

Teaching Phonics and Reading at Gilnow Primary School



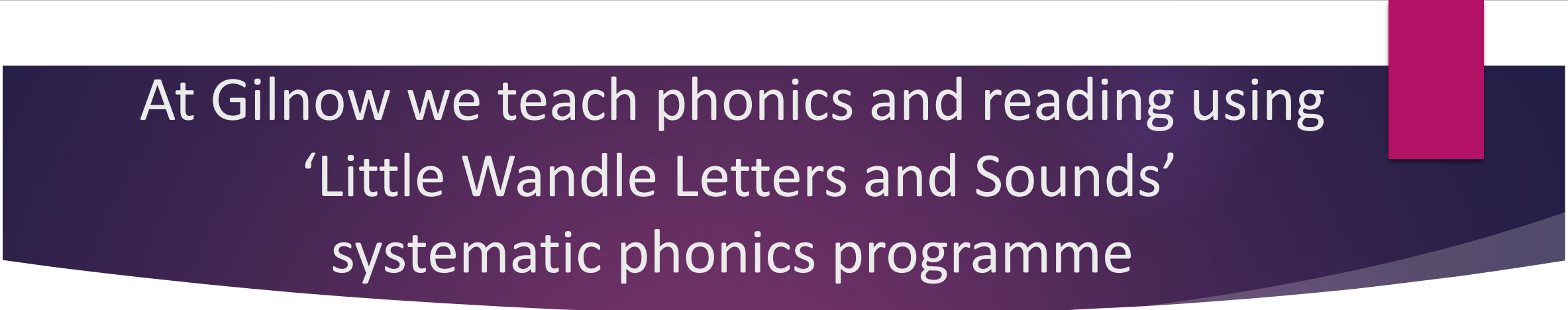
At Gilnow we aim for every child to make progress through fostering a love of reading.

A rigorous approach to the teaching of reading develops learner's confidence and enjoyment in reading.

Across all classes reading materials are closely matched to learner's phonics knowledge and comprehension skills.

What is phonics?

- ▶ Phonics involves matching the sounds of spoken English with individual letters (**graphemes**) or groups of letters. For example, the sound *k* can be spelled as c, k, ck or ch.
- ▶ Teaching children to blend the sounds of letters together helps them **decode** unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat”.
- ▶ Click on this link to see videos of how sounds are taught at school:
<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



At Gilnow we teach phonics and reading using 'Little Wandle Letters and Sounds' systematic phonics programme

Phonics is powerful knowledge. It opens up the potential of reading and so much other learning, too. Children are at an advantage if they are taught phonics efficiently and as early as possible in their learning journey.

In our Nursery class children take part in Little Wandle's 'Foundation to Phonics' learning through listening games and distinguishing sounds along with learning rhythm and rhyme.

Through our EYFS learning provision children have access to a book rich curriculum, phonics games and activities and a multitude of speaking and listening opportunities.

In Autumn term of Reception the children begin daily short bursts of direct teaching following the Little Wandle Programme, this continues through to the end of Year 1.

INTENT

Our intent is that children will be able to decode any unknown words in age appropriate texts by the time they complete the programme.

This systematic progression in phonics learning covers:

- all the phonemes of English words
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs)
- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words.

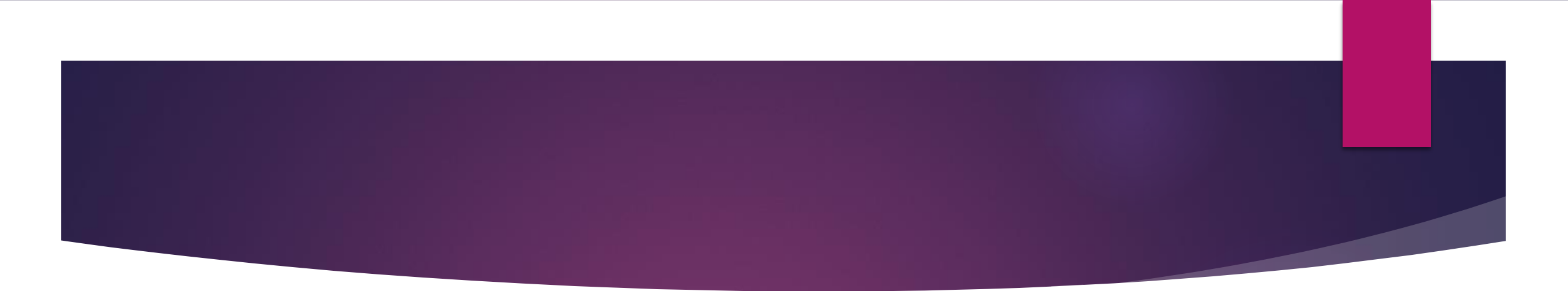
This establishes a clear sequence that enables children to begin to read and write simple words, phrases and sentences as early as possible.

Implementation: Programme Overview

The programme overview on the following 2 slides shows the progression of GPCs and tricky words that we teach term-by-term.

The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words.

All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.



The children in reception and year 1 have a daily phonics lesson of 15-30 minutes, structured as follows:

- Revisit and Review
- Teach and Practise
- Practise and Apply

The children also have three reading sessions each week, in small groups using fully decodable books from the Little Wandle scheme.

This book is then taken home to practise with parents.

Reception Class

This charts show the graphemes, and tricky words taught over the Reception class year.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk - words with -s /s/ added at the end (hats sits) - words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 - words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words - words with s /z/ in the middle - words with -s /s/ /z/ at the end - words with -es /z/ at the end	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /eel/ e-e these /ool/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /ool/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

This charts show the graphemes, and tricky words taught over Year 1.

Year 2 to Year 6

Teaching of reading continues to be a priority beyond the phonics programme.

At Gilnow we:

- Teach reading comprehension skills
- Hear children's reading, on a one to one, weekly following our school reading scheme
- Teach phonics and spelling rules/ patterns weekly
- Teach key vocabulary through all curriculum lessons

IMPACT

In Reception and Year 1 children's progress is continually reviewed through 'Little Wandle's' assessments, every half term, alongside evidence from their reading and writing. Children who need help to keep up take part in small group interventions, in addition to the daily phonics lessons.

In June of Year 1, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year, in terms of any further phonics teaching.

From Year 2 to Year 6, regular assessment of the children's reading and comprehension is undertaken by the class teacher.

In Years 2 – 6 Salford Sentence Reading Tests are completed at the start of each year to help identify children who may need more support. For those children the assessment is completed again, mid year and end of year.

Interventions for Reading and Spelling

We run some intervention programmes in school to help children make progress in line with Year group expectations:

- Blending intervention – for children who are having difficulty blending phonemes to read words. Though they may be able to recognise the graphemes and say the phonemes.
- Rapid Catch Up Programme – a programme designed to condense the phonics programme for children who have missed learning time in Reception or Year 1, i.e they are new to the UK.