20/22/32/561/20097_content/index.html?id=a_e)

**Phonics Lessons**

Phonics lessons follow the teaching sequence as set out in the Boost Rocket Phonics programme. The lowest 20% need to be sat near the front with a teaching assistant (where possible) to ensure that they are supported. All lessons use the following structure:

**Revisit & review**

Activate prior knowledge

Practise recognition and recall of previously taught GPCs

Practise oral blending and segmentation /practise fluent reading-spelling/tricky words



**Teach**

Explicitly teach a new GPC and/or new tricky word

Teach blending or segmenting with letters

Model /memorization



**Practise and apply**

Practise reading or spelling words using taught letters.

Read or write a caption using high frequency and decodable words



**Revise key learning for lesson**



**Apply to reading**

In the lesson or as a separate session, with fully decodable reading books

**Planning**

Teachers follow the planning sequence from Boost Rocket Phonics and all lesson plans and resources are provided with the scheme.

**Consistency and Practice**

All classes use the same planning and resources - Boost Rocket Phonics. The scheme is very prescriptive as to the vocabulary and terminology required. Children are encouraged to point to graphemes as they say the phonemes and sound buttons (dots and dashes) are used early on in the scheme and for SEN children as needed. No actions or movements are encouraged so that children can focus on saying and blending the sounds.

Children are not expected to write alien words - they are for blending to read only.

## Terminology

**Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

**Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

**GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Digraph** - A grapheme containing two letters that makes just one sound (phoneme).

**Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).

**Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

**Blending** - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

**Oral Segmenting** - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

**Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

**Multi-syllabic word** - A word with more than one syllable.

**Split Vowel Digraph** - A digraph that is separated by one or more consonants within a word e.g. make.

**Adjacent Consonants** - Consonants blended together when reading a word.

**Alternative Graphemes** - Different representations of a phoneme in a word.

**Early Reading (see Reading section in English Policy)**

Children practise reading using fully decodable books that are closely matched to their developing phonic level. We predominantly use Rocket Phonics reading books as these match the Rocket Phonics scheme - Rocket phonics allows other books to also be used as long as they match the scheme. Reading books have been labelled into sections within each phonic phase so that children are exposed to a few new phonemes/graphemes at a time and they build up progressively to match the phonics scheme.

Children are assessed regularly to ensure that they can read all the phonemes before moving onto the next section and they cannot move ahead of what is being taught in class.

Once children become fluent readers, a range of books is provided to allow children to engage in more lengthy discussions about the content of the book to deepen their understanding and broaden their vocabulary.

Children are encouraged to read at home every day and all classes take part in the bronze, silver and gold reader achievements which encourages reading at home.

### **Love of Reading**

We give children the best start we can by teaching them to read as soon as possible so that they can develop a love of reading that will provide them with the skills they need for the future.

Right from the beginning of their time at Wanborough Primary School, children access a range of high quality engaging texts across a range of genres.

Children who are reading phonic phase books are also encouraged to take home a reading for pleasure book that they can share with an adult at home.

### **Monitoring and review**

The coordination and planning of the Phonics and Reading are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in phonics and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's reading, record keeping, progression of the subject and to observe phonics lessons across the school.

The Subject Leader and a named member of the school's governing body are briefed to oversee the teaching of phonics. They both meet regularly to review progress.

This policy will be reviewed at least every two years.

**Date of review:      October 2023**

**Next review date:    October 2024**