

Early Reading & Phonics

The Woodland Academy Trust is confident that the chosen systematic synthetic phonics programme (SSP), Letters and Sounds, will ensure success for all pupils, particularly, the lowest 20% of pupils. At the Woodland Academy Trust, we adopt one SSP programme that is taught with fidelity, consistency and continuity from Nursery to Year 2 as well as for identified children (lowest 20%) for Years 3 and above.

The Woodland Academy Trust is committed to working in line with the English Hub's checklist.

Continued Professional Learning

- SSP CPL is completed with an accredited Letters and Sounds training provider, via the Wandle English Hub.
- SSP CPL shows teachers how to teach the lowest 20% pupils to read, including those with SEND.

Resources

- The SSP programme sets out daily expectations for teaching the National Curriculum.
- Correct resources are particular to the Letters and Sounds programme including phonics friezes, sound and word cards. This includes phonically decodable texts; with the preferred texts being from the Collins Big Cat Phonics range.

Teaching

- We ensure sufficient time is given to teach phonics, reading and writing.
- Teachers and support staff (who teach early reading) understand the specific activities in the SSP programme.
- Teachers and support staff teach these activities confidently.
- Teachers and support staff pay particular attention to pupils who fall behind during lessons.
- The pace of teaching is not slowed for pupils who fall behind.

Progress and Assessment

- There are clear term by term expectations of progress from Nursery to Year 2.
- The Y1 PSC is understood and valued as an assessment tool.
- There is no excessive preparation for the Y1 PSC.
- No pressure is put on children before, during or after the Y1 PSC.

Nursery

Letters and Sounds: Nursery Phonic progress tracking sheet

Class/Year:	Teacher/Practitioner:	Autumn	Spring	Summer
<p>Phase 1 conditions throughout. Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and phonemes.</p> <p>Phase 2 (YR)</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ss, ai, air, stt, er, sh, ch, tch, ow, oi, ll, th, er, ish, oh, oo.</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs: ch, sh, th, ng.</p> <p>Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 1: s, a, t, ck, ck, ck, ck, ck, ck. Set 2: l, o, h, m, d. Set 3: r, e, i, e, e.</p> <p>Phase 3 (YR)</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ss, ai, air, stt, er, sh, ch, tch, ow, oi, ll, th, er, ish, oh, oo.</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs: ch, sh, th, ng.</p> <p>Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 1: s, a, t, ck, ck, ck, ck, ck, ck. Set 2: l, o, h, m, d. Set 3: r, e, i, e, e.</p>				

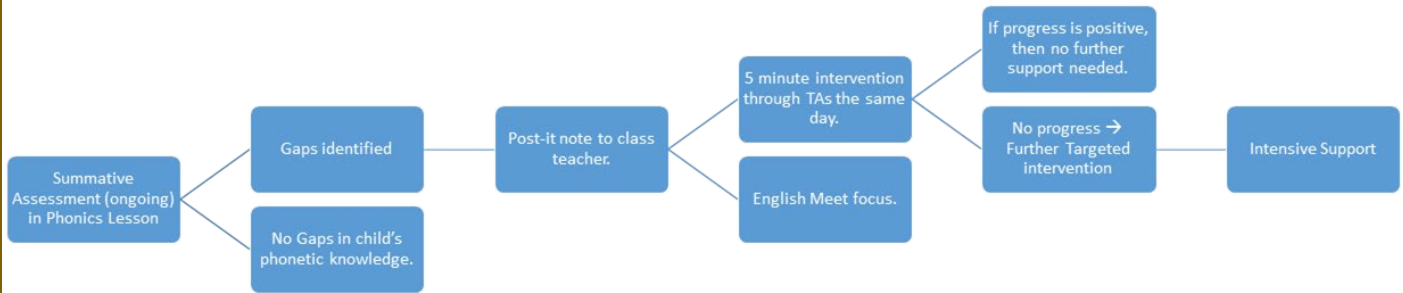
Reception

Letters and Sounds: Reception Phonic progress tracking sheet

Class/Year:	Teacher/Practitioner:	Autumn	Spring	Summer
<p>Phase 1 (YR)</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ss, ai, air, stt, er, sh, ch, tch, ow, oi, ll, th, er, ish, oh, oo.</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs: ch, sh, th, ng.</p> <p>Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 1: s, a, t, ck, ck, ck, ck, ck, ck. Set 2: l, o, h, m, d. Set 3: r, e, i, e, e.</p> <p>Phase 2 (YR)</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ss, ai, air, stt, er, sh, ch, tch, ow, oi, ll, th, er, ish, oh, oo.</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs: ch, sh, th, ng.</p> <p>Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 1: s, a, t, ck, ck, ck, ck, ck, ck. Set 2: l, o, h, m, d. Set 3: r, e, i, e, e.</p> <p>Phase 3 (YR)</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ss, ai, air, stt, er, sh, ch, tch, ow, oi, ll, th, er, ish, oh, oo.</p> <p>Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs: ch, sh, th, ng.</p> <p>Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 1: s, a, t, ck, ck, ck, ck, ck, ck. Set 2: l, o, h, m, d. Set 3: r, e, i, e, e.</p>				

- Assessments are used to organise pupils efficiently to maximise progress.
- Half termly data on all pupils is uploaded to XXXX

Summative Assessment



Slowest progress pupils

- SSP lessons are of the highest standard to reduce the amount of extra support needed.
- Pupils who fall behind are identified immediately using the assessments noted.
- These pupils receive additional intervention, delivered and supported by the Phonics/Reading Lead and where possible, the SALT HLTA. Additional interventions are agreed and timetabled by the SENDCo/Inclusion Lead and the Phonics/Reading Lead.

Parents & Carers

- Parents/carers are informed of the SSP programme adopted – workshops demonstrate what is taught and how they could provide extra support and practice at home in order to develop fluency.
- Parents/carers are advised how the school will provide extra practice to prevent gaps developing.

Y1 National Curriculum (and additional) – Pupils are taught to:

Reading –

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

Handwriting –

- Sit correctly at a table, holding a pencil comfortably and correctly.

- Form lower case letters in the correct direction, starting and finishing in the right place.

Spelling –

- Spell words containing each of the 40+ GPCs already taught by:
 - i) Writing letters in response to hearing a sounds
 - ii) Identifying the sounds and then writing the sound with letter/s
- Spell common exception words.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing –

- Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.

Make a strong start in Nursery –

- Pupils are taught to listen for sounds in words and to distinguish between different sounds in the environment and phonemes.
- Pupils have exposure to lots of books/texts that highlight rhyme, alliteration and phonemes.
- Teachers model oral blending and segmenting.
- Pupils are given time to explore and experiment with sounds and words and discriminating speech sounds in words.
- The same SSP programme is followed as Reception, Year 1 and Year 2.
- SSP lessons are timetabled daily from the second week in Nursery.
- Frequent meetings/workshops show parents/carers how to help their children to listen for sounds in words.
- Timetable a daily story-time.
- Timetable a daily rhyme and singing session.
- Have a list of traditional and contemporary poems and rhymes for children to listen to and learn.
- Have a list of songs that will develop pupils' vocabulary.
- Show enjoyment and use voice and manner to emphasise words and phrases, particularly those that rhyme.

Continue that strong start in Reception –

- SSP lessons are timetabled daily from the second week in Reception, with children homogenously grouped following the baseline phonics assessment.
- At least 20 minutes is given to the teaching of phonics, reading and writing right from the start, building to at least 45 minutes by the end of the year (this may be one session or organised throughout the day).
- The same SSP programme is followed as Year 1 and Year 2.
- Pupils who are falling behind, or at risk of falling behind, are identified by the third week in school.
- All pupils are given time to practice reading letter-sound correspondences and oral sound blending a few time each day.
- Extra daily practice is given to identified pupils who are falling behind (small group or individually).
- Friezes and charts are displayed in an accessible place.
- All pupils sit where they can see the teacher and can access all resources during SSP lessons.
- SSP lessons are taught in a quiet space to help pupils to focus.
- Frequent meetings/workshops show parents/carers how to help their children practise reading sounds and words at home.

Ensure cumulative progression of sounds and books –

Leaders ensure that:

- Decodable reading books are organised in the given sequence e.g. reading books build letter-sound correspondences cumulatively. Books are NOT sorted by traditional book-banding criteria based on a mix of methods e.g. sequential 'decodable' books are not mixed with texts that rely on repetition, prediction and 'look and say'.
- Pupils read texts/books that closely match the letter-sound correspondences they can read at home as well as in school.
- These texts/books contain few exception words, as listed in the SSP programme.
- 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*.
- Pupils practise sounds out the words in the story and read exception words before they read the text/book.
- Pupils re-read these texts/books at school and home to build fluency.
- Pupils falling behind are given extra practice to re-read these texts/books.
- Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently.
- 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.
- Teachers keep records of the books pupils read in school and at home.
- Pupils practise reading books at home once they have read them at school.
- Parents/carers are shown how to increase their children's fluency in reading sounds, words and books, at each point in their children's learning.
- Teachers provide extra reading practise for pupils who do not practise at home.
- Parents/carers understand the difference between stories to share and stories that children read aloud.

*Outside of the SPP programme, pupils take home a 'reading for pleasure book' which an adult can read to them or if they can, children can read to adults. The emphasis is that this book is chosen for pleasure, for the pupil and parents to enjoy together rather than for the process of teaching reading.

Building a team of expert reading teachers –

The HoS ensures -

- There is a Reading Lead (Trust Development Team AHT) with expertise in and experience of teaching phonics.
- The Reading Lead has dedicated time to fulfil their role.
- All teachers attend SSP accredited training, regardless of role.
- SSP training is provided for new staff.

The Reading Lead ensures –

- The reading lead and HoS meet frequently to discuss the impact of each teacher on pupils progress, particularly the lowest 20% in phonics.
- Coaches reading teachers during SSP lessons.
- Coaches reading teachers who support pupils who have fallen behind.
- Review of phonics groupings.

Reaching the lowest 20%

- Ensures SSP lessons are of the highest standard to reduce the number of pupils who require additional support.
- Builds a profile of pupils receiving extra support in conjunction with the SENDCo/Inclusion Lead.
- Provides regular CPL for teachers in both the content and teaching manner to support pupils falling behind.
- Fast tracks late-entry pupils to catch up with their peers.
- Works with the CLO to improve attendance for identified pupils.
- Engages the support of parent/carers, where identified.

Build talking and listening into all activities across the whole day

- Pupils with delayed language acquisition and quickly identified and interventions are designated immediately.
- Pupils are taught to follow clear expectations for partner, class and group discussions
 - i) Listening behaviours
 - ii) Routines for talking with a partner
 - iii) Routines for giving feedback to the group
- Pupils are taught new vocabulary throughout the day, in each lesson.
- Teachers model how to use new vocabulary and syntax through the day by using words and phrases relevant to the lesson, deliberately, systematically and repeatedly.
- Pupils are supported to articulate their ideas and thoughts in well-formed sentences by:
 - i) Building sentences orally and rephrasing what they say
 - ii) Teaching new vocabulary before a given activity
 - iii) Modelling how they think out loud
 - iv) Asking questions to check pupil understanding
 - v) Extending their ideas
 - vi) Asking both open and closed questions

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

Storytime

- Timetabling daily storytime sessions.
- Have a list of quality stories to read aloud to pupils each half term, including traditional and modern stories.
- Show enjoyment of each story using their voice and manner to make the meaning clear.
- Read aloud, re-read and talk about stories to build familiarity and understanding.
- Teach new vocabulary in the context of the story.
- Provide extra small group story times for pupils with delayed language acquisition.
- Help pupils retell the story and take on different roles in imaginative play.
- Organise inviting book corners.
- Show parents/carers how to read aloud, and, talk about stories with their children and send home good quality books.
- Timetable staff in a range of roles to read with identified pupils so that they can see a range of roles/role models as readers.

Non-Fiction Books

- Ensure Non Fiction books are read aloud to illustrate a topic of learning.
- Make books with photographs and narratives of everyday events and activities, and places they have visited.
- Talk about these books with pupils, introducing specific vocabulary and building sentences orally.
- Read and re-read these books so pupils learn to use the language necessary to explain what is happening in each illustration/photograph.
- Make the books available for pupils to share at school and at home.

Letters and Sounds (Phase 2-6 with timings)

Phase	Number of weeks
2	6
3	10
4	4
5	28
6	24

Year Group	Term	Phase
Reception	Aut 1	2
Reception	Aut 2	3
Reception	Spring 1 and 2	3
Reception	Summer 1	4
Reception	Summer 2	5
Year 1	Aut 1 and 2	5
Year 1	Spring 1 and 2	5
Year 1	Summer 1	Consolidating and recapping phase 5
Year 1	Summer 2	6
Year 2	Aut 1 and 2	Consolidating and recapping phase 5
Year 2	Spring 1 and 2 Summer 1 and 2	6/EGPS

High frequency words and common exception words

Common exception words

High Frequency Words

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Common exception words vs tricky words

A common exception word is one which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. The term 'tricky words' is not used as this poses the word in a negative light before children begin learning the word. In the same way children are taught specific terminology such as phoneme, grapheme, digraph and so on, they are taught what **common exception words** are.

Big Cat Phonics for Letters and Sounds

Year	Big Cat Phonics for Letters and Sounds book band	Phase in Letters and Sounds	National Curriculum	Letters and Sounds
Reception	Pink A	2	a, is	
	Pink B	2	a, as, is, of, his, has	to, the, no, go, I, into
	Red A and B	3	put, pull, full, push	he, she, we, me, be, was, you, they, all, my, her
Year 1	Yellow	4	house, here, once, ask	said, have, like, so, do, some, come, were, there, little, one, when, out, what
	Blue	4	school, your, love, our	
	Green and Orange	5	today, says, where, friend	oh, their, people, Mr, Mrs
Year 2	Turquoise	5 and 6	Door, floor, poor, because, great, break, pretty busy, beautiful, water, money, any, improve, many, who, whole, hour, move, prove, sugar, eye, parents, Christmas	

Environment

- Use of Smart Kids, Letters and Sounds friezes
- All images relating to phoneme to be consistent as per Big Cat Phonics for Letters and Sounds
- All sayings to support memory recall of phonemes to be consistent and in line with display

Modelling

To ensure consistency in approach, we use "**phonic fingers**" whereby each sound in a phonetically decodable word is pointed out and then joined together to blend. We **do not use** robot arms/robot talk/speak.

Sound buttons and bars

Sound buttons and bars are used to support pupil's understanding of graphemes, letter and word sounds.

A **sound button** is placed underneath a single letter phoneme to support reading.

A **sound bar** is placed as a line underneath a digraph or trigraph.

Bun
● ● ●

soil
● — ●

shook
— — ●

cave
● □

Grapheme Chart

When we refer to sounds, we use the same images and 'sayings' so that there is consistency across year groups and year to year.

Phase 2

s sun	t top	p pan	n nest	m mouse	d dog	g gate	c cake	r rainbow	h horse	f fish	l leaf
ss							k ck			ff	ll
j jelly	v vulture	w window	x fox	y yoghurt	z zebra	qu quilt	th thorn	ch chimpanzee	sh shell	ng ring	nk drink
					zz						
a apple	e egg	i insect	o octopus	u umbrella	ai sail in the rain	ee queen bee	igh night light	oa boat	oo look in the book	oo a cool pool	ar park the car
or torn shorts	ur turns	ow how now, wow cow!	oi a coin in soil	ear my ears can hear	air a pair of chairs	ure a sure cure					
		er power shower									

Phase 3-5

s sun	t top	p pan	n nest	m mouse	d dog	g gate	c cake	r rainbow	h	f fish	l leaf
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									horse		
ss/c/ce/s c/se			kn / gn				k/ck/c h /qu/x			ff / ph	ll / le
j jelly	v vulture	w window	x fox	y yoghurt	z zebra	qu quilt	th thorn	ch chimpanzee	sh shell	ng ring	nk drink
g/ ge / dge	ve	wh			zz/se/s			tch / t	ch / ti/ ci/ si/ ssi		
a apple	e egg	i insect	o octopus	u umbrella	ai sail in the rain	ee queen bee	igh night light	oa boat	oo look in the book	oo a cool pool	ar par k the car
	ea	y	a	o/our /o- e	ay/ a- e/ ei/ ey/ a/ eigh	ee/ e- e/y/ie/ y/e	i-e/ i/ y/ ie	oe/ o-e/ ow/ o/ ou	u / oul	ue/ ew/ u-e / u/ ui/ ou	a
or torn shorts	ur turns	ow how now, wow cow!	oi a coin in soil	ear my ears can hear	air a pair of chairs	ure a sure cure	zh treasu re	er power shower			
aw/au/ our/ al/ augh	er / ir/ or/ ear	ou	oy	ere/eer	are/ ere/ ear	our	sure/ sion/ sual / ge				

Teaching and Learning

The RTPA sequence is followed, generally with the following seven steps:

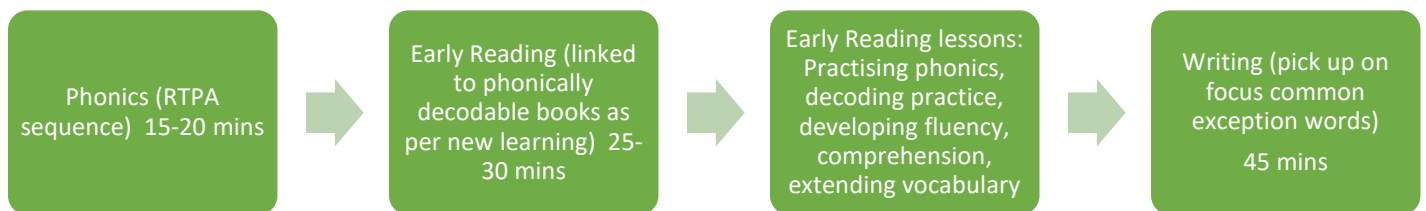
- | | |
|---|----------|
| 1) Speedy sounds – use of flashcards (Reading or Writing can be used) | Review |
| 2) Speedy words – use of flashcards (Reading or Writing can be used) | Review |
| 3) Introduce new sound / focus sound | Teach |
| 4) Sound hunt/bingo – finding the sound | Practice |
| 5) Read/Write these words together | Apply |
| 6) Read/Write these words in a sentence | Apply |
| 7) Partner reading book matched to phonic level of child/ren/group | Apply |
-

An example of this looks like:

	Review	Teach	Practice	Apply Reading	Apply Writing	
Monday	Speedy Sounds Phoneme focus - Use of flashcards, quick pace	Sound mat hunt or common exception words hunt	New sound/blend Everyday words*	Segmenting and blending practice of taught grapheme - Phonic fingers	Book introductions Key words in the text, checking for meaning and understanding Graphemes Familiarity with language	Dictation of sentences Composition of own sentences
Tuesday	Speedy Words	Reading a phonically decodable book				
Wednesday	Phoneme and common exception words focus					
Thursday						
Friday	- Use of flashcards, post it hunt etc					

It should be noted that this timetable should be adapted to meet the needs of children, and the phase that they are working within. Any adaptations should be reviewed and discussed with the Reading/Phonics Lead so as to ensure that there remains a sense of pace in the teaching of the SSP programme.

Timetabling – Early Reading and Phonics lessons take place every day.



Letters and Sounds & Big Cat Phonics for Letters and Sounds progression overview

Letters and Sounds phase	Big Cat Phonics for Letters and Sounds book band	New phonemes and graphemes	Review phonemes and graphemes
Phase 1	Lilac	Aspect 1 – General sound discrimination (environmental sounds) Aspect 2 – General sound discrimination (instrumental sounds) Aspect 3 – General sound discrimination (body percussion) Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds Aspect 7 – Oral blending and segmenting	
Phase 2	Pink A	s/a/t/p/i/n/m/d	
	Pink B	f/h/b/g/o/c/k/e/u/e/l/ck (ff/l/ss)	s/a/t/p/i/n/m/d
Phase 3	Red A	j/v/w/x/y/z/zz/qu/ch/sh/th/ng/nk	s/a/t/p/i/n/m/d/ f/h/b/g/o/c/k/e/u/e/l/ck (ff/l/ss)
	Red B	ai/ee/igh/oa/oo/oo/ar/or/ur/ow/oi/ear/air/ure/er	s/a/t/p/i/n/m/d/ f/h/b/g/o/c/k/e/u/e/l/ck (ff/l/ss) j/v/w/x/y/z/zz/qu/ch/sh/th/ng/nk
Phase 4	Yellow	Blend two or three adjacent consonants at the beginning, middle and end of words using only short vowel sounds: a/e/i/o/u	ai/ee/igh/oa/oo/oo/ar/or/ur/ow/oi/ear/ air/ure/er
	Blue	Blend two or three adjacent consonants at the beginning, middle and end of words with long vowel sounds: ai/ee/igh/oa/oo/oo/ar/or/ur/ow/oi/ear/air/ure/er	Blend two or three adjacent consonants at the beginning, middle and end of words using only short vowel sounds: a/e/i/o/u
Phase 5	Green	Alternate vowel graphemes: /ai/ ay, ei, ey, a-e /igh/ i, i-e /oa/ o, oe, ow, o-e, ou /oo/, u, ue, ew, ui, ou, u-e /oo/ u, oul /ee/ ie, ea /oi/ oy, ou /ar/ a /or/ au, aw, our, augh, al /air/ ere, ear, are /er/ ir, or, ear /ear/ ere, eer /ure/ our /e/ ea /i/ y /o/ a /u/ oul, o, our, o-e	Blend two or three adjacent consonants at the beginning, middle and end of words with long vowel sounds: ai/ee/igh/oa/oo/oo/ar/or/ur/ow/oi/ear/ air/ure/er
	Orange	Alternate vowel graphemes: /ai/ a, eigh /igh/ ie, y /ee/ e-e, ey, y, e /oo u Alternate consonant graphemes:	Alternate vowel graphemes: /ai/ ay, ei, ey, a-e /igh/ i, i-e /oa/ o, oe, ow, o-e, ou /oo/, u, ue, ew, ui, ou, u-e /oo/ u, oul /ee/ ie, ea

		/ch/ tch, t /sh/ ch /c/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se	/oi/ oy, ou /ar/ a /or/ au, aw, our, augh, al /air/ ere, ear, are /er/ ir, or, ear /ear/ ere, eer /ure/ our /e/ ea /i/ y /o/ a /u/ oul, o, our, o-e
Phase 5 and 6	Turquoise	Alternate consonant graphemes: /n/ kn, gn /m/ mb /r/ wr /s/ c, ce, sc /c/ qu, x /zh/ su, si /sh/, ti, si, ssi, ci Words with suffixes: er, est, ful, ly, ant, ent, ance, ment, ness, ly, ous, es, en, ward, self, dom, by, al	Alternate vowel graphemes: /ai/ a, eigh /igh/ ie, y /ee/ e-e, ey, y, e /oo u Alternate consonant graphemes: /ch/ tch, t /sh/ ch /c/ ch /j/ g, ge, dge /l/ le /f/ ph /w/ wh /v/ ve /s/ se /z/ se