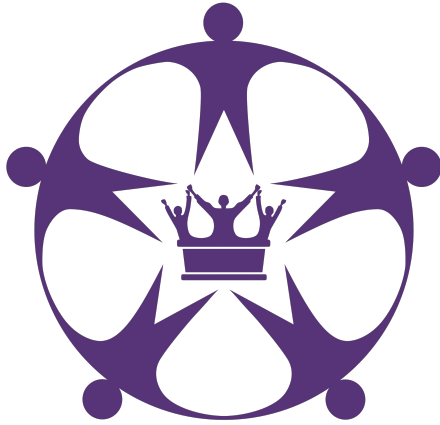




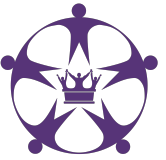
Phonics & Early Reading at Tyndale Community School

Intent



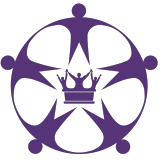
At Tyndale we recognise reading as a key life skill, which underpins access to the rest of the curriculum. We aim for children to read words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school. The systematic teaching of synthetic phonics, using the Essential Letters and Sounds (ELS) programme, is given a high priority throughout Early Years and Key Stage 1. Children need to learn key phonic knowledge and develop skills in segmenting and blending to complete the phonics check at the end of Year 1 and as part of developing fluency in reading. We also value and encourage pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills – enjoying success and gaining confidence from a positive experience.

Subject Implementation



Through the teaching of phonics following the ELS programme, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Reception and KS1. The sessions are repetitive to allow children the ability to focus on the new sounds and words rather than different ways they are presented or applied. They also have fast pace and remain engaging and lively despite the repetition with lots of opportunity for children to join in verbally and physically. Children are not targeted individually within the session as all practise activities are expected to be attempted by the whole group. The teacher may choose to ask a child individually during the apply section.

Subject Implementation

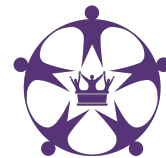


Decodable Readers

Every child is sent home a reading book that links with their level of skill within their phonological acquisition. Books are organised by term and week in which each new sound is taught. Where children require more opportunity to consolidate certain sounds (identified through regular summative assessments identifying GPC gaps), they may receive reading books that are not matched to the current week or term being taught in class but rather books that provide more practise in blending with mostly known sounds and some gap sounds. Children are never given reading books with sounds which they have not yet been taught.

Children take the books home to read with the expectation that they read the book 4 times across that week. This is to strengthen the child's orthographic map by having them experience the same words and sentences several times. This expectation has been communicated to parents through email, parent meetings and in the training offered in person and recorded online on the Google Classroom platform. Children change their book on the same day each week but different groups will have a different day to ensure manageability of the task.

Sequence of Learning



In Reception and Year 1 each half an hour phonics lesson is structured as follows:

Review:

The review is in four sections:

- 1.) Sounds - Using flashcards to revisit the different GPCs (grapheme, phoneme correspondence). Cards need to be hidden back into the pack to allow further opportunity to recap if they are finding them tricky.
- 2.) HRSW (Harder to read and spell words) - Children practise reading four harder to read and spell words previously learnt.
- 3.) Oral blending - By segmenting the word using robot arms and blending hands a series of words are blended.
- 4.) Review of known words - Up to four words with GPCs already taught are reviewed. Teachers model the decoding process using 'me, then you', pointing at individual phonemes as they are being read and then pointing left to right across the whole word (e.g. d - o - g, dog). The children then repeat this same process for the 'you' part (pointing and saying). When spelling, we should be using *say the word, stretch word, robot arms (segment the word), blend the word (hands together) and count phonemes*.
- 5.) During this sound buttons may be deemed appropriate to use to support if children are struggling to identify the phonemes, but this should be used with caution to ensure that children do not become reliant on this.

'Me then you' is used throughout the review section to model the above.

Teach and Practise:

Using the interactive whiteboard resources, teachers work through the slides introducing new sounds and harder to read and spell words to the children. Actions are used to support children to make support memorising the different GPCs. As the sessions progress teachers are encouraged to always model sounds and words using 'me then you' rather than 'test' children's recall. There are lots of opportunities for children to hear and see the word or sound written. Teacher's should take opportunities to draw attention to possible misconceptions or respond to the connections children make to ensure no learning opportunities are missed.

Children have the opportunity to practise writing and segmenting words using individual whiteboards throughout the lesson at given points indicated by the teacher or the slides. All activities are designed to reinforce Grapheme Phoneme Correspondence. Teachers use these opportunities to assess progress within the session and intervene where necessary. There is a strong focus on letter formation during these activities as an opportunity to solidify this skill.

Apply:

Children use application workbooks in which they practise forming the letters within each sound and word, and practise reading words through matching activities, short sentence reading and writing, or paragraph reading. They may do additional practise of writing using whiteboards to write sentences or words using the taught sound. Adults extend and support children within these sessions by either a targeted intervention or through working around the group, continuing to model throughout.

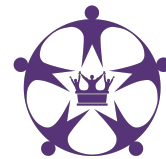
Sequence of Learning

ELS Overview – Phase 1 to Phase 5



Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	<i>Reception/Primary 1</i> <i>Autumn 1</i> • Oral blending • Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	<i>Reception/Primary 1</i> <i>Autumn 2, Spring 1 and Spring 2</i> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<i>Reception/Primary 1</i> <i>Summer 1</i> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	<i>Reception/Primary 1</i> <i>Summer 2</i> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <i>Year 1/Primary 2</i> <i>Autumn 1 and 2</i> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <i>Year 1/Primary 2</i> <i>Spring 1 and 2</i> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending	<i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum
	• Revision of Phase 2, Phase 3 and Phase 4	

How we measure progress



Formative assessment happens throughout every section of the phonics session as teachers judge where more/less time is needed to be given to certain aspects, for example, less time spent orally blending and more on going over sounds that were not secure.

Summative assessments happen in the fifth week after half term to enable interventions required and to be actioned. Teachers may run interim assessments on children receiving interventions every 6 weeks to ensure progress is being made and they are being moved on appropriately.

Through weekly reading with children during Guided Reading sessions teachers assess whether children are reading the correct level book for their stage of reading and adjust accordingly.

Pupil Voice

What our children say about Early Reading and Phonics:



I like reading
Jack and the
Beanstalk.

I enjoy reading
whole sentences
in phonics.

I like doing the
writing because it
makes me feel at
home.

I like reading because
when you are older you
get to know what the
words all are rather than
finding them tricky.

I like learning new
sounds because I
love new sounds
and putting them in
a sentence.

I like reading
books with
Elisha.

I like phonics
because its lots of
words and I like
saying lots of words
and writing it.

I like the reading in
the mornings because
I love reading with my
friends and it makes
me feel happy.

I enjoy phonics
because I like
learning and it
makes me feel
good.

I like
writing in
my book