



2023-2024



Our Approach Towards Phonics & Early Reading

VISION:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

In the best phonics lessons the children are captivated by what is going on

(English Hub 2020)

The more you READ

The more you KNOW

The more you LEARN

The more places you'll GO!

-Dr. Seuss

Phonics should be fun for children

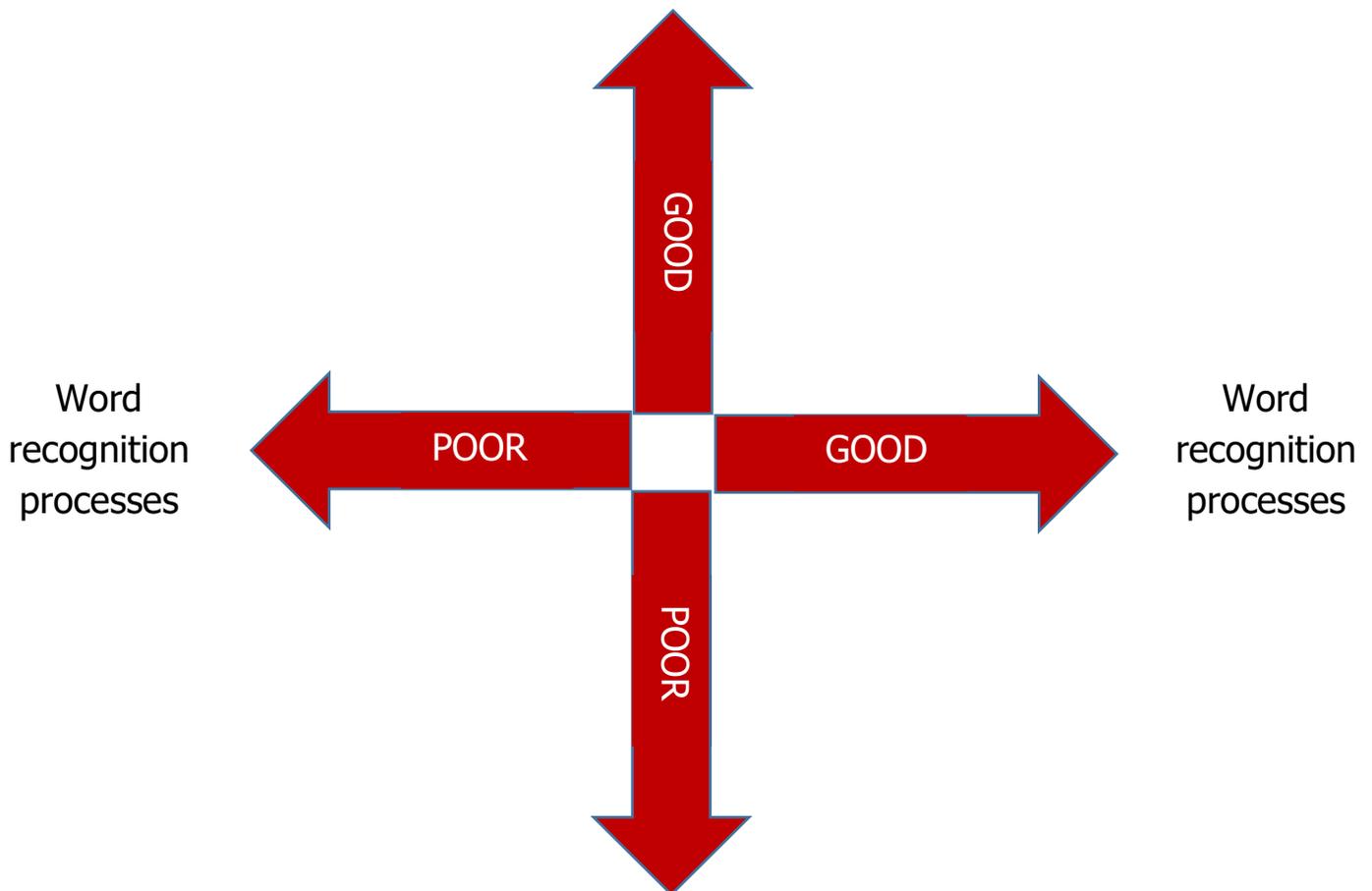
(English Hub 2020)

Written by

The Forge Trust in partnership with Carl Pattison

Teaching Early Reading. A Simple View.

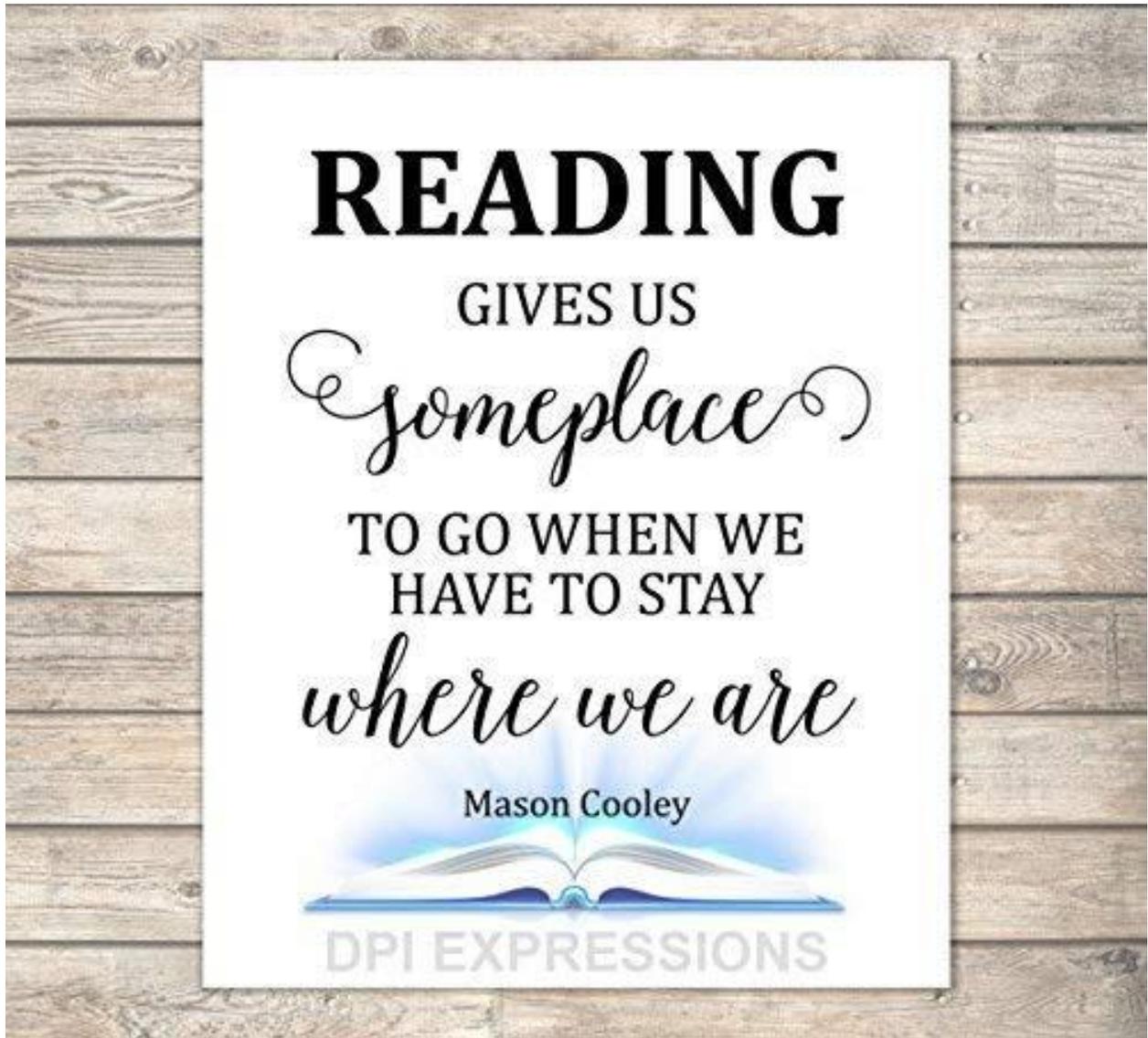
Language comprehension processes



Language comprehension processes

Children should be taught to use
phonic knowledge and skills as the
route to decode words

National Curriculum in England 2014



At The Forge Trust we believe that all children should have access to quality books at school and at home.

*'Every pupil will learn to read regardless of background, needs or abilities'
Ofsted Handbook 2019*

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Contexts for Reading



Teaching Children how to Read (Blending)

Left: A teacher listening to a child read a decodable book, ready to 'intervene' and support the child if necessary.



Reading for Pleasure

Left: A teacher reading and sharing a story with a group of children.

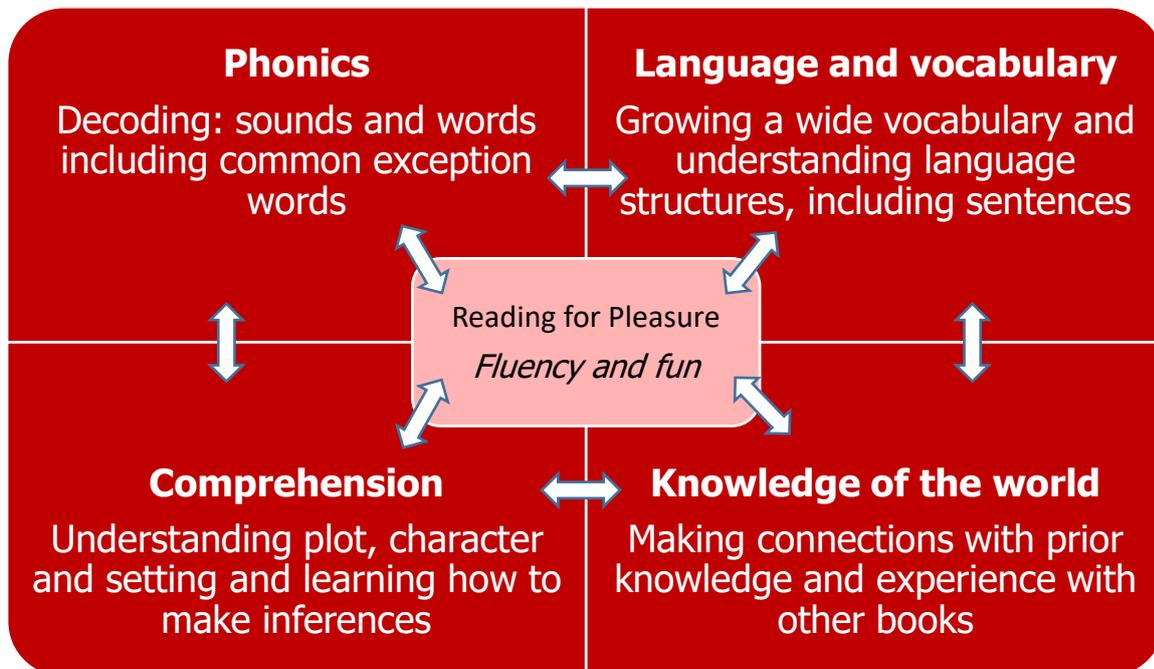


Home Support

Left: A parent/carer sharing a book with their child. Teachers are expected to sign children's reading diaries once per week when children swap their books. Teachers should respond to parent comments at this point.

1. Creating a Climate for Reading for Pleasure

Reading for pleasure can only be achieved when all aspects of reading: phonics, vocabulary, knowledge and comprehension are embedded and effortless. If reading is effortless, children will choose to do it.



Key Principles:

- ❖ Children enjoy reading when they find the mechanics of it effortless
- ❖ Children see reading as part of their world, and a reflection of it, when they can make connections between their own experiences and the things they read or hear read
- ❖ Children who enjoy reading and who can connect their reading experiences to their real-life experiences are able to grow their world and their imagination through reading more
- ❖ Children who read more learn new words and expand their vocabulary leading to further connections between their reading and real-life experiences.

The combination of these principles makes reading a pleasurable experience and one which a reader will choose to repeat again and again.

Each school has a 'Reading Champion' who is responsible for this aspect of reading across school (see roles and responsibilities-page 33)

2. The Forge Trust's Pledges



Pledge 1: We will ensure that development of word-reading ability is fully balanced by the development of vocabulary, comprehension and a love of books.

- ✓ A wide range of high quality books are read to children, and shared with them daily
- ✓ There is frequent discussion of books
- ✓ Children explore books through role-play, art, movement etc
- ✓ Teachers have extensive knowledge of children's books
- ✓ Teachers practice reading aloud and can do so with enthusiasm and in engaging ways
- ✓ Books have a high profile in classrooms and around school

Pledge 2: All children will practise early reading with fully decodable (Big Cat) books that:

- ✓ Are matched to phonic knowledge and do not require use of alternative strategies
- ✓ Are closely matched to the Letters and Sounds framework
- ✓ Are fully decodable at the child's level and do not simply practise phonemes most recently taught
- ✓ Are not mixed with non-decodable books for independent reading practise
- ✓ Include a controlled number of 'tricky words' which have already been specifically taught
- ✓ Are continued in a progressive sequence until a child can confidently decode words involving most common Grapheme Phoneme Correspondence words

Pledge 3: Effective provision is made for all abilities

- ✓ Grouping is appropriate for the school and effective in ensuring success for all abilities. Coverage is paramount and we do not deviate for any child or teacher. Everyone must keep up! (see progression in phonics-F2 to Year 1)
- ✓ TAs are deployed and used to optimum effectiveness (see model seating plan)
- ✓ Progress is continually assessed using a simple but effective system (Appendix 6- The Forge Trust's Letters and Sounds Assessment)
- ✓ Regular progress meetings are held. These provide the details for next steps for both staff and children. Effective assessment information gives a focus for future staff development
- ✓ There is particularly close monitoring of children making slowest progress (Appendix 7-Progress Chart for Additional Practice Sessions)
- ✓ Children in danger of falling behind are swiftly identified and additional support provided to enable them to keep up

- ✓ Children experiencing significant difficulty are provided with intensive, individual support to reach the required standard
- ✓ The Y1 Phonics Screening Check is understood and valued as an assessment tool
- ✓ There is no excessive preparation for the Year 1 Phonics Screening Check
- ✓ No pressure is put on children before, during or after the Year 1 Phonics Screening Check
- ✓ All 'catch-up' retains a systematic synthetic phonics focus.

Pledge 4: Our Principals, senior leaders and teachers will have a 'can-do' attitude permeating everything, with full expectation that all children will attain or exceed expected standards

- ✓ Teacher and school expectations are positive and high for all children regardless of background. We aim for all our schools to be at least in line with national averages.
- ✓ There is confidence that teaching the programme will ensure success
- ✓ Children are continually praised and encouraged
- ✓ Small-step success is built in and celebrated
- ✓ Staff confidence is developed through accessing high quality CPD, which is followed up with class coaching opportunities
- ✓ Schools enable regular practice time or key teaching activities. This enables staff to develop the confidence and competencies to develop high quality provision.



Signed:

Phonics instruction is:
BENEFICIAL to all,
Harmful to none

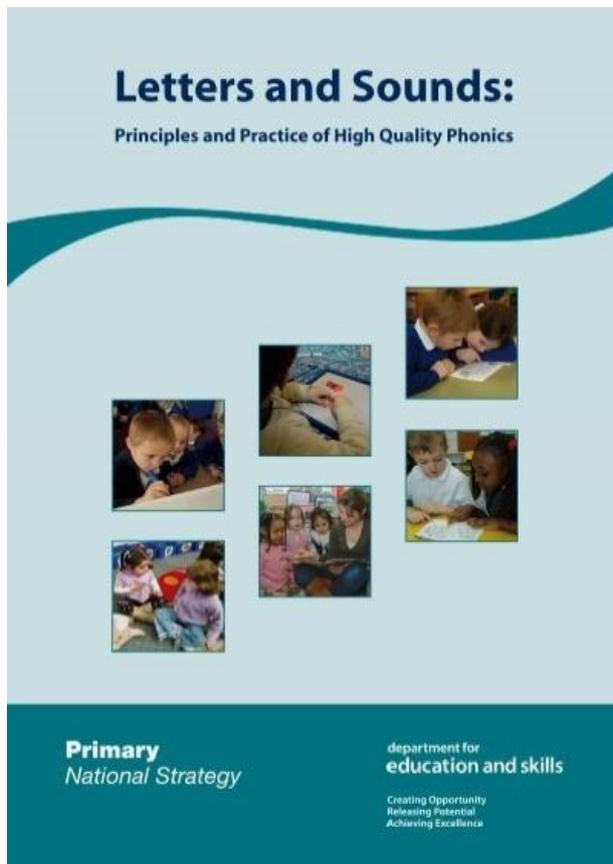
- J. Knapp (Principal. The Sir Donald Bailey Academy)
- K. Chadburn (Principal. The Parkgate Academy)
- R. Harrison (Principal. The Forest View Academy)
- M. Nunn (Principal. The West Park Academy)
- A. Stirland (Principal. The Python Hill Academy)
- L. Taylor (Principal. The Marton Academy)
- L. Seldon (Principal. The St Augustines Academy)

3. The Forge Trust Phonics Statement

At The Forge Trust we have moved away from our previous stance that phonics will not work for some children. When children fall behind, or when they find phonics difficult, they receive 'additional practice sessions'.

All members of staff in early years and key stage one have a copy of the Letters and Sounds Framework in addition to this handbook, and we follow it to the letter. We aim for 'rigour and fidelity' with our approach towards the teaching of reading and early phonics.

The Forge Trust's policy is to use the Letters and Sounds Framework to plan for phonics.



We believe that the Letters and Sounds document, published in 2007, describes 'effective teaching and learning'.

A systematic approach to teaching phonics teaches early readers:

- ❖ grapheme / phoneme correspondences in a clearly defined sequence
- ❖ skill of blending phonemes in order to read increasingly complex words
- ❖ skill of segmenting words into constituent phonemes to spell increasingly complex words
- ❖ that blending and segmenting are reversible processes
- ❖ that some common words do not follow the usual patterns and have to be learned 'off by heart' in a clearly defined sequence.

The Key principles of our policy are as follows:

- Phonics is delivered through discrete daily 30 minute lessons (40 minutes in Year 1) and there is an emphasis on extending learning beyond the lesson so that learning is consolidated and applied frequently throughout the day including through application of reading skills to decodable texts.
- We have a clear structure for teaching and learning (see Teaching Sequence and Lesson Structure-page 32) that provides frequent opportunities for practise and consolidation alongside new learning, and acknowledges the importance of building on proficiency with reading in order to become accurate at spelling.
- There is progressive content that teaches children separate sections of phonics knowledge alongside the development of skills in a carefully considered order so that the range of words children can read and spell fluently and automatically gradually increases.
- We adopt a whole-class age-related approach which promotes high expectations for children to develop competency with the foundations of phonics and the basic code by the end of Reception year and to master phonics for reading by the end of year 1.
- Our approach is based on the key principle of effective teaching and learning and provides a model that gives teachers opportunities to plan and resource lessons that allow for children to develop their reading and writing skills each day whilst also ensuring all children are exposed to age-related teaching content.
- Our approach clearly states the importance of ongoing (continual) assessment using a simple, effective and accurate approach that supports planning and facilitates speedy targeted intervention (additional practice sessions) when required.
- All phonics lessons have a 'no hands up' policy and there should not be any 'down time' for children.
- All teachers have a phonics box (prepared and distributed by the trust) and are responsible for the condition of these resources.

Note: Letters and Sounds list suitable words that can be used for reading and writing activities within each phase of teaching and also describes activities that can be used within lessons but it does not contain specific pre-prepared resources or have a reading scheme of its own. **Teachers must ensure complete fidelity (copied exactly) to the policy at all times.**

4. Letters and Sounds Phase One: Pre-School and Foundation Stage 1

Phase one is covered in pre-school and in the first year of foundation stage. It is not covered in formal phonics lessons. Teachers should make the most of opportunities that present themselves throughout the day.

The Letters and Sounds document outlines seven non-hierarchical aspects within Phase One:

1. Sound discrimination (environment sounds)
2. Sound discrimination (instrumental sounds)
3. Sound discrimination (body percussion)
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Oral blending and segmenting (focus on the sounds)

We speak about speaking and listening in phase one: if children can listen the aim is that they can use a wide range of vocabulary.

Phase one activities are designed to develop children's speaking and listening skills. Teachers should focus on teaching children sounds and developing their listening skills, using the power of story. This lays the foundations for systematic phonics by teaching them to:

- Listen attentively;
- Understand and use a wide range of vocabulary;
- Speak confidently to adults and other children;
- Discriminate phonemes;
- Pronounce the individual phonemes they hear in words;
- Orally blend and segment words with two or three sounds.

The focus is on developing children's awareness and understanding of the sounds in speech. This paves the way for children to learn about the letters we use to represent these sounds.

Best practice in Phase 1:

- ✓ Small groups (focus on sounds and not letters) and structured, practical teaching sessions
- ✓ Songs and rhymes
- ✓ High expectations

Remember-there are three 'types of teacher' in foundation stage: the teacher, teaching assistant and the environment.

5. Progression of Phonics in Reception (F2)

Reception		Phonemes	Tricky words
Autumn One (as soon as all children are admitted-week three at the latest)	Phase Two	s a t p i n m d g o c k c k e u r h b f ff l ll ss	The to I no go
Autumn Two	Phase Three	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	He she we me be was no go my you they her all are
Spring Term	Consolidate Phase Two and Three		
Summer Term	Teach Phase Four & Consolidate Phase Three and Four	(cvcc & ccvc) examples bend mend hump bent damp spot spin trip glass track speck	said so have like some come were there little one do when out what

***'By the end of Autumn Term if children know 20-30 sounds from Letters and Sounds then teachers should be happy'* Alex Finn, 2020 (Phonics Consultant)**

Note: A phoneme is a distinct unit of sound in a specified language that distinguishes one word from another.

Progression of Phonics in Year 1

Year 1		Phonemes (Knowledge)	Tricky words
Autumn One	Consolidate Phase Three and Four for reading and writing		
Autumn Two	Phase Five part 1 for reading Consolidate Phase Three and Four for writing	ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e ey (these are the additional graphemes)	said so have like some come were there (for spelling) oh their people Mr Mrs looked called asked (for reading)
Spring One	Phase 5 part 2 for reading NC Spelling Objectives for Year 1 (prefixes and suffixes no change to root) Instructions for assessment	Alternative pronunciations for graphemes: i fin find o hot cold c cat cent g got giant u but put ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out shoulder could you /zh/vision visual beige measure	water where who again thought through work mouse many laughed because different any eyes friends once please
Year 1		Phonemes	Tricky words

Spring Two	Consolidate Phase 5 parts 1 and 2 for reading NC Spelling Objectives for Year 1 (correct use of k/-nk, ph, wh, -tch, -ve		
Summer Term	Consolidate Phase Five parts 1 and 2 Phase Five part 3	Refer to Letters and Sounds Handbook Focus on phonics for spelling.	

6. Overview of the Six Phases

Phase One supports the development of speaking and listening as crucially important in its own right and for paving the way for high quality phonic work.

Phase Two marks the start of systematic phonic work. It begins the introduction of the grapheme-phoneme correspondences (GPCs). Decoding for reading and encoding for spelling are taught as reversible processes. As soon as the first few correspondences have been learned, children are taught to blend and segment with them. Blending means merging individual phonemes together into whole words; segmenting is the reverse process of splitting up whole spoken words into individual phonemes. Earlier in Phase One, blending and segmenting activities have been purely oral, involving no letters, for example, an adult pronounces the sounds to be blended rather than expecting the children to pronounce them in response to letters. In Phase Two, however, the children learn to pronounce the sounds themselves in response to letters, before blending them, and thus start reading simple VC and CVC words. The reverse process is that they segment whole spoken words into phonemes and select letters to represent those phonemes, either writing the letters, if they have the necessary physical co-ordination, or using solid (e.g magnetic) letters to encode words.

Phase Three completes the teaching of the alphabet, and children move onto sounds represented by more than one letter, learning one representation for each of at least 42 of the 44 phonemes generally recognised as those of British Received Pronunciation (RP), as shown in the table below. Just one spelling is given for each because this is all that is required in Phase Three, but in the case of some vowel spellings represented by combinations of letters, spellings other than those given would have been equally good first choices (e.g. 'ay' instead of 'ai' and 'ie' instead of 'igh').

Consonant phonemes, with sample words	Vowel phonemes, with sample words
---------------------------------------	-----------------------------------

1. /b/ - bat	13. /s/ - sun	1. /a/ - ant	13. /oi/ - coin
2. /k/ - cat	14. /t/ - tap	2./e/ - egg	14. /ar/ - farm
15./d/ - dog	23. /w/ - wig	3. /i/ - in	15./or/ - for
16./f/ - fan	24. /v/ - van	4. /o/ - on	16./ur/ - hurt
17./g/ - go	25. /y/ - yes	5. /u/ - up	17./air/ - fair
18./h/ - hen	26. /z/ - zip	6. /ai/- rain	18./ear/ - clear
19./j/ - jet	27./sh/ - shop	7. /ee/ - feet	19./ure/4 - sure
20./l/ - leg	28./ch/ - chip	8. /igh/ - night	20.corner – the 'schwa' – an unstressed vowel sound which is close to /u/
21./m/ - map	29./th/ - thin	9. /oa/ - boat	
22. /n/ - net	30./th/ - then	10./oo/ - boot	
23. /p/ - pen	31./ng/ - ring	11./oo/ - look	
24. /r/ - rat	/zh/3 - vision	12./ow/ - cow	

A fuller picture of grapheme-phoneme correspondences is given in Appendix 2, page 21 of Letters and Sounds: Notes of Guidance

In **Phase Four** children learn to read and spell words containing adjacent consonants. Many children may be capable of taking this step much earlier, in which case they should not be held back from doing so. No new grapheme-phoneme correspondences are taught in this phase.

Phase Five would not be needed if there were a perfect one-to-one mapping between graphemes and phonemes-the above table would be all that was necessary. English is unlike most other languages. However, most phonemes can be spelled in more than one way and most graphemes can represent more than one phoneme.

	Correspondences found in many different words		High-frequency words containing rare or unique correspondences (graphemes are underlined)
Phoneme	Grapheme(s)	Sample words	
/b/	b, bb	bat, rabbit	
/k/	c, k, ck	cat, kit, duck	<u>sch</u> ool, mos <u>qu</u> ito
/d/	d, dd, -ed	dog, muddy, pulled	
/f/	f, ff, ph	fan, puff, photo	rou <u>gh</u>
/g/	g, gg	go, bigger	
/h/	h	hen	<u>wh</u> o
/j/	J, d, dg	jet, giant, badge	
/l/	l, ll	leg, bell	
/m/	m, mm	map, hammer	lam <u>b</u> , autum <u>n</u>
/n/	n, nn	net, funny	<u>gn</u> at, <u>kn</u> ock
/p/	p, pp	pen, happy	
/r/	r, rr	rat, carrot	<u>wri</u> te, <u>rh</u> yme
/s/	s, ss, c	sun, miss, cell	<u>sc</u> ent, <u>li</u> sten
/t/	t, tt, -ed	tap, butter, jumped	<u>Th</u> omas, dou <u>bt</u>
/v/	v	van	<u>o</u> f
/w/	w	wig	pen <u>gu</u> in, o <u>n</u> e
/y/	y	yes	
/z/	z, zz s, se, ze	zip, buzz, is, please, breeze	sciss <u>ors</u> , <u>xy</u> lophone
/sh/	sh, s, ss, t (before -ion and -ial)	shop, sure, mission, mention, partial	spec <u>ial</u> , <u>ch</u> ef, <u>o</u> cean
/ch/	ch, tch	chip, catch	
/th/	th	thin	

	Correspondences found in many different words		High-frequency words containing rare or unique correspondences (graphemes are underlined)
/th/	th	then	<i>breath<u>e</u></i>
/ng/	ng, n (before k)	ring, pink	<i>tong<u>ue</u></i>
/zh/	s (before -ion and -ure)	vision, measure	<i>usu<u>al</u>, beig<u>e</u></i>

Note: In the last column words printed in italic are from the list of 100 words occurring most frequently in children’s books.

In **Phase Six**, reading for the great majority of children should become automatic. However, proficiency with spelling usually lags behind proficiency with reading. This is because spelling requires recalling and composing the word from memory without seeing it. Reading and spelling become less easily reversible as children start working with words containing sounds (particularly vowel sounds) which can be spelled in more than one way. Phase Six is a good time to focus more sharply on word-specific spellings and broad guidelines for making choices between spelling alternatives.

7. Key features of effective Letters and Sounds practice:

Teacher:

'I will show you how to do it and then you get to practise it lots of times'

- consistency;
- progression and pace;
- linking phonics with reading and writing;
- direct teaching;
- fast repeated practice;
- use of fully decodable books;
- early identification of children in danger of falling behind;
- effective keep-up support.

Consistency:

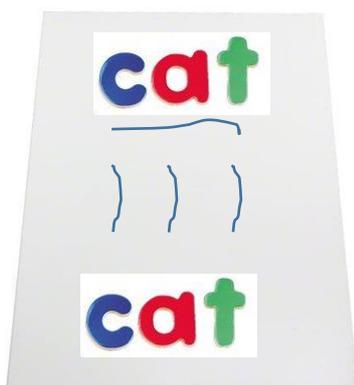
- pronunciation of phonemes;
- use of terminology;
- sequence and progression through Letters and Sounds;
- support materials used;
- teaching routines and mantras.

8. Specific Teaching Approaches

Oral Blending links to reading. Children need to hear phonemes and merge them together to make a word. Children need this skill before they can segment a word. We teach blending using three different methods: by using fingers (FS-Y2), by using magnetic boards and letters (Y1 and Y2) and by using the sound cards (FS-Y2). A varied approach ensures that children do not get bored. We do not use robot arms.

Segmenting links to writing.

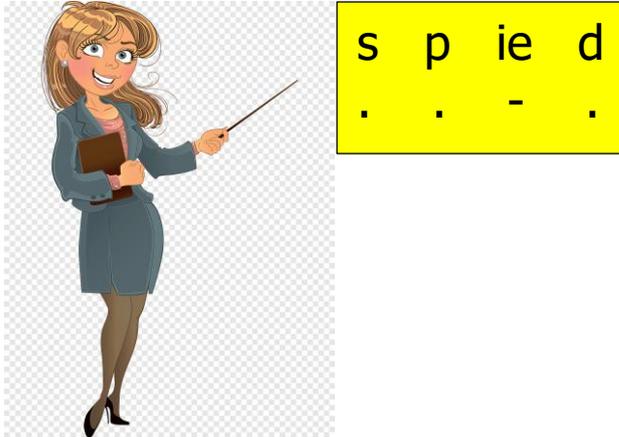
Using magnetic boards and letters



Children move the magnetic letters up, sounding out as they do (c-a-t), then swipe underneath left to right when they say the actual word (cat).

Using word cards for blending

When a teacher puts a word to their chest this is an indication for children to say it at the same time. The teacher should use their eyes to see which children are learning and which children are struggling.



Blending using fingers

Teachers should also model blending by using fingers, and allow for children to get plenty of practise at doing this.

For example, r-a-t and c-oa-t



Segmenting and using fingers

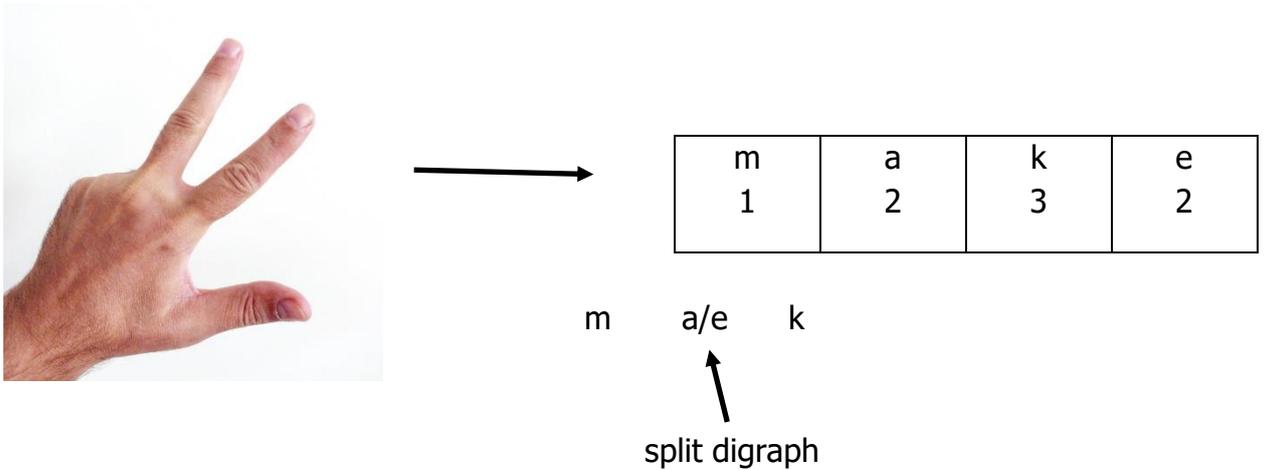
Quick Write

- 1. Say a CVC word and holding up fingers sound talk it, pointing to a finger at a time for each phoneme.*
- 2. Ask the children to do the same and watch and check that they are correct*
- 3. Holding up the three fingers on one hand write the letters of the word in the phoneme frame, demonstrating how to refer to the letter display to recall the letter.*



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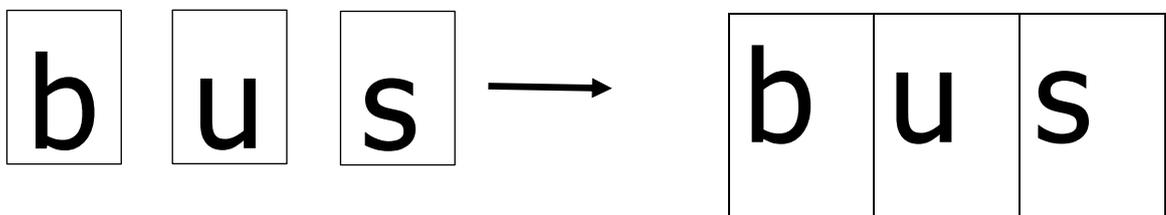
When using fingers put them near the boxes and link fingers to the frame. For example, teacher segments the word 'make' with children.



Procedure:

- teacher models using fingers when segmenting and moves fingers to the frame
- teacher writes the 'm' first
- then a/e split digraph
- then add in the 'k' last

This process can be followed when teachers use sound cards and move from the cards to the frame.



Note: Phonics is a strategy for reading unknown words. Do not ask children to segment words that they already know.

Segmenting Activities

'Going on a ...' (could be picnic/walk)

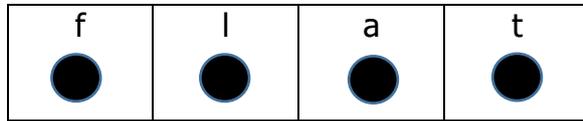
Children can decide what can go in the basket . For example, j-a-m



Teacher: 'Is it allowed in?'

Sound Buttons and Lines

Within Letters and Sounds sound buttons and lines indicate phonemes and graphemes. It is important for teachers not to be too slow when modelling saying the phonemes and graphemes.



Needs to be said with speed and fluency

A grapheme is a written symbol that represents a sound (phoneme). This can be a single letter or could be a sequence of letters, such as ai, sh, igh, tch etc. When a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.

No Hands Up Policy

All phonics lessons have a 'no hands up' policy. There should be no down time for children. Strategies could include:

'I have got this word, read it after 3, 1,2,3...'

or

'Turn to your partner and tell them what this word is. 1,2,3...'

Teachers should model using direct instruction!

Introducing a new phoneme to children

When introducing a new phoneme to children get them to say it lots!

- Look at the grapheme
- Look at my mouth
- Look at my tongue
- Use of mirrors in F2

Remember to have fun with it and use different voices. ***Teachers should know how they are making the sound and share this knowledge with children.***

Children need to read the grapheme by saying the phoneme. They then need to have a go at writing the grapheme. Teachers need to model during the Teach stage of the lesson.

Subject Knowledge for Blending

f l a t
● ● ● ●

s i g h t
● — ●

s a f e
● ●

Teaching Tip: When blending with children the teacher should always model swiping after sound talking a word, and children should copy this model. If a teacher models sound talking phonemes (For example, s / a / p – sap and swipe underneath) they should use a signal to indicate to the children that it is their turn to practise/speak. This signal could be the use of eyebrows, so when children see the teacher model and then raise their eyebrows they know that this is their turn to speak.

Time to Read Sheets

These sheets go home daily with children and contain 12 words. Eight of the words are what the children have been learning that day. Four other words are from previous days so that teachers can test for deep learning.

Time to Read Sheet

<p>ch</p> <div style="border: 1px solid black; padding: 5px; background-color: #ffff00; text-align: center;"><p>Tricky word challenge:</p><p>my</p></div>	<p>1. <u>ch</u>op</p> <p>4. <u>ch</u>in</p> <p>7. <u>ch</u>uck</p> <p>10. <u>ch</u>eck</p>	<p>2. <u>ch</u>icken</p> <p>5. <u>ch</u>ips</p> <p>8. <u>ch</u>i ll</p> <p>11. <u>ch</u>uck</p>	<p>3. shop</p> <p>6. shell</p> <p>9. them</p> <p>12. thick</p>
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1. Max and the chicken had a run.

2. Check the jacket pocket and velvet hat.

The 'Time to Read' sheet is printed on two sides of A5. The first side is the 'reading' side. Teachers should aim to cover twenty words a day in phonics lessons. This sheet allows for plenty of practise for children. The reading elements in sentences should be replaced by a paragraph in Year 1 after Christmas to match the age-related expectations at this point. Teachers could copy a paragraph from a decodable book to go here instead.

A teacher can use it in the following ways to assess children:

'front row...read me number two please'

'back row, after 3, read me number 11 please'

Note: for children to be successful readers they need to be good digraph spotters. This sheet goes home every day with the child's reading book.

The reverse side of the sheet is aimed at supporting writing. The purple bar on the right hand side is for handwriting practice. Children should write the words underneath the pictures on the lines. For example, chips, chick, cheese.

Time to Read Sheet

ch



			s
--	--	--	---



--	--	--



--	--	--

1. _____

2. _____

ch

Handwriting

You can teach a letter and handwriting at the same time when doing phonics. For example, provide children with a commentary. For example, for an 'n', 'we are going down the line, up and over with a flick'. The teacher could ask children 'could you do me a board of 'n' s' and the teacher would scan and then intervene where children need help.

9. Quality First Teaching: key elements of best practice:

- Enthusiastic delivery
- Active involvement-all children should be on task doing. The teacher could have a guided group within the phonics lesson and this should be planned for.
- Inclusivity
- Fast paced
- Engaging
- Appropriate praise
- Consistency

High quality teaching should ensure teaching reaches all children.

(Thinking CAPS on!)

- ✓ **C**onnections: how does this build on what you already know? Are the children able to make connections? Build familiarity by using the same resources and have the same routines and teaching approaches (listed in this handbook). Get children to apply learning.
- ✓ **A**ttention: children pay attention to the meaning of the lesson and by challenging children to think about content, they are more likely to transfer learning to long-term memory. Follow the trust's guidance on seating (page ?) for phonics lessons. Ensure children are all facing in the right direction and that teachers can see their eyes and mouths. Seat the poorest readers (bottom 20%) at the front of the class. Apply good behaviour management techniques and keep children on task and motivated.
- ✓ **P**ractise: There is clarity in delivery and activities are predictable for children (consistency). Children have time in lessons and at other points in the day to practise learning to help automaticity. Practise. Practise. Practise. Children need to work as hard or harder than the teacher. Apply the power of three rule. For example, say a phoneme at least three times. Teachers need to work smart and have high impact (do not spend a day making resources for a 30 minute lesson!).
- ✓ **S**tructure: Lessons follow the structure highlighted on page 19 and learning is delivered in manageable chunks with good assessment for learning throughout.

Place a spotlight on the lowest 20% throughout each part of the lesson.

- ✓ This is achieved through teachers having a clear seating structure
- ✓ Activities identify understanding and live feedback is given during lessons
- ✓ Effective modelling enables the spotlight children to clearly understand how they can succeed
- ✓ Teachers generate a good understanding of any gaps in learning and use this to identify and follow-up activities for extra practise.

10. Planning & Assessment

Every lesson should have a tight and measurable learning objective. Careful consideration should be given by the teacher as to what these objectives could be. They should be about strategy. Poor phonics scores are mainly due to poor blending ability of children. Every lesson should have a specific focus: reading (word or sentence level); writing (word or sentence level) and a tricky word focus (reading or spelling common exception words).

Examples of decent learning objectives:

- ❖ To read words with vowel digraphs/trigraphs
- ❖ To read words with an 's' on the end.

In a typical week's plan, two lessons should have a reading focus, two lessons should have a writing focus and one lesson should have a word focus.

Pseudo Words

Pseudo words give us an opportunity to check children using their phonics skills. Pseudo words are used as an assessment tool, and never as a teaching tool. These words are not real words and therefore should not be practised. Teachers should familiarise children with pseudo words every half-term and put them in the half-termly assessments (see Appendix 10).

Phase Six Phonics

In phase six phonics the main aim for children is to develop their fluency as a reader and increase their accuracy when spelling. They will have already learnt the most often used grapheme-phoneme correspondences (GPCs) in the English language. Children will be able to sight-read a large number of words. When coming across an unfamiliar word, children use their blending skills to decode them.

Summative Assessment

Screening checks should take place half-termly and are summative. They are used to show teachers and leaders where cohorts are at in terms of meeting and exceeding national expectations (82% in Year 1 for 2019 and 91% in Year 2 for 2019 re-sits).

2019/2020 Phonics Screening Assessments	
Term	Phonics Screening Paper
Autumn 1	2015
Autumn 2	2016
Spring 1	2017
Spring 2	2018
Summer 1	2019

The most recently released screening should be completed in summer 1.
Formative assessment should be continual and be done within each lesson.

11. Teaching Tricky Words

Teaching tricky words should be on display near where the teacher is teaching at eye level.

Procedure (follow this systematically):

1. Remind children of some of the other words with 'tricky bits' that they already know (eg. the, come, her)
2. Read caption pointing to each word, then point to the word to be learned and read it again
3. Write the word on the whiteboard
4. Sound talk the word, and repeat putting sound lines and buttons (as illustrated on page 140 Letters and Sounds) under each phoneme and blending them to read the word
5. Colour and discuss the bit of the word that does not conform to standard GPC. For example, the tricky bit. In the word could, the middle grapheme is not one of the usual spellings for the /oo/ sound
6. Read the word a couple of times with the children joining in, and refer to it regularly during the day so that by the end of the day the children can read the word straight away without sounding out
7. Ask the children to do the same with their partners

Remember-the teacher is the MODEL!

12. Phonics in Key Stage 2

In Year 3, there are instances where some children will still require a phonics programme and decodable books. This is especially true in a Junior School, where the teachers only have transition data to inform them of a child's reading ability. Across the trust's schools in the first week of Autumn Term (September), all children are given a fluency check (Appendix 1). This assessment determines which children are fluent readers and no longer require phonics lessons, and which children need additional sessions. This fluency check is re-administered termly and children stay on decodable books until they are competent readers. *When quality phonics is fully embedded, this should not be many children.*

13. Setting Up for Phonics

Classroom Display

Classrooms should have a display linked to the phase and year group they are teaching. Letter Charts (Appendix 1) should be on tables for each phase as well as tricky words.

Children's Resources

All children should have a phonics pack that includes a whiteboard pen, phoneme frames and lines (children need to write on the lines and not on blank pages) a grapheme grid and some pictures.

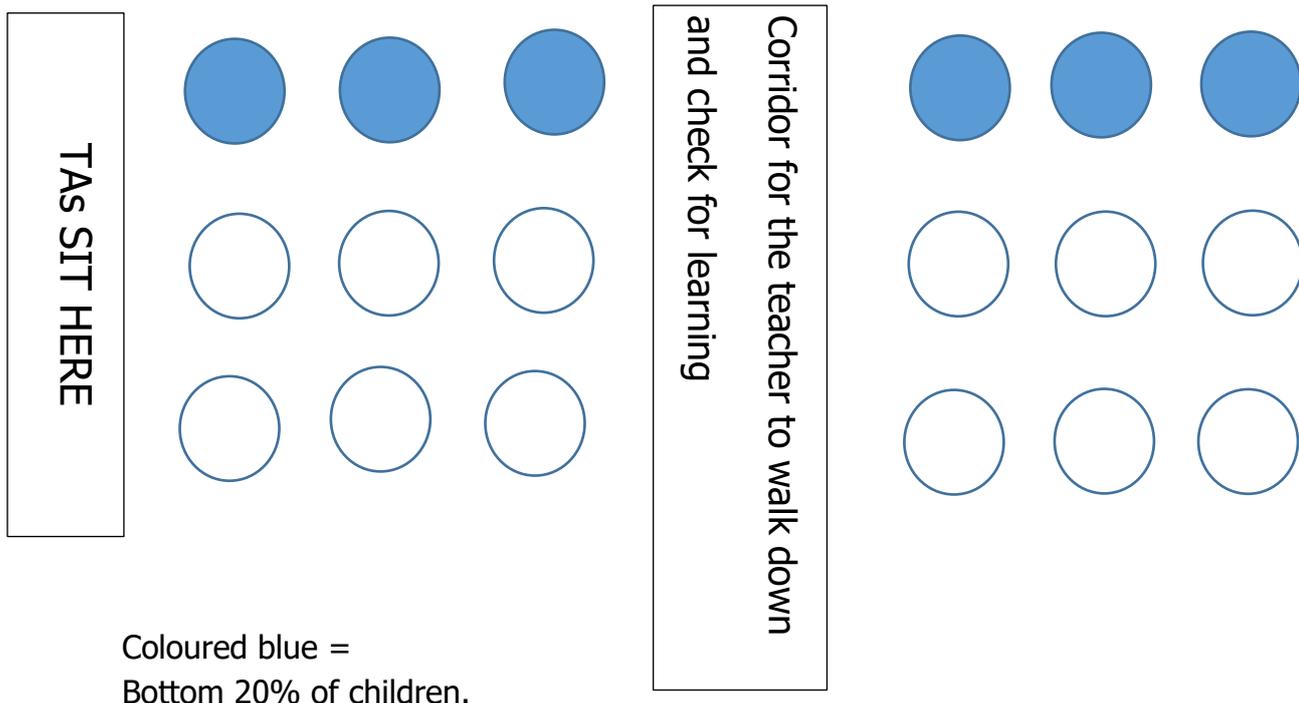
Seating Plan

Below is a model seating plan that takes into account the role of teaching assistants as well as the poorest readers in the class. It also takes into account the space and positioning of the teacher.

Model Seating Plan

Teacher at the front with whiteboard and displays at eye level

A 'no go zone' so that the teacher can see the eyes and mouth of each child



Teaching Assistants should make sure that children are paying attention in the lesson and give children individual feedback. Teaching Assistants must also feed back to the teacher.

The Teaching Sequence & Lesson Structure

In The Forge Trust, a phonics lesson includes five parts:

Part 1-Revisit & Review (5 minutes fast pace)

This is a 2 part revisit and review-knowledge and skill.

Activate prior knowledge

practice recognition (using flash cards) and recall of previously taught GPCs
practise oral blending and segmentation/practise fluent reading-spelling/tricky words



Part 2-Teach (8 mins)

(every lesson needs a clear learning objective-GPC or strategy objective)

Explicitly teach a new GPC and/or new tricky word

Teach blending or segmenting with letters

Model/memorisation



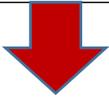
Part 3-Practise and Apply Reading (15 mins)

Securing the learning

Guided practise that is scaffolded (2 mins) then independent practice.

Practise reading words using taught letters

Read a caption using high frequency and decodable words



**CHILDREN MOVE TO TABLES READY FOR WRITING PART OF LESSON
(2 mins)**



Part 4-Practise and Apply Writing (7 mins)

Securing the learning

Guided practise that is scaffolded (2 mins) then independent practice.

Practise spelling and writing words using taught letters.

Read a caption using high frequency and decodable words



Part 5-Review & Revise (3 mins)

Note: Phonics lessons in Year 1 should be 40 minutes long.

14. Roles and Responsibilities within each School: Reading & Phonics Leaders

Each school in The Forge Trust has a Reading Champion and a Phonics Leader. The Principal of each school should also be trained in the teaching of Reading and fully understand the policy.

The Reading Champion

It is the responsibility of the Reading Champion to model, coach and guide other teachers to deliver best practice regarding reading for pleasure. They should monitor how teachers read to children on a daily basis, and ensure children are exposed to good literature. The Reading Champion promotes reading for pleasure throughout school and models and supports staff with their subject knowledge of books and authors. A main aim is to raise the profile of reading in school.

The Reading Leader

The Reading Leader has overview and responsibility for early reading: phonics, decodable books, and working with parents. They also work very closely to English Leaders (we break English up into component parts of reading, composition and speaking and listening).

The Reading Tracker should be used as an audit tool and working document by the Principal, Reading Leader and Phonics Leader. This document will always be a focus during Forge ESLT quality assurance visits.

Specialist Reading Teachers (formerly known as Reading Recovery)

In some schools the Reading Recovery teacher has taken on the role of co-ordinating and working with the Reading Leader to ensure all children receive high quality additional practice sessions (where needed). This role is currently under review, and the trust will be formalising a Job Specification and Job Description during the next academic year. The new role will require this post holder to acquire extensive knowledge so that they can support and lead other teachers in and across the trust.

Refresher training in 'early reading' and 'phonics' will be provided each academic year during staff development meeting time to ensure all staff in school are well trained and possess good subject knowledge.

The Executive Senior Leadership Team of The Forge Trust prioritise reading above all other areas, and consequently reading and phonics will always be a high priority in each school. Teaching practice and outcomes in reading will also always be linked to teacher appraisal.

15. Whole Class Reading Sessions (F2 & Year 1)

Objectives:

- To ensure all pupils make speedy progress in phonics and reading
- To develop understanding and use of spoken language
- To develop a love of reading

Our whole class reading sessions are designed to increase children's reading fluency. Sessions last for 20 minutes. Specific decodable books have been ring-fenced so that they are used for whole class reading sessions.

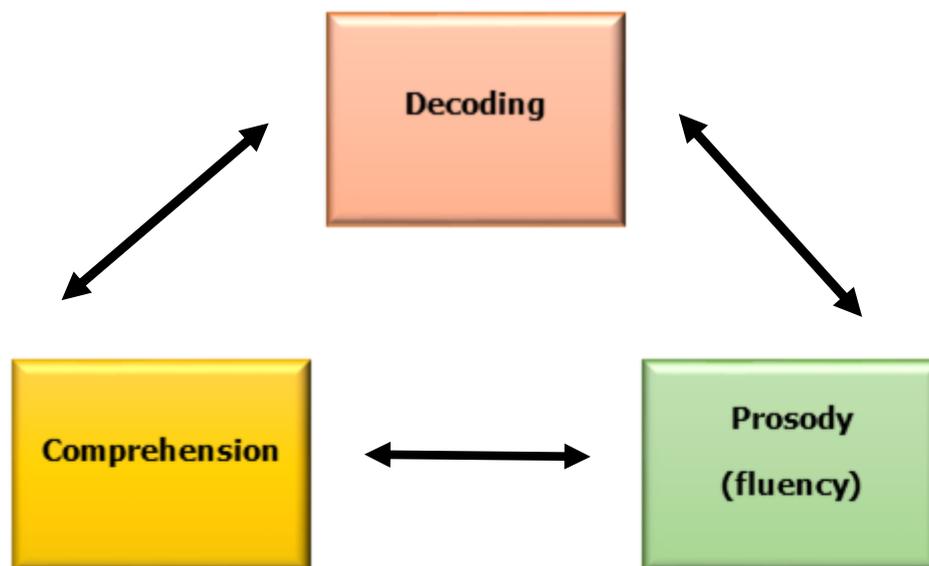
In foundation stage, a class should be no more than ten children until they can manage as a whole class.

Characteristics of Effective Reading in School

Effective reading sessions teach word recognition, Language Comprehension and Prosody (fluency, reading like a reader)

Characteristics of an Effective Reading Session

To develop children into fluent readers we must ensure that their learning is not abstract. Therefore, we must show the children the links between phonics, guided reading/whole class reading and children's reading books.



What effective reading is **NOT**:

1. Carousel Guided Reading- Teacher listens to one group a day, whilst the others are 'engaged' in tasks linked to the book
2. Not once a week
3. Not different texts for different groups
4. Not multiple planning for different texts

Effective Reading- A Whole Class Approach

Over-arching Principles:

- The teacher must be the best reader in the room;
- Children must practise, practise, practise;
- Teacher must always have a focus on the bottom 20% of children;
- Effective Reading is a five-day programme with three aims each day.

Day	Three aims each day
1	<ul style="list-style-type: none">• Enable children to make a connection to the text• Understand how an expert reader does it• Enable an initial understanding of the text
2	<ul style="list-style-type: none">• Develop tricky word success• Let the children hear what it should sound like• Practise time decoding
3	<ul style="list-style-type: none">• Practise time decoding/ fluency• Create more fluency• Let the children hear what it should sound like
4	<ul style="list-style-type: none">• Understand the text further• Enable children to read with expression• Practise time
5	<ul style="list-style-type: none">• Practise time• Let the children understand how to share the answers well• Have a book the children understand and can read well.

Organisation

- Foundation Stage smaller groups (10-15 children) until they can operate whole class (still needs to be daily)
- Year 1 whole class
- 15-20-minute daily session
- Teacher is the 'expert' reader
- All children have the same book. Challenge Higher ability children through fluency and comprehension.
- Children work in pairs- set up the pairs at the beginning of the term so that the children can share thinking.
- Although the children will share a book during the lesson, they MUST take an individual copy of the book home with them on a Friday.
- Resource packs for each pair (copy/copies of the text, post-it notes, phoneme grids, tricky word grids, lollipop sticks for pointers)
- No hands up (everyone says the answers/ listen to children as they work in pairs MTYT (My turn, Your turn)
- Pre-tutor based on knowledge of the children

How to choose a book

The level of books should be chosen based on the phonics phase and group of phonemes the children are accessing during lessons. The only time this may differ, is when the children begin a new phase and have only learnt a limited amount of the next phases GPC's.

For example, in FS 2 children have only learnt four phase three GPC's. The children will not be able to access a phase three book, so give them a phase two book for the first week.

Year Two

The same approach and planning need to be used for children who did not pass the phonics screener in Year One.

- Identify which children did not pass the phonics screener in Year One. Assess the children using the Forge Phonics Assessment.
- Group the children into a 'Phonics Phase Group'
- Whilst the rest of the year group are Whole Class Reading (40 minutes), this group will have a 40-minute session split into phonics and whole class reading.

Mixed Age Classes

Two separate sessions of reading need to take place daily.

Key Stage Two Classes

The same approach and planning need to be used for children who did not pass the phonics screener in Year Two.

- Identify which children did not pass the phonics re-take in Year Two. Assess the children using the Forge Phonics Assessment.
- Group the children into a 'Phonics Phase Group'
- Whilst the rest of the year group are Whole Class Reading (40/45 minutes), this group will have a 40/45-minute session split into phonics and whole class reading.

Planning (See Appendix 12- How to Spot an Otter)

Planning to be on the Forge Trust Effective Reading Planner.

Planning must contain: -

- Learning objective
- Process-led Success Criteria
- National Curriculum objectives covered for the week
- Starter focus on phoneme/ tricky words
- What the teacher is doing during the lesson
- Plenary

Recording the Session

An insert will be stuck in the children's reading diary on a Monday to show parents/carers what the children have been doing during the week. See the example taken from the Blue Reader 'How to Spot an Otter' below. The class teacher should sign the reading diary daily to acknowledge the child has participated in the session.

This week we have been reading 'How to Spot an Otter. We have learnt about:

- Adjacent consonants (sl, thr, fr, br)
- Reviewing phase 3 phonemes (ee, ow, oa, igh)
- Common exception words (tricky words) from the book (to, of, by, be, you, are, like, little, when, out, what, the do)
- Words linked to books) expert, alert, skilful, harvest, unspoilt, habitat)
- Where otters live/ what otters eat and what otters look like.

Home Learning

Once the children are 95% fluent with the book, (on a Friday) the book goes home with each child. The child keeps the book for the whole week. In addition, home learning will be sent home to consolidate the text.

Children will also take home an individual decodable book and a reading for pleasure book, linked to individual reader where possible.

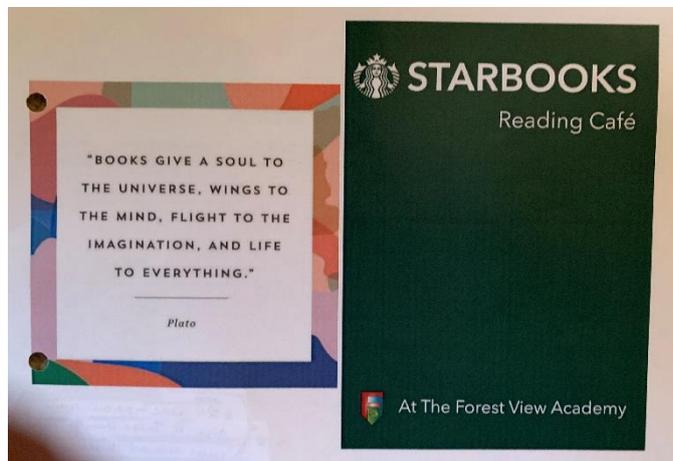
Key Strategies for Transitional Spellers

- Ensure children are familiar with words being taught
- Specifically teach children how to analyse (explore and sort) words
- Make clear links between the sound of the word and the way it is spelled
Note: Non-statutory guidance outlines 'rules' based on sound v spelling
- Teach children how to copy and check and emphasise the value of both
Note: Children think that copying is 'wrong'
- Provide opportunities for children to use **specific words** in dictated sentences and within own writing.

16. Session Structure for Key Stage 2 (including Junior Schools)

- These sessions should last for 15-20 minutes every day until children can read. All children who fail their fluency check in Year 3 (September) will need this structure, or aspects of it.
- Sessions are broken up into the following elements:
 - a) Card work ('Win it'-see page???) working on missing GPCs (5 mins)
 - b) GPC chart work (5 mins)
 - c) Blending activity with cards (5 mins)
 - d) Listening to child read a decodable book (5 mins)
- Appendix 7-Additional Practice Session Log-is used to log teaching and impact every day.
- Parents are kept informed about their child's progress through a postcard system where teachers send information (once per week) home stating which GPCs, decodable words, tricky words have been focussed on. Additional teacher comments are also recorded on this postcard, and there is a barcode for parents to scan on their phone (using the free QR scanner app) that will link them straight to a youtube clip that supports the specific area of learning (Oxford Owl-pronunciation of phonemes). Alternatively, a web address is provided on the postcard for parents to access the same guidance.

Right: side A of the postcard



Right: side B of the postcard

Dear Parent/Carer,

This week _____ has been looking at the following GPCs and words with me during their daily phonics and reading intervention. We have also been reading the decodable book _____ which practices this new knowledge.

GPCs	Decodable Words	Tricky Words	Other Comments

Please could I ask your help in this process by regularly practicing reading these GPCs and words, and allowing your child to read their decodable book to you. This should take no longer than 10 minutes per evening, and can be recorded in their reading diary. Correct pronunciations of the GPCs can be found by scanning the QR code or following this link:
<https://www.youtube.com/watch?v=UCl2mu7URBc&t=127s>

Thank you. Mrs E Pearce - Early Reading and Phonics Leader.



17. Decodable Reading Books

Our decodable reading books are linked to the Letters and Sounds Framework. We use Big Cat Phonics books because they are high quality texts that look like real story books and they teach the letters and sounds in a systematic way that is fully in-line with the Letters and Sounds Framework.

Fully decodable books are texts that are matched to a child's current phonic phase. They only include GPCs and tricky (common exception) words that have been taught and the child is already familiar with. This approach ensures that children are successful when they apply existing phonic knowledge to the text. They do not have to resort to guessing or using other inefficient 'clues' such as the picture or the picture or the grammatical context.

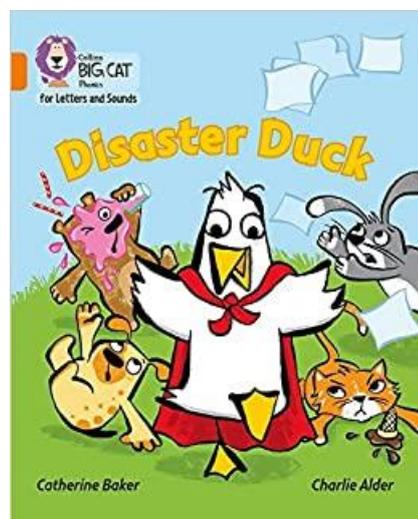
Children should be reading at 90% fluency in reading sessions and 95% fluency for books they take home. 90% fluency does not mean 90% decodable. It means a child reads 9/10 words fluently and only does a very short pause on one word. This is important because children need to get meaning from reading, and this cannot be achieved if children are constantly pausing.

Stage 1: Decodable Readers (FS-Year 2)

Stage 2: Age and year group appropriate fluent reading books (Pie Corbett Literacy Spine books)

Note: Children must have a batch of books to select from. Teachers should still guide children. Book banded books should be re-distributed.

Stage 3: Free choice good quality books covering a range of genres and interests. These books should be replenished each year with children's involvement.



18. Guidance for Listening to Individual Readers

When listening to a child read a decodable book...(aim for approximately 5 minutes)

- Consider the context and look at the front cover. Teacher should say what they think the book is about if the child isn't sure
- When book is new to the child, do a book introduction, where teacher turns the pages and highlights any key vocabulary in the pictures that may appear in the text
- Teacher should promptly launch into listening to the child read and let the child turn the pages
 - Teacher: say that again (points to the word and repeats the sentence when the child has sounded out the words in the sentence because they were unable to read it fluently)*
 - Teacher: It is not fair (points out an exclamation mark and models saying the sentence with expression. Then asks the child to copy the WAGOLL*
 - Teacher: g-oo-d (modelled sound talking the word)*
 - Teacher: Are they having a good time? (throws hands in the air) He is loving it! Say it like he is enjoying it (using asides and hinting at comprehension).*
- Give 'asides' and push the fluency aspect
- Teacher supports anything that wasn't fluent
- Finish the session by telling the child what sounds they have concentrated on in the session. For example, 'ure'
- Remember-the reward for children is that they are learning to read!

The session should be 'punchy'. No messing about!

19. Targeted Additional Practice (for the bottom 20% of children)

Keys to success

- Speedy identification of children in need of additional practice and support
- Careful pinpointing of weaknesses to ensure additional support is focussed on area of need
- Consistent approach-resources and strategies are matched to the school's policy and replicate strategy that is being taught and modelled in class
- Effective use of available resources, especially well-trained adults
- A graduated approach:
 - 1) High quality phonics teaching (daily lesson)
↓
 - 2) Same day in-class intervention (teacher uses good formative assessment *afI*)
↓
 - 3) Targeted additional practise sessions (5 minutes 1:1 support) on blending and segmenting or recognition of graphemes

Key Considerations: why are children falling behind?

Are there secure foundations in phonics?

- Work on visual and auditory memory skills
- Increase familiarity with phonemes
- Secure oral blending and segmenting
- Ensure success leading to increased motivation and participation

Is more practise needed with speedy recognition of graphemes?

(follow additional practice activities B,C and D)

- Provide same-day practice through flashcards or stickers
- Provide additional recognition practice with flashcards (chunked into sets)
- Precision grids (limited number of focus graphemes)

Is more practise needed with blending with letters?

(follow oral blending activity A)

- Provide regular practice including 'supported' blending.

Quality First Teaching and Considerations to Reach the Lowest 20%

Ensure all children make a strong start in Reception by:

- Beginning the programme immediately at the beginning of the school year
- Ensure sufficient time is dedicated to teaching all aspects of the programme, including frequent practice of GPC recognition and oral blending throughout the day
- Identifying children in need of additional practice or targeted support from week 3 and immediately providing the required support
- Establishing and maintaining high expectations
- Sharing information about the programme with parents so that they can support sound and word reading at home

Ensure sufficient focus is placed on vulnerable pupils within daily phonics lessons by ensuring all learners put on their 'Thinking CAPS':

Connections

- Provide a context for teaching so that children know what they are going to be learning and are excited about the challenge ahead.
- Ensure resources are matched to learning needs and hit the 'just right' spot.
- Make links with prior learning so that children can build on what they already know and can do.
- Ensure resources are matched to the chosen programme and used consistently by all staff.

Attention

- Ensure all children can see the teacher and the resources used within the lesson.
- Consider the position of vulnerable children within the group to maximise interaction with adults throughout the lesson: position them near the teacher.
- Use familiar, well-considered activities that ensure attention remains focused on the phonic goal.
- Scaffold learning to promote success, leading to increased attention and motivation.

Practise

- Ensure pupils have sufficient opportunities to practise knowledge and skills. This includes selecting appropriate activities that are engaging, but focussed on the phonic goal and organising activities to maximise active involvement of all children.

Structure

- Ensure each part of the lesson has a clear phonic purpose that supports Assessment for Learning and enables teachers to continually monitor and track progress and pin-point areas of weakness.

Skill

- Ensure all staff involved in teaching early reading have the skills needed to manage all of the above on a daily basis throughout the school day as well as within dedicated phonics lessons.

The place where you carry out the additional support is important. It needs to be a quiet place where the intervention will not be disturbed. The furniture needs to be appropriate and the tables and chairs need to be at the appropriate height. The room needs to be well lit and at the right temperature. The resources presented in the space are the same high quality as those presented in class.

Appendix 6 shows a Progress Chart for Additional Practice Sessions. This provides a written record of what specific practice session was delivered, the date of delivery and by whom.

Resources

- Are there consistent resources available throughout the school including provision for additional support?
- Is there a copy of The Letters and Sounds Progress Chart to show each individual child's targets?
- Is the lesson well prepared? Do you have all of the correct resources for each child's session?

Monitoring

- Is there a clear outcome for each session? What do you want the child to do at the end of the session?
- Regular meetings (every one-two weeks) with the reading lead to review and set new targets.

Top Tips

- ✓ Focus on the learning; stick to the point
- ✓ Stay calm and positive throughout
- ✓ Do not overpraise (this will detract from learning). Praise effort, application and attentiveness
- ✓ Silent praise (smile, nod or thumbs up)
- ✓ Minimal instructions (do not overload and detract from the learning)

**The Focus for Intervention:
Additional Activities for the Bottom 20% of Children.**

There are four activities for targeting additional practice when working individually with children in the lowest 20%. Teachers need to identify where children have gaps in learning: is it an inability to orally blend or are there gaps in GPC (grapheme phoneme correspondence) specific knowledge? If children struggle with oral blending, then provide a 5 minute daily additional practice session or oral blending. Some children will require three sessions a day and even some sessions at home if need be, where 1:1 parent meetings will show parents how to practise this at home, and teachers will provide the resources.

Oral Blending Activity A

- You will need 4 picture cards
- (I do it). Show the child one picture. Sound talk the pictures in an exaggerated manner, but do not say the word, (You do it) child repeats.
- (I do it). Repeat at a faster pace and blend to say the word. Place the picture on the table. (You do it). Child repeats.
- Repeat this process with all four pictures
- Sound talk a picture, child to point to the picture. When the child points they need to sound talk the picture and blend to say the word.

Gaps in GPC Activities

If children have gaps in GPC knowledge, then there are three activities that teachers can provide. If children need to practice GPC knowledge. Teachers can use either Activity B, C or D.

Activity B: Win It

- Use Appendix 6 (The Forge Trust Letters and Sounds Assessment) to identify the missing graphemes within the phase. Choose one to teach per day.
- Show the unknown grapheme (flashcard)
- Emphasise the shape using your finger by running it over the grapheme and saying the sound as you go along.
- Ask the child to repeat this at least three times.
- Put the new grapheme in with a collection of known graphemes
- Go through all of the phoneme flashcards
- If the child recognises the grapheme, put it at the back and continue to show the cards.
- If the child doesn't recognise the grapheme, tell them the phoneme. Ask the child to repeat and put it closer to the front.

Note: If children can't blend only do Activity A

Activity C: Mix it Up

(use if oral blending is secure and some GPCs are well known)

This strategy is applicable to all phases of Letters and Sounds.

- Show picture cards to start with and teacher says the pictures with the child
- Teacher then points to the letters, and sounds-out (eg. dig) and swipes with finger from left to right under the graphemes. Teacher says the word as a whole as they swipe. Teacher does this twice. Teacher pushes the cards towards the child and they repeat step one.
- Mix it up. Teacher then mixes up the graphemes and re-arranges them, putting them into the correct order saying the phoneme for each grapheme to make the word. Teacher sweeps finger from left to right under the graphemes, saying the word as a whole as they sweep. The child then repeats this process.
- Teacher then shows the whole word 'dig' and asks the child 'what is the word?' Child answers 'dig'.

Activity D: Hide It (to learn a letter)

- (hear it say it) Rehearse articulation of phoneme and make links with familiar vocabulary (make sure the letter is at the end/beginning and middle of pile) and hide and find
- (see it say it) Introduce grapheme that most commonly represents the phoneme using its name and sound
- (say it write it) Rehearse distinguishing the grapheme from a mnemonic and from other taught graphemes (hide and find)
- Model how the letter is formed and practise writing it
- Model using the new letter, blending and segmenting one or two new words with magnetic letters or letter cards.

(Refer to Letters and Sounds Programme p.51, 78, 81 and 135 and Notes and Guidance p.14)

20. The Role of Parents

Schools in The Forge Trust will provide parent workshops each academic year and model to parents how they can support their children in learning sounds. Wherever possible, it is trust policy to provide free resources for parents and carers to take away from the sessions.

We are very clear that parents should share decodable books with their children that are sent home and help them with their key words that are linked to the book. They should also listen to their children read with this book, because they should be able to read it with 95% fluency (only one short pause in every twenty words and there shouldn't be a word that the child cannot decode). It is the job of our teachers to teach reading in school, and decodable books shared with children in school by teachers should be matched to 90% fluency (only one short pause in every ten words).

From a parent's perspective, the main emphasis should be to enjoy 'real' books together. When parents do this, they should read to their child and this can be with any book the child is interested in.

Teachers sign Home/School Reading Diaries once per week at the point of swapping children's books (F1-Y6) and respond to parent comments at this point. This is a manageable process for our teachers across the trust.

21. Challenge Checklists for Senior Leaders

Trust Level



Checklist 1: Key Performance Indicators

The Forge Trust's Executive Senior Leadership Team is responsible for ensuring that its schools Reception and Year 1 pupils, and in particular, the lowest 20% of pupils, meet the key performance indicators for reading and language development.

Key Performance Indicators *(Italics)*

1. To ensure all pupils make speedy progress in phonics and reading

Pupils' progress in reading is dependent upon both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. *All children are taught age-related content in phonics, and the vast majority of these children are expected to be working at age-related expectations. Methodology: This is measured through a mixed methods approach: quantitative data to measure the pupil outcomes, and qualitative data through observation to gain a picture of coverage.*

2. To develop pupils' understanding and use of spoken language

Pupils' vocabulary, grammar, understanding of the world, and their ability to communicate effectively depend upon the quality and variety of language they hear and the opportunities they have to speak and interact, in particular with adults. The frequency, depth and quality of these exchanges are fundamental to this progress. Good reading comprehension draws upon this linguistic knowledge. *All teachers in early years possess good subject knowledge and provide a good model, as well as providing opportunities for children to practise speaking and listening. Teachers use the environment as the third teacher. Methodology: this is measured through qualitative observations.*

3. To develop children's love of reading

Reading widely and sharing books feeds pupils' imagination, their vocabulary and knowledge of the world. Pupils' progress at school is dependent on the breadth and frequency of the books they have read to them and the books they read for themselves: the more they read and have opportunities to talk about what they read, the more words, people and worlds they encounter and understand. *Children enjoy stories and speak enthusiastically about reading. Methodology: this is measured through pupil voice (qualitative data).*

To achieve these three KPI's, schools must be 'determined that every pupil will learn to read regardless of their background, needs or abilities. All pupils, including the weakest readers, must make sufficient progress to meet or exceed age-related expectations'.

Schools Inspection Handbook. May 2019. P87: 293

Note: These KPI's must be a focus for quality assurance visits by the CEO and other members of the Executive Senior Leadership Team. In order to achieve these KPIs, school leaders and teachers must teach with complete fidelity to the Phonics and Early Reading Policy.

Key: orange font indicated the first criterion to be addressed.

Trust Level Oversight:

Training

1. Schools must have a yearly agenda for staff CPD and training. The Teacher Training Matrix is checked during QA sessions in schools, indicating delivery, focus and outcomes and attendees.

Resources

2. Teacher Teaching Toolkits are checked annually and are ordered centrally by the trust.

Teaching

3. Sufficient time is given to teach phonics, reading and writing.
4. Teacher subject knowledge is good and appraisal is used as a vehicle for improvement.

Progress and Assessment

5. Key Milestones for age and stage are adhered to and followed by teachers.
6. Reading Leaders and teachers assess pupils half-termly in phonics (letter sound knowledge and word reading).
7. Tracking data in phonics is used in Year 1 as a child's reading level.

Parents

8. Parents are informed about The Forge Trust's approach/School's Phonics and Early Reading Policy.

22. Challenge Checklists for Senior Leaders

School Level

Checklist 1: NC 2014 Year 1 word reading, spelling and handwriting.

Reading

1. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
2. Blend spoken sounds into words.
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
4. Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings.
5. Read other words of more than one syllable that contain taught GPCs.
6. Read common exception words, noting unusual correspondences between spelling and sound.
7. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
8. Re-read these books to build up their fluency and confidence in word reading.

Handwriting

9. Sit correctly at a table, holding a pencil comfortably and correctly.
10. Form lower-case letters in the correct direction, starting and finishing in the right place.

Spelling

11. Spell words containing each of the 40+ GPCs already taught by:
 - writing letters in response to hearing a sound
 - Identifying the sounds and then writing the sound with letter/s
12. Spell common exception words
13. Write from memory simple sentences dictated by the teacher

Checklist 1: Ensure a cumulative progression of sounds and books

'The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home'

School Improvement Handbook P87: 293

Leaders need to ensure that:

1. Decodable reading books (Big Cat Phonics) are organised in the given sequence, and reading books organise letter-sound correspondences cumulatively. Books are not organised by traditional 'book banding' criteria based on a mix of methods. i.e. sequential decodable books are not mixed with texts that rely on repetition, prediction and 'look and say'.
2. Pupils read texts/books that closely match the letter-sound correspondences they can read at home as well as in school.
3. These texts/books contain few exception words.
4. Pupils are not asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.
5. Pupils practise sounding out the words in the story and read exception words before they read the text/book.
6. Pupils re-read these texts/books at school and at home to build fluency.
7. Pupils falling behind are given extra practice to re-read these texts/books.
8. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently.
9. As soon as pupils can read unfamiliar words confidently, they read wider literature and no longer read books in the school's levelled reading programme.
10. Teachers keep records of the books pupils read in school and at home.
11. Pupils practise reading books at home once they have read them at school.
12. Parents know how to increase their children's fluency in reading sounds, words and books, at each point in their children's learning.
13. Teachers provide extra reading practise for pupils who do not practise at home.
14. Parents understand the difference between stories to share and stories that children read aloud.

Checklist 2: Build a team of expert reading teachers

'The school has developed sufficient expertise in the teaching of phonics and reading'

School Inspection Handbook p.87: 293

The Principal:

1. Has appointed a reading leader with expertise in and experience of teaching phonics and early reading.
2. Gives the reading leader dedicated time to fulfil the role (see below)
3. Ensures all grades of management (including the Principal), teachers and teaching assistants keep their knowledge of teaching reading up to date.
4. Ensure that new staff receive CPD and training based around The Phonics and Early Reading Policy.

The Reading Leader:

1. Meets frequently with the Principal to discuss the impact of each teacher on pupils' progress, particularly the lowest 20%.
2. Uses the Teacher Training Matrix to plan activities for teachers to practise.
3. Uses assessment data of the lowest 20% of pupils to decide areas for practice.
4. Timetables practice times in staff development meetings (weekly if possible) and ensures all reading teachers attend.
5. Knows how to run practice sessions.
6. Coaches reading teachers (who need extra support) during phonics lessons.
7. Keeps a record of all practice and coaching sessions.

The Reading Champion

1. Monitor how teachers read to children during story time and provides a good WAGOLL.
2. Promotes reading for pleasure and is a model of best practice in their classroom setting.
3. Supports staff with subject knowledge of books and authors.
4. Raises the profile of reading in school.



Building a Team of Reading Experts

Training Matrix for Letters & Sounds

Academic Year: 2020-2021

Refer to Practice Guidance for High Quality Teaching with Letters and Sounds (to support modelling and coaching sessions).

Principal:

Reading Leader:

(Early Years: responsibility for phonics, decodable books, first quality teaching across school and parent partnerships)

Guidance: This version is for the Reading Leader to ensure overall oversight (along with Principal)

Use this document to track and plan your practice sessions with teachers and teaching assistants (one per week) plus any additional coaching provided by your reading teachers

- For each activity, record the date next to the activity each time you have a practice session.
- The Reading Leader will deliver CPD through a data informed approach. For example, observations show blending to be a concern then CPD will match the concern (blending). CPD sessions will happen weekly for 15 minutes at the start of every staff development meeting.
- Also, record the date next to the activity each time you coach a teacher who requires further support. This should be completed during the same week of the practice session.

Year Group (F1 / F2/ Y1/ Y2):

Names of Teachers & Initials:

Names of Teaching Assistants & Initials:

Activity		Practice Session Dates			Coaching Dates for Teachers & Teaching Assistants														
					Name of Reading Teacher 1		Name of Reading Teacher 2		Name of Reading Teacher 3		Name of Reading Teacher 4		Name of Reading Teacher 5		Name of Reading Teacher 6				
Oral Blending and Segmentation	My turn, your turn blending and segmentation (Sound-Talking)																		
	Tell me the word blending (feely bag blending/Fast blending)																		
	Physical segmentation (Chop it Up)																		
	Targeted Additional Practice: Supported Blending (Blend it)																		
	Targeted Additional Practice: Supported Segmentation (Copy Me)																		
Learning a Letter	Teach a single-letter sound correspondence																		
	Teach a digraph or trigraph																		
	Teach a split digraph																		
	Teach an 'alternative' (new) grapheme																		
	Teach an alternative pronunciation																		

Activity		Practice Session Dates			Coaching Dates for Teachers & Teaching Assistants														
					Name of Reading Teacher 1		Name of Reading Teacher 2		Name of Reading Teacher 3		Name of Reading Teacher 4		Name of Reading Teacher 5		Name of Reading Teacher 6				
Letter Recognition	Flashcards																		
	Targeted Additional Practice: Win it																		
	Targeted Additional Practice: Grapheme Grid																		
Blending and Reading Words	Teach reading a word (letter cards or magnetic letters)																		
	Teach reading a word (sound buttons)																		
	Read the word (find the digraph/trigraph; sound buttons and bars)																		
	Read it Fast / Countdown																		
	Independent Application: Word and Picture Match																		
	Independent Application: Word Grids/Magic words/Draw it/Match it/What's in the box																		
	Targeted Additional Practice: Mix it Up																		

Activity		Practice Session Dates			Coaching Dates for Teachers & Teaching Assistants														
					Name of Reading Teacher 1		Name of Reading Teacher 2		Name of Reading Teacher 3		Name of Reading Teacher 4		Name of Reading Teacher 5		Name of Reading Teacher 6				
Reading captions and sentences	Teach reading a caption/sentence to fluency																		
	Independent Application: Match it																		
	Independent Application: Yes or No?																		
	Targeted Additional Practice: Build it Up (repeated reading)																		
Letter Recall	Fastest Finger																		
	Quick-copy																		
	Quick-write																		
	Targeted Additional Practice: Write it (small chunk of letters)																		

Activity		Practice Session Dates			Coaching Dates for Teachers & Teaching Assistants														
					Name of Reading Teacher 1		Name of Reading Teacher 2		Name of Reading Teacher 3		Name of Reading Teacher 4		Name of Reading Teacher 5		Name of Reading Teacher 6				
Segmenting and Spelling (words)	Teach spelling a word (word-building with letter cards or magnetic letters)																		
	Teach spelling a word (phoneme frame or phoneme line)																		
	Teach checking spelling (Fix it)																		
	Independent Application: Write a Label																		
	Independent Application: Write a List																		
	Targeted Additional Practice: Write it (word version)																		
Spelling caption and sentences	Teach writing a caption/sentence																		
	Independent Application: Writing Captions																		
	Independent Application: Writing Sentences																		
	Targeted Additional Practice: Put it Together																		

Activity		Practice Session Dates			Coaching Dates for Teachers & Teaching Assistants														
					Name of Reading Teacher 1		Name of Reading Teacher 2		Name of Reading Teacher 3		Name of Reading Teacher 4		Name of Reading Teacher 5		Name of Reading Teacher 6				
Reading a Tricky Word	Teach reading a tricky word																		
	Read it Fast (tricky word version)																		
	Independent Application: Word Grids																		
	Targeted Additional Practice: Win it (word version)																		
	Targeted Additional Practice: Word Grid																		
Spelling a Tricky Word	Teach spelling a tricky word																		
	Independent Application: Tricky Writing																		
	Targeted Additional Practice: Write it (tricky word version)																		

Document Reviewed by SLT: Autumn Term

Principal Signature:

Print:

Document Reviewed by SLT: Spring Term

Principal Signature:

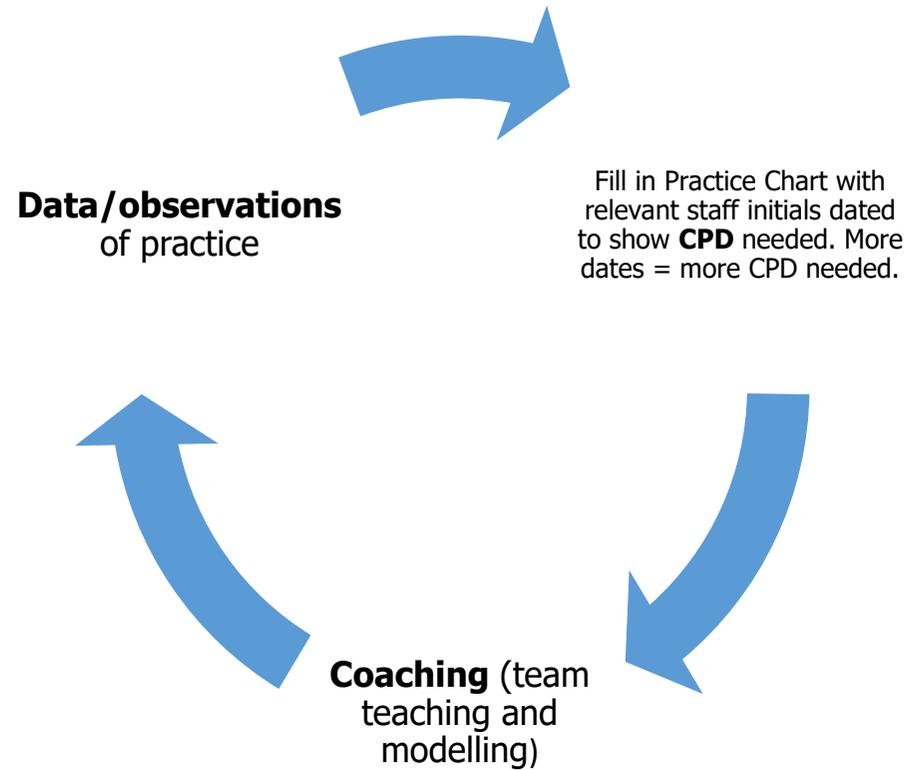
Print:

Document Reviewed by SLT: Summer Term

Principal Signature:

Print:

Leadership Process



Above: The CPD cycle for Reading Leaders and Principals to follow.

Checklist 3: Reach the lowest 20% of pupils

'The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately'

School Inspection Handbook p.87: 293

The Reading Leader:

1. Ensures phonics lessons are of the highest standard to reduce the number of pupils who need extra support
2. Uses the programme's phonics assessment to identify immediately pupils falling behind
3. Organises extra daily practice for pupils falling behind, following the school's phonics programme
4. Builds a profile of pupils receiving extra support (SEND, EAL, speech delay, attendance, time in school, previous teaching)
5. Provides regular CPD for teachers in both the content and teaching manner to support pupils falling behind
6. Fast tracks late-entry pupils to catch up with their peers
7. Designates a member of staff to improve attendance for these pupils
8. Engages the support of parents, where appropriate

Checklist 4: Build talking and listening into all activities across the whole day

'High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication.'

EEF Preparing for Literacy. June 2018

Teachers:

1. Identify pupils with delayed language acquisition quickly and organise frequent, sustained one-to-one and small group discussion for these pupils.
2. Teach pupils to follow clear expectations for partner, class and group discussion including:
 - listening behaviours
 - routines for talking with partner
 - routines for giving feedback to the group
3. Help pupils learn and use new vocabulary throughout the day, in each area of learning.
4. Model how to use new vocabulary and syntax through the day by using words and phrases relevant to the area of learning, deliberately, systematically and repeatedly.
5. Help pupils articulate their ideas and thoughts in well-formed sentences by:
 - building sentences orally and rephrasing what they say
 - teaching new vocabulary before a given activity
 - modelling how they think out loud
 - asking questions to check pupils' understanding
 - extending their ideas
 - asking both closed and open questions

Checklist 5: Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

'Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and a love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction'

School Improvement Handbook. P87: 293

Teachers:

Storytimes

1. **Timetable a daily 20 minute storytime**
2. Have a list of quality stories to read aloud to pupils each half-term, including traditional and modern stories.
3. **Show enjoyment of each story using their voice and manner to make the meaning clear.**
4. Read aloud, re-read and talk about stories to build familiarity and understanding.
5. Teach new vocabulary in the context of the story.
6. Provide extra small group storytimes for pupils with delayed language acquisition.
7. Help pupils retell the story and take on different roles in imaginative play.
8. Organise appealing book corners.
9. Show parents how to read aloud and talk about stories with their children and send home quality books.

Non-fiction books

Teachers:

1. Read aloud non-fiction books that will extend their knowledge of the world and illustrate a current topic.
2. Make books with photographs and narratives of everyday events and activities, and places they have visited.
3. Talk about these books with pupils, introducing specific vocabulary and building sentences orally.
4. Read and re-read these books so pupils learn to use the language necessary to explain what is happening in each illustration/photograph.
5. Make the books available for pupils to share at school and at home.

Learning rhymes, poems and songs

Teachers:

1. **Timetable a ten-minute rhyme and singing session every day.**

2. Have a list of traditional and contemporary poems and rhymes for children to listen to and learn.
3. Have a list of songs that will develop pupils' vocabulary.
4. Show enjoyment and use voice and manner to emphasise words and phrases, particularly those that rhyme.
5. Help pupils to join in with refrains and learn some verses by heart.

Checklist 6: Make a strong start in Reception

'Reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception.'

School Inspection Handbook 2019

Reception Teachers:

1. Timetable daily phonics lessons from the second week in Reception.
2. Ensure at least 30 minutes is given to teaching of phonics, reading and writing right from the start, building to at least 45 minutes by the end of the year.
3. Know how to cope with 'staggered' starts.
4. Identify pupils who are falling behind, by the third week in school.
5. Give all pupils practice in reading letter-sound correspondances and oral sound-blending a few times each day.
6. Give daily extra practice to pupils falling behind in a small group or individually.
7. Ensure extra practice sessions are followed to the letter.
8. Display the necessary teaching resources at the right height for children to access.
9. Ensure all pupils sit where they can see the teacher and resources during phonics lessons.
10. Teach phonics in a quiet area to help children to focus.
11. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home.

Appendix 1: Year 3 Fluency Check

Year 3 Fluency Check

Pupil Name:

Date:

Instructions

- *To be administered during the first week in September. If a child is fluent, they do not need to be on the phonics programme and they do not need decodable books;*
- *This fluency check should be administered for every Year 3 child, irrespective of whether or not they have previously passed the Phonics Screening Check in Year 1 or Year 2;*
- *This fluency check should be re-administered for children who need to be on the phonics programme each term/year (teacher discretion which one);*
- *Children need to read the texts with 90% fluency.*

Methodology. This booklet contains:

- an extract taken from the 2019 KS1 SATs paper
- a paragraph taken from a Big Cat Collins Phase 5 (turquoise) decodable book.

See separate document for actual texts and analysis sheets.

Appendix 2-Letter Chart

s ss	a	t	p	i	n
m	d	g	o	c ^k ck	e
u	r	h	b	f ff	l ll
j	v	w	x	y	z zz
qu	ng	ch	sh	th	th
ai	oa	igh	ee	or	ar
oo	oo	oi	ur	ow	air
ear		ure		er	



 Sound! Start
 Phonics
for Letters and Sounds

Permission granted for use within The Forge Trust Phonics and Early Reading Policy. ©soundstartphonics2019

Note: The above image is a photograph. A printed version should be used.

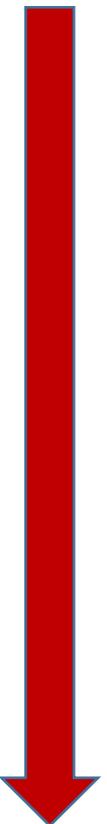
Appendix 3: Correct pronunciation of phonemes

s sat	a ant	t ten	p party	i pig	n net
m moon	d dig	g get	o cot	c,k kick	e hen
u up	r red	h hop	b bed	f fish	l lip
j jam	v van	w witch	x box	y yes	z zip
qu queen	ng sing	ch chip	sh shop	th this	th think
ai rain	oa goat	igh light	ee sheep	or thorn	ar farm
oo book	oo moon	ow owl	oi coin	ur turn	air chair
er flower	ear hear		ure cure		

Note: there are eight voiceless phonemes. You can feel them by putting your finger in your ear and hand on throat. When you can't feel anything this indicates a voiceless phoneme (s / t / ck / f / x / sh / th / p) This is a good activity to do with staff and children (my turn-your turn).

Appendix 4 Key Milestones

Reception	
Autumn One (as soon as the children are admitted-week 3 at the latest)	Phase 2
Autumn Two	Phase Three
Spring Term	Complete Phase Three Consolidate Phase Two and Three
Summer Term	Phase Four
Year One	
Autumn One	Consolidate Phase Three and Four for reading and writing
Autumn Two	Phase Five part 1 for reading Consolidate Phase Three and Four for writing
Spring One	Phase Five part 1 for reading NC spelling objectives for Y1 <i>(prefixes and suffixes-no change to root)</i>
Spring Two	Phase Five part 2 for reading Phase five part 3-linked to NC spelling objectives for Year 1 (correct use of k, ph, wh, -nk, -tch, -ve)
Summer Term	Consolidate Phase Five parts 1 and 2 for reading Phase Five part 3-linked to NC Spelling objectives for Year 1 (vowel digraphs and trigraphs)



Appendix 5: Technical Vocabulary

<p>phoneme</p> <p>The smallest unit of a sound in a word-often referred to as 'a sound'</p>	<p>Grapheme</p> <p>A letter (or sequence of letters) that represent (s) a phoneme. These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>c</td> <td>a</td> <td>t</td> </tr> <tr> <td>b</td> <td>ir</td> <td>d</td> </tr> <tr> <td>kn</td> <td>igh</td> <td>t</td> </tr> <tr> <td>f</td> <td>i</td> <td>sh</td> </tr> </table>	1	2	3	c	a	t	b	ir	d	kn	igh	t	f	i	sh	<p>Grapheme-phoneme correspondence (GPC)</p> <p>The match between a phoneme and a grapheme</p>
1	2	3															
c	a	t															
b	ir	d															
kn	igh	t															
f	i	sh															
<p>blend</p> <p>Squashing sounds (phonemes) together to make larger units such as syllables or words</p>	<p>segment</p> <p>Breaking words or parts of words into phonemes</p>	<p>sound (as a verb)</p> <p>Saying the phonemes that each grapheme represents in order to blend them</p>															
<p>recognition</p> <p>saying the phoneme when shown the grapheme</p>	<p>recall</p> <p>Finding or writing the grapheme that represents a particular phoneme</p>	<p>Polysyllabic word</p> <p>A word with more than one syllable</p>															
<p>digraph</p> <p>A phoneme that is represented by two letters</p>	<p>trigraph</p> <p>A phoneme that is represented by three letters</p>	<p>split digraph</p> <p>A digraph that is separated by one or more consonants within a word</p>															
<p>consonant</p> <p>A speech sound in which the breath is at least partly obstructed</p>	<p>adjacent consonant</p> <p>Two or more consonants next to each other at the beginning or end of a word or syllable</p>	<p>vowel</p> <p>A speech sound pronounced without any stricture in the vocal tract</p>															

Appendix 6: The Forge Trust Letters and Sounds Assessment

Name of child:

Date of assessment and
colour of highlighting:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Date						
Colour						

Phase 2 Set 1 Set 2 Set 3 Set 4 Set 5	s a t p i n m d g o c k c k e u r h b f ff l ll ss	sat tap sap sat pat pan pit sit tip pit got pod cat can kit run sick deck red den hit hiss huff bill fun but
Phase 2 Tricky Words	the, to, I, no, go	
Phase 3 Set 6 Set 7	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	jam van wet box yet zip fuzz quit chip shop thing rain sheep high boat book cool farm for hurt cow coin dear fair corner pure
Phase 3 Tricky Words	he she we me be was no go my you they her all are	
Phase 4 (cvcc & ccvc)	bend mend hump bent damp spot spin trip glass track speck	
Phase 4 Tricky words	said so have like some come were there little one do when out what	
Phase 5	ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e	day out tie eat boy girl blue saw when photo new toe Paul make name these like home rule lane
Phase 5 Tricky words	oh their people Mr Mrs looked called asked water where who again thought through work mouse many laughed because different any eyes friends once please	
Phase 5 (Part 2) Alternative pronunciations of graphemes	i fin find o hot cold c cat cent g got giant u but put	ow cow blow ie tie field ea eat bread great er farmer her a hat what y yes by very ch chin school chef ou out should could you
Phase 6	Continue on to spelling scheme	

Note: to be completed half-termly.

Guidance for using the Letters and Sounds Assessment

- Use the key at the top of the chart to record the date
- GPC's for Phases 2, 3 and 5 are highlighted in burgundy font colour
- Only assess the phases and words that have been covered by the teaching
- Choose a different colour each time the assessment is administered
- Highlight each grapheme which is recognised securely and confidently
- Dot the word if the child sounds the word before blending it
- Highlight the word if the child reads it accurately without overtly sounding it
- Highlight tricky words if they are read instantly
- Use a consecutive error approach, so that if the child does not blend 3 words in a row accurately, then stop the assessment
- When assessing with the children, you may want to use cards or post-it notes with the graphemes and words from the assessment.

URGENT NOTICE

WHEN ASSESSING CHILDREN USE THE CARDS FOR SOUNDS (THEY ARE ON THE NETWORK FOLDER) AS IT IS BETTER THAN READING FROM THE ASSESSMENT SHEET FOR CHILDREN.

PRINCIPALS SHOULD MONITOR THIS BY SAMPLING EVERY HALF-TERM TO CHECK JUDGEMENTS.

AT THE FOREST VIEW ACADEMY THIS TOOL WILL ONLY BE USED WITH THE BOTTOM 20% OF CHILDREN DUE TO IT BEING A JUNIOR SCHOOL. ALL OTHER SCHOOLS IN THE TRUST WILL USE THIS TOOL FOR EVERY CHILD.

After using the Letters and Sounds Assessment, always consider which children will need additional practice sessions.

Appendix 7: Progress Chart for Additional Practice Sessions

Use data from Letters and Sounds assessment to identify specific area for additional practice sessions. Highlight focus area for one-to-one practice and date achieved.

Priority focus for additional practice	
Oral blending	
Graphemes	Blending and reading words
Recognise phase 2 Graphemes on sight s a t p i n m d g o c k c k e u r h b f ff l ll ss	Read words containing Phase 2 Graphemes by sounding and blending
	Read words containing Phase 2 graphemes fluently.
Recognise phase 3 graphemes on sight j v w x y z zz qu ch sh th/th ng ai ee igh oa oo/o oar or ur ow oi ear air ure er	Read words containing Phase 3 Graphemes by sounding and blending.
	Read words containing Phase 3 Graphemes fluently.
Phase 4	Blending with letters: Adjacent consonants
Phase 5 (Part 1) Recognise additional Graphemes on sight: ay ou ie oy ir ue aw wh p hew oe au i-e o-e u-e e-e a-e (Part 2) Alternative pronunciation and spellings: ai a eye e e y ey o a igh I ie y ar a ai oa o ow ou ur ear or oo u oul oo I ui e ea I y j g g edge c ch sh ch ti ci ssi ch tch t (Part 3) Alternative pronunciation and spellings: m mb n kn gn r wr u o-e o ear ere eer or our augh air ear are ere	Read words containing Phase 5 Graphemes by sounding and blending
	Read words containing Phase 5 Graphemes fluently
Tricky Words	
Phase 2: the to I go no into	
Phase 3: he she we me be was my you her they all are	
Phase 4: said so do have like some come were there little one when do out what	
Phase 5 (Part 1): oh their people mr mrs looked called asked could	

Teacher Log

Date of Additional Practice Sessions	Name of Teacher Delivering	Oral Blending/Fluency	GPC Taught	Name of Decodable Book, Sound and Phase
Example:				
Child's Name:				
Week commencing:				
Mon				
Tues				
Wed				
Thurs				
Fri				

Appendix 8: Progression through the phases of Letters and Sounds

Phase	Knowledge	Skills	Tricky (CE) Words
One	<p>A wide range of stories, songs, chants and rhymes</p> <p>An extensive vocabulary</p>	<p>Speak well and listen attentively</p> <p>Distinguish and articulate the sounds in speech</p> <p>Orally blend and segment</p>	
Two (6 weeks maximum)	<p>Most common single letter sounds:</p> <p style="text-align: center;">s a t p i n m d g o c k e u r h b f l ss ck ff ll</p>	<p>Blend to read vc and cvc words including two syllable words</p> <p>Segment to spell vc and cvc words</p>	the to no go I (for reading)
Three (12 weeks maximum)	<p>Additional single letter sounds: j v w x y z zz</p> <p>Consonant digraphs: Qu ng ch sh th <i>th</i></p> <p>Vowel digraphs and trigraphs: Ai oa igh ee or ar oo oo oi ur ow air ear ure er</p>	<p>Blend to read vc and cvc words including two-syllable words</p> <p>Segment to spell vc and cvc words including two syllable words</p>	<p>the to no go I (for spelling)</p> <p>he she we me be was my you they her all are (for reading)</p>
Consolidate phase Two and Three			
Consolidate Phase Three Teach Phase Four (4-6 weeks)	No new GPCs	<p>Blend to read words with adjacent consonants</p> <p>Segment to spell words with adjacent consonants</p>	<p>he she we me be was my you they her all are (for spelling)</p> <p>Said so have like some come were there little one do when out what (for reading)</p>

Appendix 8: Progression through the phases of Letters and Sounds

Phase	Knowledge	Skills	Tricky (CE) Words
Phase Five Part 1 for Reading (Year 1)	Further graphemes for reading: ay ou ie ea oy ir ue aw wh ph ew oe au j-e u-e o-e a-e e-e	No new strategies or skills	Said so have like some come were there (for spelling) Oh their people Mr Mrs looked called asked (for reading)
Phase Five Part 2 for Reading <i>NC Spelling objectives for Y1</i> (Year 1)	Common alternative pronunciations of known graphemes: i (fin/find) o (hot/cold) c (cat/cent) g (got/gent) u (but/put) ow (cow/blow) ie (ie; field) ea (eat; bread) er (farmer; her) y (yes ; very ; by) sh (chin ; school ; chef) ou (out ; shoulder ; could ; you)	Try alternative pronunciations for graphemes if the first attempt sounds wrong	little one do when out what (for spelling) Water where who again thought through work mouse many laughed because different any eyes friends once please (for reading)
Consolidate Phase Five parts 1 and 2 for Reading Phase Five Part 3 for spelling (<i>NC objectives for Y1</i>) Phase Six (<i>NC Spelling objectives for Y2</i>)	Refer to Letters and Sounds p.144 alongside NC spelling appendix	Word specific spellings ie. When phonemes can be spelled in more than one way, children learn which words contain which spelling option	Oh their people Mr Mrs looked called asked (for spelling) <i>By the end of Phase Give children should be able to read and spell most of the words in the list of 100 high frequency words (see Letters and Sounds Appendix 1 p.193)</i>

Phase 5-Year 1
Phase 6-Year 2

Appendix 9: Word Lists for Letters and Sounds

Phase 2

Words to be used for reading and writing when teaching Phase 2.

i	n	m	d	g	o	c	k
it	an	am	dad	tag	got	can	kid
it	in	man	sad	gag	on	cot	kit
sit	nip	mam	dim	gig	not	cop	Kim
sat	pan	mat	dip	nag	pot	cap	Ken
pit	pin	map	din	sag	top	cat	
tip	tin	Tim	did	gas	dog	cod	
pip	tan	Sam	Sid	pig	pop		
sip	nap		and	dig	God		
					Mog		

ck	e	u	r	h	b	f, ff	l, ll	s, ss
kick	get	up	rim	had	but	of	lap	less
sock	pet	mum	rip	him	big	if	let	hiss
sack	ten	run	ram	his	back	off	leg	mass
dock	net	mug	rat	hot	bet	fit	lit	boss
pick	pen	cup	rag	hop	bad	fun	bell	fuss
sick	peg	sun	rug	hum	bag	fog	fill	pass
pack	met	tuck	rot	hit	bed	puff	doll	kiss
ticket	men	mud	rocket	hat	bat	huff	tell	mess
pocket	neck	sunset	carrot	hug	bun	fan	Bill	fusspot

Phase 3

Words to be used for reading and writing when teaching Phase 3.

j	v	w	x	y	z,zz	qu
jam	van	will	mix	yap	zip	quiz
Jill	vat	win	fix	yes	Zak	quit
jet	vet	wag	box	yet	buzz	quick
jog	Vic	web	tax	yell	jazz	quack
Jen	Kevin	wig	six	yum-yum	zigzag	liquid
jet-lag	visit	wax	vixen			
jacket	velvet	cobweb	exit			
		wicked				

Phase 3

ch	sh	th	ng	ai	ee	igh	oa
chop	ship	them	ring	wait	see	high	coat
chin	shop	then	rang	gail	feel	sigh	load
chug	shed	that	hang	hail	weep	light	goat
check	shell	this	song	pain	feet	might	loaf
such	fish	with	wing	aim	jeep	night	road
chip	shock	moth	king	sail	seem	right	soap
chill	cash	thin	long	main	meet	sight	oak
much	bash	thick	sing	tail	week	fight	toad
rich	hush	path	rung	rain	deep	tight	foal
chicken	rush	bath	Ping-pong	bait	keep	tonight	boatman

oo	oo	ar	or	ur	ow	oi	ear
too	look	bar	for	fur	now	oil	ear
zoo	foot	car	fork	burn	down	boil	dear
boot	cook	bark	cord	urn	owl	coil	fear
hoof	good	card	cork	burp	cow	coin	hear
zoom	book	cart	sort	curl	how	join	gear
cool	took	hard	born	hurt	bow	soil	near
food	wood	jar	worn	surf	pow	toil	tear
root	wool	park	fort	turn	row	quoit	year
moon	hook	market	torn	turnip	town	poison	rear
rooftop	hood	farmyard	cornet	curds	towel	tinfoil	beard

air	ure	er
air	sure	hammer
fair	lure	letter
hair	assure	rocker
lair	insure	ladder
pair	pure	supper
	cure	dinner
	secure	boxer
	manure	better
	mature	summer
		banner

Phase 4

In phase 4 focus should be on consolidation of tricky words. There are no new GPCs.

Phase 5

ay	ou	ie	ea	oy	ir	ue	aw	wh
day	out	pie	sea	boy	girl	clue	saw	when
play	about	lie	seat	toy	sir	blue	paw	which
may	cloud	tie	bead	joy	bird	glue	raw	where
say	scout	die	read	oyster	shirt	true	claw	why
stray	found	cried	meat	Roy	birth	Sue	jaw	whole
clay	proud	tried	treat	destroy	third	prue	lawn	wheel
tray	sprout	spied	heap	Floyd	first	rue	yawn	whenever
crayon	sound	fried	least	enjoy	thirteen	flue	law	whisper
delay	loudest	replied	steamy	royal	thirsty	issue	shawl	white
	mountain	denied	repeat	annoying		tissue	drawer	whoever

ph	ew	oe	au	ey	a_e	e_e	i_e	o_e
Philip	blew	toe	Paul	monkey	came	these	like	bone
phonics	chew	hoe	haul	honey	made	Pete	time	home
sphinx	grew	doe	daub	donkey	take	Steve	pine	alone
dolphin	drew	foe	launch	jockey	game	Eve	ripe	those
prophet	screw	woe	haunted	turkey	race	even	shine	stone
phantom	crew	Joe	August	chimney	same	theme	slide	woke
elephant	brew	goes	jaunty	valley	snake	gene	prize	note
alphabet	flew	tamatoes	author	trolley	amaze	scene	nice	explode
	threw	potatoes	automatic	money	escape	complete	invite	envelope
	Andrew	heroes				extreme	inside	

u_e
June
flute
prune
rude
rule
cube
use
computer
huge

'I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and

Appendix 10-The Teacher Teaching Toolkit of Resources

Each teacher of phonics needs the following items in their teaching toolkit:

1. A copy of the Letters and Sounds document
2. A copy of The Forge Trust's Phonics and Early Years Policy
3. Appendix 1 laminated on mat-finish card for each child in class
4. A Blending Box: a box of 84 picture cards that can be used in activities to extend vocabulary and develop blending and segmenting skills with 'CVC' words. The pictures have been carefully selected to increase familiarity with all of the sounds in speech and each card includes guidance to support accurate segmentation.
5. An Additional Blending Box: a box of additional picture cards matched to the wider range of words in Phase Two and Phase Three 'sound button boxes'. Ideal for use alongside early word reading activities to ensure children are able to read with meaning from the beginning.
6. A Flashcard Box-a box of large A6 flashcards covering the 70 graphemes taught within Phase 2, Phase 3 and Phase 5. Each card features a small word prompt to promote accurate pronunciation of phonemes. In addition, colour-coded borders support practitioners to follow the progression through the Letters and Sounds programme and to organise resources into manageable chunks for the children.
7. Phase 2 Sound Button Box-A box of 64 large word cards that can be used for early word-reading practice. The cards are double-sided showing each word with and without sound buttons. Frequent practice at reading these words will support children to move from sounding towards automatic recognition, building the fluency needed for reading sentences and simple texts.
8. Word Box-A box of 84 word cards matched to the pictures in the 'Blending Box'. They are ideal for both guided and independent word and picture matching activities to develop confidence with early blending and word-reading skills and to promote fluency.
9. Letter Tiles-a small box of letter cards covering the 51 graphemes taught within Phase Two and Three. These cards are perfect for children to handle in word-building activities to support early reading and writing and work well as an alternative to magnetic letters.
10. Complex Word and Picture Box-a box of 42 word and picture cards that can be used to introduce further vocabulary and develop the more complex blending and segmentation skills required for reading and writing words with adjacent consonants (Phase Four).

Appendix 11

Appendix 11-Exemplar Phonics Plan

Appendix 12-Audit Documents A & B

For Primary (A)

and Junior Schools (B)

See separate documents for both audits.

Appendix 13-Individual Reader Strategy

Aim: To compliment daily reading comprehension lessons with a framework that ensures all children have the opportunity to read 1:1 with a teacher or teaching assistant regularly.

To ensure provision is directed towards those children who require the most support, children in each year group are placed in one of 3 bands:

	Definition	Expectation
Band 1 (KS1)	<ul style="list-style-type: none"> Finished last academic year at W1 for Reading Reading a decodable book that is behind their phase <p>Either of these factors would place a child in band 1.</p>	Children in this band will read to an adult a minimum of 3 x per week for 10 minutes. Adults should follow reading guidance to help support progress.
Band 2 (KS2)	<ul style="list-style-type: none"> Finished last academic year at W1 for Reading Any child who has failed the Year 3 Fluency Check and is therefore on a decodable reading book. <p>Either of these factors would place a child in band 1.</p>	Children in this band will read to an adult a minimum of 3 x per week for 10 minutes. Adults should follow reading guidance to help support progress.
Band 3	<ul style="list-style-type: none"> Finished last academic year at N or above for Reading 	Parent helpers and reading volunteers can listen to these children read as this allows teacher time to be spent with the children who need the most support. Children can also read in class out aloud and the teacher should be assessing whilst this is happening.
<p>Note: Children who were not accessing their year group's curriculum by the end of the academic year will have a provision map detailing the individualised support that they are receiving for reading. For Foundation Stage, the aim should be for all children to be involved in 1:1 or small group reading activities 3 x per week.</p>		

Target: At least 80% of children in all year groups will be reading at an age related expectation book band by the end of the academic year.

Tracking, Assessment and Monitoring

Tracking

To ensure that each child's reading progress is being tracked regularly, teachers will:

- Display a whole class tracker on the wall and highlight each child's reading attainment
- Each class will have a folder divided into 3 sections (for each of the 3 bands). Each child will have their own divider. Behind each divider will be the reading record of each time they have read to Teacher/TA

Assessment

To assess which book band a child should be on, teachers will:

- Use The Forge Trust Assessment Tool (Appendix 6) to determine which sounds children do not know, and match the decodable reading book accordingly
- Compare attainment level to reading book band assessment and analyse any discrepancies

Monitoring

Leaders will quality assure the provision of 1:1 reading by:

- Quality assuring teacher judgement from assessments made using Appendix 6
- Use TMVs to check that trackers are in place in classrooms and are being updated regularly
- Use TMVs to check teachers' reading folders to ensure children are receiving the correct support correlating to their reading band
- Use TMVs to spot check 1:1 reading taking place and to ensure that teachers/teaching assistants are providing best practice when listening to individual children read

Appendix 15-Books to Use for Whole Class Reading Sessions

Books have been chosen for coverage of phonemes and tricky words across each phase.

NAME OF BOOK	PHASE	SOUNDS COVERED	TRICKY WORDS
Nap Tap	2 Pink 1A	s,a,t,p,i,n	
Pip Pip Pip	2 Pink 1A	s,a,t,p,i,n,m,d	
Pog Pops In	2 Pink 1B	g,o	
Pack It (NF)	2 Pink 1B	g,o,c,ck,ck	
The Cup	2 Pink 1B	g,o,c,k,e,u,ck	a
Is It a Bat? (NF)	2 Pink 1B	b,h,g,o,e,u,r,f,ff	a, is, the
Bad Luck Dad	2 Pink 1B	g,o,c,k,e,u,r,h,b,f,l, ck,ff,ll,ss	as, a, the, no, go, I
Big Mud Run (NF)	3 Red 2A	j,w,z,qu,sh,th,ng,nk	to, the, go, are, they, you
In the Big Box (NF)	3 Red 2A	j,w,v,x,qu,ch,sh,th,ng,nk	the, I, my
Fix it Fox	3 Red 2A	v,x,y,z,qu,ch,sh,th,ng,nk	he, to, the
Buzz, Hop, Zip (NF)	3 Red 2A	w,x,z,qu,th,ng,zz	the, and, push
Look at Them Go (NF)	3 Red 2B	ar,oo,ow,ear,er,or,ee,ur,ai,air,tt,bb	the, push, pull, go, they
Down the River (NF)	3 Red 2B	Ai,ee,igh,oo,oa,ar,ur,ow,oi,ear,er,gg,nn	to, the, you
The Hopper	3 Red 2B	ee,oo,oo,igh,ur,er,ar,or,oa,ure,ow,nn,rr,pp,gg,dd,tt	I, we, the
The Power Cut	3 Red 2B	ai,ee,igh,oa,oo,oo,ar,ur,ow,er	the, and, we, to, my
In the Frog Bog	4 Yellow	adjacent consonants with short vowel phonemes	to, the, go, all, are, we, you, they, like, so, little, ask
How the Ear can Hear (NF)	4 Yellow	adjacent consonants with short vowel phonemes	of, to, the, by, are, you, they, have, like, do, come, little, out, what
Map Scraps	4 Yellow	adjacent consonants with short vowel phonemes	of, the, to, they, are, there, so
How do I Feel? (NF)	4 Yellow	adjacent consonants with short vowel phonemes	do, I, my, me, to, the, like, little

Jump on Jump Off	4 Blue	adjacent consonants with long vowel phonemes	to, the, by, are, we, she, we, me, be, you, so, there, out, ask
How to Spot an Otter? (NF)	4 Blue	adjacent consonants with long vowel phonemes	of, to, by, the, are, be, you, they, like, do, little, when, out, what
A Year in Japan (NF)	4 Blue	adjacent consonants with long vowel phonemes	of, to, the, are, they, there, school
The Chicken Coop Scoop	4 Blue	adjacent consonants with long vowel phonemes	of, to, the, I, are, she, we, be, you, they, do, what
The Elf and The Boot Maker	5 Green	/ai/ ay, ei, ey, a-e, /igh/ i, i-e, /oa/ o, o-e, /oo/ ue, ew, ui, u-e, /ee/ ea, /oi/ oy, /ow/ ou, /e/ ea, /i/ y/ u/ ar/ a/ or/ aw, al, /air/ ere, are, /ur/ ir, or, ear	of, to, the, into, my, he, she, we, said, were, one, what, once
Bear Spotting (NF)	5 Green	/ai/ ay, ei, ey, a-e, /igh/ i, i-e, /oa/ o, ow, oi, o-e, /oo/ u, ou, /ee/ ea, /ow/ ou, /ar/ a or, augh, aw, al, /ure/ our/ air/ ear, are, ere, /e/ ea, /u/ o	of, to, the, into, by, are, we, be, have, so, one, where, house, their
How to Draw Cat and Dog (NF)	5 Green	/ar/ a, /or/ aw, our, /al/, /ow/ ou, /ai/ a-e, e, ea, /igh/ i-e, i, /ee/ ea, /ure/ our, /oa/ o, ow, o-e	where, of to, the, put
Dragon Owner's Manual	5 Green	/igh/ i, i-e, /ai/ ay, a-e, /oa/ o, ow, o-e, /oo/ ue, ew, u-e, /ee/ ie, /ea/ /oi/ oy, /ow/ ou, /or/ our, al, /er/ ir, /or/ /ear/ ere, /e/ ea /u/o-e	to, of, the, my, he, be, have, also, do, what, their friend
Not in Otter's Pocket	5 Green	/igh/ i, i-e, /ai/ ay, ey, a-e, /oa/ o, ow, o-e, /oo/ ue, ew, /ee/ ea, /ar/ a, /ow/ ou, /ur/ ir, or, /aw/ augh, al, /ear/ eer, /e/ a/ u/ o/ o-e	the, into, of, are, we, be, one, have, so, when, their, people
Super Sharks (NF)	5 Green	/igh/ i, i-e, /ai/ ay, ey, a-e, /oa/ o, ow, o-e, /oo/ ue, ew, u-e, /ee/ ea, /ow/ ou /oo/ oul, /or/ aw, augh, al, /er/ or, ear, /e/ a/u/ o, our, o-e	of, to, the, are, we, be, one, have, so, when, their, people

Books to Use for Whole Class Reading Sessions

Books have been chosen for coverage of phonemes and tricky words across each phase.

NAME OF BOOK	PHASE	SOUNDS COVERED	TRICKY WORDS
Watch out Nesbit!	5 Orange	/f/ ph, /w/ wh, /ee/ e-e, e, y, /igh/ y, /ch/ tch, /j/ ge, dge, /l/ le, /z/ se, /sh/ /c h/ /ai/ a	of, to, the, into, are, one, oh, their, friend
Beetles Around the World (NF)	5 Orange	/igh/, ie, y, /ee/, y, e, /w/ wh, /v/, ve, /l/le, /ch/t/ai/a, /j/g, dge,/f/ph,/ z/se	of, to, the, into, are, people
The Lock Ness Mystery	5 Orange	/v/, ve, /j/ g, dge, /c/ ch, /ee/ y, e, /f/ ph, /ch/, /tch/, /t/, /w/, wh, /igh/, y, /l/, le, /s/, se	of, to, said, are, the, were, said, their, people
The Hide and Seek Squirrels	5 Orange	/ai/ a /j/ ge, dge/ ch/tch, t/ee/e, y/ w/ wh/c/ch/s/se/igh/y, ie/l/le/f/ph/v/ve/oo/u/z/se	of, to, said, are, the, were, their
Fly Secrets (NF)	5 Orange	/ai/ a, ee, e, y, /igh/ ie, y, /ch/ tch, /j/, g, dge, /l/, le, /f/ ph, /w/ wh, /v/ ve, /z/ se/s /se	of, to, the, into, our, one, their
Big Questions (NF)	5/6 Turquoise	/n/kn, /t/ wr, /s/ c, ce,sc, /sh/ti, ci,si	of, to, the, into, are, so, do, one, our, their, because, water, many, move, eye
What's it Made From? (NF)	5/6 Turquoise	/n/ kn, gn, /m/mb/ sh/ti, ci,si, ssi,/s/ c, ce, sc/c/ qu/e zh/ss	of, to, the, into, are, so, one, our, their (unbreakable) breakable, water, who, move, eye(s)
The Great Fire of London (NF)	5/6 Turquoise	/n/ kn, gn, mb/r /wr /s/c, ce, sc /c/ x / sh/ ti, ci,si, ssi,s	of, to, the, are, one, their, people, door, poor, great, water, any, improve, many, half, hour, half
Nibble, Nosh and Gnasher	5/6 Turquoise	/r/ wr/s/c/n/gn, kn/c/ que, x/ sh/ci, /m/mb	of, to, the, into, said, so, were, one, friend, great
The Only Rosie Maloney	5/6 Turquoise	/c/que/ sh/ ti, si, ssi /zh/s/m/mb/n/kn/, gn/ s/c, ce/r /wr/	of, to, the, so, our, into, are, said, beautiful, friends, are were, any, one
Jake and Jen and the Mission to Mars	5/6 Turquoise	/n/ kn, gn, mb/ r /wr /s/c, ce, sc,/c/qu, x/th/s/sh/ti,si.ssi	of, to, the, into, are, said, do, were, once, one, our, their, who eye(s)

Appendix 16-Troubleshooting Questions

Here are some commonly asked questions by teachers and leaders when implementing this policy:

1. What reading assessment data is used for tracking purposes in Year 1?
Answer: Reading assessment data for each child should be the phonics data.
2. What happens when children come off decodable readers?
Answer: They can read fluently at this point, so are free to choose whatever books they like and read for pleasure!
3. When implementing this policy in schools that 'set' for phonics, what do we do in Year 1 and in Year 2 mid-way through the year?
Answer: In Year 1 change it immediately and do mixed ability sets. All children need access to age-related teaching. If children are behind, plan in the additional practice sessions and focus on two sounds per day. In Year 2, continue with the sets. However, any child who is behind needs the additional practice sessions putting in place as soon as possible.
4. Can we use cursive font when teaching phonics?
Answer: NO! Cursive font is a handwriting policy.
5. If we do ECaR, should we continue with this?
Answer: Absolutely not! ECaR is the opposing view to teaching reading. The policy must be followed with total fidelity. The ECaR teacher should be deployed in a different way, and should be leading the additional practice sessions and modelling best practice to teachers.
6. Are 30 minute sessions appropriate for all phases, and in FS1, can we break the 30 minutes up into smaller sessions?
Answer: Yes. However, Year 1 Phonics should be 40 minute sessions.
7. In Years 5 and 6, for children who failed their phonics screener, should they do phonics?
Answer: Yes as soon as possible with the additional practice sessions.
8. What do children need to achieve for the Phonics Screener re-check in Year 2?
Answer: They need to achieve national average attainment. In 2019, this was 92.