

ST LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



PHONICS AND READING CURRICULUM 2022 - 2023

Intent

At St Luke's Church of England Primary School, we value the impact that Reading has on children's lives. Reading is a fundamental life skill and builds the foundations for lifelong learning. We believe Reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures.

At our school, we place Reading at the heart of everything we do. It forms the backbone of our whole curriculum, with texts used in every subject to enhance and bolster learning. We believe children and staff should love Reading and see themselves as readers. They should be able to talk confidently about books, form their own opinions and make choices in Reading. Children should be able to use specific Reading skills to comprehend and analyse a range of texts. We ensure these build in complexity throughout their time at school, so that children become critical readers. We understand that in order for this to happen, as a first step, children must be taught how to decode and read fluently using systematic synthetic phonics. As our children are often bilingual and have a rich variety of language experiences, we place additional significance on the teaching of vocabulary throughout the curriculum, including in Reading and Phonics. We believe that no child should be left behind in Reading and so place emphasis on rigorous teaching and additional support for those that need it to ensure children 'keep up' rather than need to 'catch up'. Every child should leave St Luke's with the Reading skills they need to access their next steps in life, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. Our aim is to ensure pupils are 'High School ready', not only within their ability to read and comprehend a large range of texts, but to have formed personal relationships with reading, understanding what authors and texts they enjoy, making links and connections between texts and understand the importance, knowing that reading can unlock all areas of the curriculum and learning in the wider world.

Implementation

Early Reading and Phonics

At St Luke's we follow Essential Letters and Sounds (ELS), a DFE validated systematic synthetic phonics teaching programme. It has been developed for teachers by teachers from Knowledge Schools Trust and is designed to ensure that all children learn to read well and make speedy progress.

ELS is rich in talk and story enabling our pupils to experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. Through the use of *ELS*, we teach pupils to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

At St Luke's, phonics is taught daily through the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans. This starts in our Nursery at Phase 1 and then is continued through consolidation within continual provision and the start of Phase 2 during the very first days of Reception.

We follow the *ELS* systematic approach to teaching synthetic phonics with fidelity, ensuring all children, teachers and parents use consistent terminology and resources following *ELS*. We use *ELS* interactive whiteboard presentations, flashcards, friezes and phonics mats to support our children with grapheme-phoneme correspondences (GPCs).

The next page details the structure of a week using the *ELS* planning progression.

Weekly lesson structure for teaching new phonemes and graphemes:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review Teach new sound Practise Use the Apply sound-specific extract sheet Review	Review newly taught sounds for the week, previously taught graphemes, and harder to read and spell (HRS) words Practise – reading and writing words Apply – reading decodable books and writing phrases and sentences

Each week consists of 5 lessons, one per day. New graphemes and phonemes are taught on days 1-4 including new harder to read and spell words. On day 5, children have the opportunity to practise reading and writing words with previously taught grapheme and phonemes in and also apply this knowledge through reading decodable books and writing phrases and sentences.

Weekly lesson structure for review weeks and Phase 4 teaching:

Day 1	Day 2	Day 3	Day 4	Day 5
Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply	Review Teach and practise Apply

Throughout each half term, there are review weeks planned in which are there to support children in consolidating their understanding of all prior learning. The 'ELS term-by-term progression' chart shows where these occur. The table above shows the lesson structures for review weeks. The fifth week of each term is assessment week. These weeks follow the same structure and lesson plans as the review weeks.

The structure of all phonics lessons are consistent and allow children to predict what is coming next, what they need to do, and how to achieve success. We follow the structure set out by ELS:



This gives pupils opportunity to be introduced to new graphemes and phonemes, hear the sound or word, say the sound or word, see the sound or word, read the word, write the word, use new vocabulary in context, practise and apply. The final review stage again enables children to reinforce their learning through reading and writing sentences or phrases.

We use the same teaching sequence throughout each lesson – Show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Pupils are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), we use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. This not only teaches them to become fluent with phonics, but also develops their vocabulary, which is a key focus for our school.

Practice and repetition are key. We want to teach our children, not test them, so using the *ELS* ‘Give, Give, Give’ approach, we are constantly providing plenty of modelling and active teaching and learning opportunities.

- Give the GPC – share the new sound or spelling being taught.
- Give the word – put it into context.
- Give the meaning – ensure children can use the vocabulary

Our phonics lessons are tightly structured and do not include any unnecessary activities. Repetition is used to help the children overlearn new knowledge, and is a key feature of all lessons. To ensure the pace of lessons, we set clear expectations at the start so that children understand what to do. For example using the phrase ‘Me, then you’ means the teacher wants the children to listen, and then repeat what is said exactly. We also use a spelling structure to ensure children are active in their learning and this is consistent throughout all year groups:

Key teaching features	
Spelling sequence	Encourage children to follow the sequence:
	• Say the word 
	• Stretch the word 
	• Segment the word 
	• Blend the word 
	• Count the sounds within the word 
	• Say the whole word 
This sequence can be used for any word where the children have been taught the GPCs within the word.	

Within the apply stage of the lesson, children work in apply booklets independently. Within this stage, there is opportunity for teachers to target children requiring additional support during the lesson. These children work with the class teacher during the Apply activity, to help them consolidate their understanding. Following this targeted teaching, the children will then complete the Apply activity independently. This is either done as the other children review their learning at the end of the phonics session, or later in the day.

Children then access a range of activities across the curriculum that allow them to apply their decoding learning. Children work systematically through Phases 1 to 6, building up their decoding skills to become fluent readers. Staff draw upon observations and assessment to ensure children are stretched and challenged and to identify children who may need additional support through interventions and 121 reading.

RECOVERY CURRICULUM – COVID 19 (2021 – 2022/2023)

Early Reading and Phonics is one of our main priorities within our curriculum. We know the significance of children learning to read, as pupils who cannot read, do not have full access to the curriculum. Those who fail to learn to read also often start to dislike reading. Due to the learning lost because of the pandemic, we have adapted the long-term plan below to meet the individual needs of our children following summative and formative assessments.

Phonics lessons and interventions still happen daily following the *ELS* approach and structure and regular and manageable assessment is carried out to ensure that all children 'keep up' rather than 'catch up'.

Gaps and misconceptions have been identified through a deep analysis within their ability to decode, orally blend and segment and encode. Using the long-term plan below, a bespoke plan has been created to address these following *ELS*. This is reviewed termly through summative assessments and monitored daily through formative assessment within phonics lessons, continual provision and Guided Reading are adapted appropriately to ensure rapid progress is made. Additionally, if children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one, or small group basis: oral blending, GPC recognition and blending for reading.

Early Reading and Phonics

Our normal long-term plan for Phonics is as follows:

	Nursery	Reception	Year 1	Year 2	Year 3	Years 4 - 6
Autumn 1	Phase 1	Phase 1 within in continual provision Phase 2	Consolidate phase 3 and 4 Phase 5	Consolidate Phase 5	Consolidate Phase 6	Purple Mash spelling scheme
Autumn 2	Phase 1	Phase 3	Phase 5	Phase 6	Consolidate Phase 6	Children who are still not secure at Phase 6 (including INAs) to receive additional intervention appropriate to their phonics knowledge.
Spring 1	Phase 1	Phase 3 - 4	Phase 5	Phase 6	Purple Mash spelling scheme	
Spring 2	Phase 1	Phase 3 - 4	Phase 5	Phase 6		
Summer 1	Phase 1 and consolidation.	Phase 4	Consolidate all phases (1-5)	Phase 6		
Summer 2	Phase 1 Phase 2 for children who are ready.	Phase 5 introduction	Consolidate all phases (1-5)	Phase 6	Children who are still not secure at Phase 6 (including INAs) to receive additional intervention appropriate to their phonics knowledge.	
Phase 1 continues throughout.						

ELS overview Phase 1 - 5

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

Phonics teaching and learning does not stop at the end of Year 1/Primary 2. As children move onwards through the school, we continue to encourage children to use their knowledge of phonics as they tackle more complex books and learn to spell more sophisticated words. Children in KS2 access phonics lessons if necessary.

ELS Term-by-term Progression

At St Luke's, Nursery follow Phase 1 of Letters and Sounds (2007) before starting *ELS* in Reception.

Most terms start with a review week in order to recap and revise previous learning. This supports consolidation and enables children to master knowledge. Assessment week takes place on the 5th week of each half term.

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

* Phase 3 of *ELS* covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

Year 1/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

When children complete Phase 5 phonics and are secure in this, they then access Phase 6. At St Luke's we use Purple Mash Spelling Scheme to teach spelling after phonics. The overview of the Purple Mash Phase 6 phonemes and spelling patterns is detailed on page 23 of this document.

Early Reading and Phonics in Nursery

In Nursery the children access discrete Phonics teaching following *Letters and Sounds (2007)* every day and apply that teaching as a whole class, in small groups and during continuous provision.

NURSERY						
TERM	A1	A2	SP1	SP2	SU1	SU2
PHASE 1 COVERAGE <i>(aspects 1-6 can be covered in any order)</i>	2 weeks: aspect 1	2 weeks: aspect 4	2 weeks: aspect 1/2	2 weeks: aspect 5	2 weeks: aspect 1/2	2 weeks: aspect 4/7
	2 weeks: aspect 2	2 weeks: aspect 5	2 weeks: aspect 3/6	2 weeks: aspect 6	2 weeks: aspect 3/6	2 weeks: aspects 5
	2 weeks: aspect 3	2 weeks: aspect 6	2 weeks: aspect 4	2 weeks: aspect 7	2 weeks: aspect 4/5	2 weeks: aspects 7
					PHASE 2 FOR CHILDREN WHO ARE READY (ELS)	PHASE 2 FOR CHILDREN WHO ARE READY (ELS)
ROUTINE OF THE DAY & CONTINUOUS PROVISION	Practise and consolidate all aspects 1-6		Practise and consolidate all aspects 1-6 & begin to introduce aspect 7		Consolidate all aspects 1,2,3,4 & 6. Emphasis on aspects 4, 5 & 7	

By the end of Nursery, our aim is for all children to be secure in Phase 1 Phonics, with some children accessing Phase 2 (*ELS*) ready for Reception.

To support children's decoding and support building a love of Reading, they take home one reading for pleasure book to share with their families and a wordless picture book to enhance their communication and language skills through discussions of books. They can also access a wider range of books to enjoy with their families on the Oxford Owl E-book library. Children can also access a phonics activity on Class Dojo to do at home with family. Parents are kept well-informed of their children's progress and are regularly invited into school for workshops and other activities.

Within the curriculum, staff share a wide range of carefully chosen texts with children, modelling a love of Reading, book behaviours and making links to decoding and understanding. Children also have daily opportunities planned in for singing, story time and poetry sessions.

Early Reading and Phonics in Reception

Children in Reception access discrete Phonics teaching every day and apply that teaching as a whole class, in small groups and during continuous provision. Teachers follow the long-term plan for *ELS*. Additionally, if children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading.

Progression overview for whole class teaching in Reception:

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 2	Week 1		/s/ <s>	/a/ <a>	/t/ <t> sat, at	/p/ <p> pat, tap, sap	Review
	Week 2	I, the, no	/i/ <i> it, pit, sit, sip, pip, tip	/m/ <n> an, in, pin, tin, tan, pan, nap, nip	/m/ <m> map, Pam, mat, man, Sam, Tim	/d/ <d> and, dim, did, din, dad, sad, Sid	Review
	Week 3	put, of, is	/g/ <g> gap, dig, digs, tag, gas, nag, gig, sag	/o/ <o> dog, got, Mog, pop, top, got, on, not, odd	/k/ <c> cat, cot, can, cap, cod, picnic	/k/ <k> kit, kid, Ken, Kim, kip	Review
	Week 4	to, go, into	/k/ <ck> kick, dock, pack, pick, sock, sack, sick, back	/e/ <e> ten, egg, get, met, pet, men, pocket, peg, neck, pen, net, ticket	/u/ <u> up, mum, mud, sun, tub, cup, sunset, mug, duck, tuck	/r/ <r> rim, rat, rot, rip, rag, rocket, rat, rug, run, *carrot, ram	Review
	Week 5 Assess	pull	/s/ <ss> mess, moss, miss, ass, mass, kiss, less, hiss, Tess	Review R:1			
	Week 6 Review	as, his	/h/ <h> him, hot, hat, hum, hiss, had, hop, hug, sunhat	/b/ bag, big, bed, back, boss, bat, bun, bus, *rabbit, bang, bong	/f/ <f> <ff> fig, fog, huff, fan, puff, if, off, fun, fuss, cuff, fog, fin	/l/ <l> <ll> lap, Bill, less, lap, lot, fill, sell, dull, let, lit, doll, laptop, lot, bell, leg, hill, bell, tell, Nell, mill, pill, till, will, dill, fell	Review

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1	he, she, buses	/j/ <j> jam, jog, Jen, jetlag, jet, jacket, just, Jill, Jack	/v/ <v> Vic, vat, van, vet, visit, velvet, Ravi, Kevin	/w/ <w> wig, will, win, web, wag, wig, cobweb, went	/ks/ <x> mix, fix, six, exit, wax, mix, tax, vixen, box, flex, fox	Review -es (where there is no change to the root word covered here)
	Week 2	we, me, be	/y/ <y> yes, yet, yell, yum	/z/ <z> <zz> buzz, jazz, zigzag, zip, Zak	/kw/ <qu> quit, quick, quack, liquid, quiz	/ch/ <ch> chop, check, chill, chicken, chin, chug, chip, much, such	Review
	Week 3	push	/sh/ <sh> ship, shop, fish, shed, shell, crash, cash, rush, rash, trash, flash, bash, mash, dash, sash, shock, hush, slapdash	voiced /th/ <th> them, with, that, this, then unvoiced /th/ <th> thick, moth, thin	/ng/ <ng> song, long, ring, sing, king, ping, ping-pong, rang, wing, sang, hang, bang, rung, sung, tong, strong, thing	/nk/ <nk> think, thank, drink, sink, link, bank, sank, honk	Review
	Week 4	was, her	/ai/ <ai> wait, rain, pain, tail, sail, plain, drain, grain, brain, train, snail, main, hail, aim, maid, stain, strain, nail, wail, bait, fail, jail, pail, quail	/ee/ <ee> tree, see, deep, meet, jeep, keep, peep, sleep, cheep, creep, creek, cheek, sixteen, free, glee, steel, queen, teen, deepest, street, meeting, fleeting, flee, bee, gleeful, seed, weep, weeping, creeping, feed, feeding, speeding, speed, sweep, sweeping, teeth, teething	/igh/ <igh> right, flight, fight, tight, sigh, thigh, sunlight, midnight, highlight, spotlight, high, light, lighting, flashlight, lightning, alight, slight, plight, sighing, alighting, might	/oa/ <oa> coat, goat, toast, roast, coast, load, coach, raincoat, oak, float, groan, moat, soap, bloat, toad, soak, loan, throat, roam, foam, gloat, poach, encroach, cockroach, loaf, road, roadblock, oat, oats, oatmilk, stoat, foaming, oath, gloating, toads, croak, croaking	Review
	Week 5 Assess	-es (where there is no change to the root word)	Review R:2				
	Week 6	my, you	Review R:3				

RECEPTION/PRIMARY 1 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1		Review R:4				Review
	Week 2	they, all, are	/ar/ <ar> car, park, market, jar, farm, far, cham, star, dark, bar, march, harp, sharp, bark, smart, start, spark, artist, garden, harvest, garlic, target	/ur/ <ur> surf, turf, burn, hurt, surfing, burning, turn, turning, urn, burst, curl, lurch	/oo/ <oo> gloom, peekaboo, spoon, scoop, moon, boot, rooftop, zoo, baboon, troop, cartoon, food, mood, roof, proof	/or/ <or> fork, storm, corn, morning, sort, born, sweetcorn, popcorn, order, horn, port, sport, porch, torch, torn, cord, ford, form, forbid, inform, transform, transport	Review
	Week 3		/ow/ <ow> cow, owl, down, town, frown, clown, brown, now, crowd, crown, gown, scowl, prowl, growl, howl, brow, scowling, prowling, growling	/oi/ <oi> spoil, boil, coin, soil, join, boiling, oink, joint, point, ointment, toilet	/ear/ <ear> hear, dear, gear, fear, clear, spear, near, gear, ear, tear, hearing, clearing, beard	/air/ <air> pair, lair, hair, stair, stairs, funfair, chair, hairbrush, airport, flair	Review
	Week 4	ball, tall	/ure/ <ure> cure, sure, pure	/er/ <er> sharper, lighter, runner, swimmer, publisher, anger, butter, shutter, fern, bitter, winter, patter, pitter, litter, sprinter	/oa/ <ow> snow, blow, flow, grow, show, growing, slow, elbow, window, row, mow, low, crow		Review
	Week 5 Assess	when, what	Review R:5				
	Week 6		Review R:6				

RECEPTION/PRIMARY 1 SPRING 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 3	Week 1	said, so, have			Review R:7		
	Week 2	were, out, like			Review R:8		
	Week 3	some, come, there			Review R:9		
	Week 4	little, one, do			Review R:10		
	Week 5	children, love			Review R:11		
	Week 6				Review R:12		

RECEPTION/PRIMARY 1 SUMMER 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 4	Week 1				–ed /ed/ Phase 4;1 –Teaching of new word structure to include CVCC Build vocabulary and consolidate reading of words with adjacent consonants. Teach compound words.		
	Week 2				–ed /t/ Phase 4;2 – Teaching of new word structure to include CCVC		
	Week 3				–ed /d/ Phase 4;3 – Teaching of new word structure to include CCVCC		
	Week 4				Phase 4;4 – Teaching of new word structure to include CCCVC		
	Week 5 Assess				Review R:13		
	Week 6				–er/–est Phase 4;5 – Teaching of new word structure to include CCCVCC		

RECEPTION/PRIMARY 1 SUMMER 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1	oh, their -le	/ai/ <ay> way, day, play, say, tray, sway, spray, clay, may, hay	/ow/ <ou> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mount, loud	/igh/ <ie> tie, lie, pie, die, spied, lied, tried, cried, died, fried, died	/ee/ <ea> teach, reach, cream, dream, stream, streak, cheat, wheat, feast, least, beast, each, treat, team, steam, bream	Review
	Week 2	people, Mr, Mrs	/oi/ <oy> boy, toy, joy, annoy, play, employ, enjoy, ahoy, loyal, royal, oyster, destroy	/ur/ <ir> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, mirth, squirm, squirt	/oo/ /yoo/ <ue> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	/or/ <aw> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review
	Week 3	your, ask, should	/w/ <wh> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	/f/ <ph> elephant, alphabet, pamphlet, dolphin	/oo/ /yoo/ <ew> new, few, mew, mildew, threw, newt, stew, nephew, crew, grew, brew, drew, screw, dew, flew, jewel	<oa> oe toe, foe, doe, woe, aloe, tiptoe, mistletoe	Review
	Week 4	would, could, asked	/or/ <au> launch, taut, daunt, gaunt, haunt, August, fault, Paul	/ee/ <ey> key, donkey, kidney, hoc key, chimney, alley, valley, trolley	/ai/ <a-e> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame	/eel/ <e-e> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme	Review
	Week 5 Assess	house, mouse, water	Review R: 14				
	Week 6	want, very	/igh/ <t-e> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize	/oa/ <o-e> mole, dose, rope, stove, rode, robe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, stroke, hope, broke, phone	/oo/ /yoo/ <u-e> rule, rude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube	/s/ <c> nice, mice, ice, cell, lace, pace, price, space, race, rice, excite, excited, circle	Review

By the end of Reception, our aim is for all children to be secure in Phase 4 Phonics and to be accessing an introduction to Phase 5 teaching from the beginning of summer term. We start phonics in the very first days of Reception at Phase 2, continuing Phase 1 throughout and consolidating this through continuous provision.

To support children's decoding and support building a love of reading, they take home two books per week – one phonically decodable book matched closely to their phonics knowledge and one reading for pleasure book to share with their families. Teachers may also set books for children to access on Oxford Owl's E-Book Library, again matched closely to their phonics knowledge. Children can also access a phonics activity on Class Dojo to do at home with family. Parents are kept well-informed of their children's progress and are regularly invited into school for workshops and other activities.

Within the curriculum, staff share a wide range of carefully chosen texts with children, modelling a love of reading, reading behaviours and making links to decoding and understanding. Children also access phonically decodable texts within Guided Reading sessions. (Please see Reading for Understanding). Each class also have daily opportunities planned in for either singing, story time or poetry sessions.

Early Reading and Phonics in Year 1

In Year 1 teachers follow our long-term plan for *ELS*. Children access discrete Phonics teaching every day and apply that teaching as a whole class throughout the curriculum. Additionally, if children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one basis or in small groups: oral blending, GPC recognition and blending for reading. They may also receive additional one-to-one reading sessions daily or three times a week with a focus on decoding and fluency.

Progression overview for whole class teaching in Year 1:

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1 Assess		Review 1:1				
	Week 2		Review 1:2				
	Week 3		/ai/ <ay> way, day, play, say, tray, sway, spray, clay, may, hay	/ow/ <ou> out, shout, ouch, ground, hound, cloud, proud, found, mound, background, discount, account, count, flout, mount, loud	/igh/ <ie> tie, lie, pie, die, spied, lied, tried, cried, dried, fried, died	/ee/ <ea> teach, reach, cream, dream, stream, streak, cheat, wheat, feast, least, beast, each, treat, team, steam, bream	Review
	Week 4		/oi/ <oy> boy, toy, joy, annoy, play, employ, enjoy, ahoy, loyal, royal, oyster, destroy	/ur/ <ir> fir, sir, stir, bird, third, girl, swirl, shirt, dirt, first, thirst, skirt, birthday, m:rh, squirm, squirt	/oo/ /yoo/ <ue> blue, clue, true, glue, Sue, untrue, bluebell, avenue, continue, clueless	/or/ <aw> saw, claw, draw, lawn, crawl, prawn, straw, squawk, yawn, fawn, drawn, thaw, raw, dawn, spawn	Review
	Week 5 Assess		Review 1:3				
	Week 6		/w/ <wh> wheat, wheel, whip, whisk, whisper, whistle, whiskers, whiff, when, wheelbarrow, wheelchair, whether	/f/ <ph> elephant, alphabet, pamphlet	/oo/ /yoo/ <ew> new, few, mew, mildew, threw, newt, nephew, stew, grew, brew, drew, screw, dew, crew, flew, jewel	/oa/ <oe> toe, foe, doe, woe, aloe, tiptoe, mistletoe	Review

YEAR 1/PRIMARY 2 AUTUMN 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5		
Phase 5	Week 1	please, once	/or/ <au> launch, taut, daunt, gaunt, haunt, August, fault, Paul Build vocabulary and consolidate reading of words with adjacent consonants.	/ee/ <ey> key, donkey, kidney, hockey, chimney, alley, valley, trolley	/ai/ <a-e> came, mate, pale, bane, made, game, cake, state, brake, rake, shave, slave, drake, skate, lake, same, blame, stale, flame	/ee/ <e-e> Pete, Steve, delete, Eve, concrete, these, complete, compete, evening, athlete, extreme	Review		
			Week 2	any, many, again	/igh/ <i-e> dine, kite, ride, hive, bike, time, drive, swipe, smile, spine, glide, shine, fine, wife, slime, prize	/oa/ <o-e> mole, dose, rope, stove, rode, robe, globe, note, stole, joke, spoke, bone, stone, nose, drove, envelope, strobe, hope, broke, phone	/oo/ /yoo/ <u-e> rule, rude, flute, June, Luke, brute, plume, include, salute, use, cube, cute, tune, fume, accuse, refuse, amuse, tube	/s/ <c> nice, mice, ice, cell, lace, pace, space, race, rice, excite, excited, circle	Review
					Week 3	who, whole	ee <y> pharmacy, city, mercy, fancy, happy, sunny, funny, spiky, noisy, swirly, dummy, baby, crazy	/or/ <al> walk, chalk, talk, stalk, almost, ball, tall, small, walking, call	Review 1:4
	Week 4	where, two	Review 1:5						
	Week 5 Assess		Review 1:6						
	Week 6		Review 1:7						

YEAR 1/PRIMARY 2 SPRING 1

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		Review 1:8				
	Week 2		/ai/ <a> (acorn) able, table, ladle, cable, stable, Mavis /ai/ <ey> (they) they, hey, prey, convey, obey, grey, survey, whey	/ai/ <ea> (great) great, break, steak /ai/ <eigh> (weight) eight, weight, sleigh, eighteen, eighty, weightless	/ar/ <a> (father) father, dance, rather /ee/ <e> (he) he, she, we, me, be	/igh/ <i> (find) kind, wild, wind, child, blind, behind, find, mind, while, trial, bind /igh/ <y> (by) by, cry, shy, sky, my, fly, pry, try	Review
	Week 3	here, sugar, friend	/oa/ <o> (go) oval, hotel, total, yoga, no, ago, gecko, go, photo, photograph /o/ <a> was was, want, wash, wand, swan, swap, wallet, squash, watch, swallow, swat	/oo/ <u> (push) push, bush, circus, walrus, full, fulfill, pudding, put, awful, bull /y/ <oo/ <u> (music) music, cupid, uniform, unicorn, unit, student, dual, fuel, human, duel	/k/ <ch> (school) school, ache, orchestra, architect, anchor, chemist, chorus, echo, monarch, orchid, scheme, chemistry, mechanic, technical /sh/ <ch> chef chef, brochure, parachute, chute (mainly taken from French origin words)	/e/ <ea> (head) heather, meadow, feather, weather, breakfast, deadly, deadlock, dread, displeasure, head, jealous, leather, sweat, thread, tread, wealth, ahead, sweater, instead, dreadful, already, bread, healthy, breath, stealth	Review
	Week 4	because	/ur/ <or> (world) world, work, worm, worth, worst, attorney, artwork, beadwork, buzzword, casework, wordy, worker, worming /ur/ <ear> (learn) earth, early, learn, rehearse, pearl, eam, earnings	/oo/ <ou> (soup) soup, group, youth, youthful, coupon, acoustic, wound, goulash /oa/ <ou> (shoulder) boulder, shoulder, poultry, smoulder	/ee/ <ie> (brief) brief, relief, yield, shield, wield, thief, chief, shriek /v/ <ve> (have) have, solve, dissolve, resolve, serve, curve, swerve, give, forgive, captive, motive, believe	/i/ <y> (gym) Sydney, cygnet, bicycle, gym	Review
	Week 5 Assess		Review 1:9				
	Week 6		/air/ <are> (care) care, share, dare, bare, rare, flare, scare, snare, stare, spare, fare, ware, glare	/air/ <ere> (there) there, where, compere	/air/ <ear> (pear) pear, tear, bear, sweat, wear	/ch/ <tch> (catch) latch, catch, patch, match, satchel, matches, patches	Review

YEAR 1/PRIMARY 2 SPRING 2

ELS phase	Week	HRS words	Day 1	Day 2	Day 3	Day 4	Day 5
Phase 5	Week 1		/ʌ/ <o> mother, brother, son, honey, money, monkey	Review 1:10			
	Week 2		/j/ <g> (gem) cage, stage, page, huge, giant, gentle, ginger, gym, technology	/j/ <ge> (fringe) large, merge, barge, fringe, change, strange, challenge, exchange, range, verge, hinge, twinge, plunge, charge	/j/ <dge> (bridge) edge, bridge, ledge, hedge, wedge, judge, fudge, sledge, dodge, partridge, cartridge	/s/ <st> (listen) castle, glisten, listen, bristle, bustle, Christmas, hustle, fasten, mistletoe, moisten, wrestle, whistle	Review
	Week 3		/s/ <ce> (fence) bounce, chance, pence, dance, fence, France, mince, niece, peace, prince, voice, entrance, distance, commence, glance, choice, Greece	/n/ <gn> (sign) sign, align, resign, design, assign /n/ <kn> (knee) kmit, knitting, knowledge, knight, knot, know, knows, knowing, knead, known, knock, knife, kneel, kneecap, knobbly	/r/ <wr> (wrap) write, written, wrong, wren, wriggle, wrench, wreck, wrist, wrestle	/m/ <mb> (lamb) lamb, comb, climb, plumb, plumber, crumb, limb, numb, dumb	Review
	Week 4		/z/ <se> (cheese) pause, praise, cruise, raise, amuse, please, realise, noise, ease, choose, browse /z/ <ze> (freeze) breeze, sneeze	/ear/ <eer> (cheer) cheer, cheerful, deer, sheer, peer, peers, eerle, steer, steering, engineer /ear/ <ere> (here) here, mere, interfere, atmosphere, hemisphere, revere, adhere, severe, sincere, sincerely, cashmere	/sh/ <ti> (patient) option, action, nation, fiction, station, suction, patient, patiently, portion, mention, fraction, function	/sh/ <ti> (station) (-tion) relation, solution, petition, addition, subtraction, invention, collection, creation	Review
Week 5 Assess			Review 1:11				
	Week 6	-ous, -ion, -ian	/ar/ <al> (half) half, calf, calm, balm, palm, qualm /or/ <augh> (caught) caught, taught, fraught, daughter, naughtly, naught, aught, distract	/sh/ <ss> (session) session, pressure, expression /zh/ <si> (vision) vision, confusion, decision, illusion, delusion, television, invasion	/sh/ <ti> (scrumptious) (-tious) scrumptious, ambitious, nutritious, cautious, infectious	/sh/ <ci> (delicious) magician, special, official, especially, tenacious, delicious, atrocious, luscious, physician, optician	Review

By the end of Spring 2 in Year 1, our aim is for all children to be secure in Phase 5 Phonics. We begin the year by consolidating Phase 3 and 4 before moving quickly on to Phase 5. We continue Phase 5 until the end of spring term, recognising the need for children to be fully secure in this before Year 2. In summer term, we review all previously taught GPCs for reading and spelling and teach further rarely-used GPCs:

YEAR 1/PRIMARY 2 SUMMER 1: ALL PHASES
No new GPCs. Revise all sounds and spellings taught so far in preparation for Phonics Screening Check.
YEAR 1/PRIMARY 2 SUMMER 2: ALL PHASES
Revisit and revise all previous learning. Exposure to all previously taught GPCs through longer text extracts to support reading fluency and comprehension. By continuing to use the decodable readers children will have exposure to these more rarely used GPCs: /s/ <sc> science /t/ <bt> doubt /i/ <u> busy /n/ <ne> gone /m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough /u/ <ou> tough <oo> flood /h/ <wh> whole /f/ <gh> rough /w/ <u> penguin /ai/ <aigh> straight /ee/ <ei> ceiling <i> police /igh/ <eye> eyelash <is> island <uy> buy /oa/ <ough> dough <eau> plateau /ar/ <ear> heart /ur/ <our> colour <re> centre /oo/ <o> move /oo/ <ui> juice <oe> shoe /yoo/ <eau> beautiful /or/ <ar> warm <oar> roar <oor> floor <ore> more /ow/ <ough> plough /air/ <ar> scary

To support children's decoding and support building a love of reading, they take home two books per week – one phonically decodable book matched closely to their phonics knowledge and one reading for pleasure book to share with their families. Teachers may also set books for children to access on Oxford Owl's E-Book Library, again matched closely to their phonics knowledge. Children can also access a phonics activity on Class Dojo to do at home with family. Parents are kept well-informed of their children's progress and are regularly invited into school for workshops and other activities.

Within the curriculum, staff share a wide range of carefully chosen texts with children, modelling a love of Reading, reading behaviours and making links to decoding and understanding. Children also access phonically decodable texts within Guided Reading sessions every week (Please see Reading for Understanding). Each class also have daily opportunities planned in for story time.

Early Reading and Phonics in Year 2

In Year 2 children access discrete Phonics teaching every day and apply that teaching as a whole class throughout the curriculum. In Year 2, by Autumn Term 2, children start Phase 6 Phonics and this is delivered through using the *Purple Mash Spelling Scheme*.

Additionally, if children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, or if they are not yet secure in Phase 3, 4 or 5 Phonics, they access either immediate intervention within the lesson, or one of the three *ELS* interventions that are delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. They may also receive additional one-to-one reading sessions daily or three times a week with a focus on decoding and fluency.

Progression overview for whole class teaching in Year 2:

OVERVIEW OF /PURPLE MASH SPELLING				
Phase		Phonemes and spelling patterns	Outcome	Expected duration
PHASE 1 CONTINUES – SEE 7 ASPECTS	PHASE 6	During this phase, children become fluent readers and increasingly accurate spellers. - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - The /i:/ sound spelt ey - The /ɒ/ sound spelt a after w and qu - The /ʒ:/ sound spelt or after w and the /ɔ/ sound spelt ar after w - Words ending in –tion - The /l/or /əl/ sound spelt -le at the end of words - Adding -ed suffix to verbs ending in e. - Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it - Adding the endings - ing, - ed, -er, -est, and -y to words	- Spell the past tense of verbs. - Adding suffixes -ed, -ing -er - est -ful -ly -y and plurals. - Adding further suffixes. - Using contractions - Use the possessive apostrophe (singular nouns) - Identify and spell homophones and near-homophones - How to spell longer words. - Finding and learning the difficult bits in words - Applying spelling in writing. - Knowledge of the spelling system.	Throughout Y2

		ending in -e with a consonant before it • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • The /r/ sound spelt wr at the beginning of words • The /aɪ/ sound spelt -y at the end of words • Adding -es to nouns and verbs ending in -y • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • Words ending -il • The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y • The /s/ sound spelt c before e, i and y		
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PURPLE MASH TERM-BY-TERM PROGRESSION (YEAR 2)

	A1	A2	SP1	SP2	SU1	SU2
PHONICS Phase 6	Consolidate Phase 5	Week 1: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. Week 2: Homophones and near-homophones (there their they're hear hear quite quiet see sea one won) Week 3: The /i:/ sound spelt ey Week 4: The /b/ sound spelt a after w and qu Week 5: The /ʒ/ sound spelt or after w and the /ʒ/ sound spelt ar after w Week 6: Adding the suffixes 'ment' and 'ness' Week 7: Review and consolidate this half term's spelling CEW: Move, prove, just, sure, sugar Eye, could, should, would Like, big, then Polysyllabic words: When an /o/ sound follows a /w/ sound, it is frequently spelt with the letter a (wallet, wanted, watching, wandered, washing)	Week 1: The suffix 'ful' Week 2: The suffix 'less' Week 3: The suffix 'ly' Week 4: Contractions Week 5: Words ending in -tion Week 6: The /l/ or /ə/ sound spelt -le at the end of words Common exception words this half term: Door, floor, poor Because, find, kind Have, behind, child, children, help, will Polysyllabic words: When an /ur/ sound follows the letter w (but not qu) it is usually spelt or. (Worship, working, workbench, workman, worthwhile)	Week 1: Recap and revise previous half term Week 2: Homophones/ near homophones (bare bear sun son to too two be bee night knight) Week 3: The /l/ or /ə/ sound spelt -al at the end of words Week 4: Adding -ed, ing, to a root word ending in -y with a consonant before it Week 5: Adding er and -est to a root word ending in -y with a consonant before it Week 6: Adding the endings -ing, -ed, -er, -est, and -y to words endig in -e with a consonant before it CEW@ wild, climb, most, only, both, old, cold, gold, into, told, called Polysyllabic words: /cher/ - ture (adventure, creature, culture, fixture, furniture, future, mixture, moisture, nature, picture, puncture, texture)	Week 1: Recap and revise previous half term. Week 2: Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Week 3: The possessive apostrophe (singular nouns) Week 4: The /r/ sound spelt wr at the beginning of words Week 5: The /aɪ/ sound spelt -y at the end of words Week 6: Using a dictionary to check spellings. Week 7: Adding -es to nouns and verbs ending in -y CEW: every everybody even great break from pretty beautiful after fast asked Polysyllabic words:	Week 1: Recap and revise previous half term. Week 2: The /ɔ:/ sound spelt a before l and ll Proofreading for spelling. Week 3: The /ʌ/ sound spelt o Proofreading for spelling. Week 4: Words ending -il Proofreading for spelling. Week 5: The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Using a dictionary to check spellings. Week 6: The /s/ sound spelt c before e, i and y Using a dictionary to check spellings. Week 7: CEW: whole any many clothes busy people water again half money Proofreading for spelling. Using a dictionary to check spellings. Week 8: Recap and revise. Proofreading for spelling. Using a dictionary to check spellings. CEW: last past father class grass dad plant path bath hour make Polysyllabic words:
	Also teach the spelling of polysyllabic and common words each week.					
PHASE 1	Practise & consolidate Phase 1 phonics throughout.					

By the end of Year 2, our aim is for all children to be secure in phase 6 phonics. We begin the year by consolidating phase 5 following *ELS* planning and then move onto phase 6 phonics following *Purple Mash Spelling Scheme*. We continue phase 6 until the end of Year 2, recognising the impact that phase 6 has on children becoming fluent readers and writers.

To support children's decoding and support building a love of reading, they take home two books per week – one phonically decodable book matched closely to their phonics knowledge and one reading for pleasure book to share with their families. Teachers may also set books for children to access on Oxford Owl's E-Book Library, again matched closely to their phonics knowledge. Children can also access a phonics activity on Class Dojo to do at home with family. Parents are kept well-informed of their children's progress and are regularly invited into school for workshops and other activities.

Once children are secure in phase 5 and are reading 90% of a decodable book fluently, they are able to access our *Oxford Reading Tree* programme. These books start at white level 10 and enable children to further practise their fluency and decoding, but improve vocabulary and comprehension also. Children in Year 2 can select books from the book band they are on which develops their love of reading further. They then progress through the bands as well as taking home a book for pleasure from their class library.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
Year 4 / Primary 5	8-9 years old	13	
		14	Dark blue
Year 5 / Primary 6	9-10 years old	15	
		16	Dark red
Year 6 / Primary 7	10-11 years old	17	
		18	
		19	
		20	

Within the curriculum, staff share a wide range of carefully chosen texts with children, modelling a love of Reading, reading behaviours and making links to decoding and understanding. Children also access texts which are closely linked to their fluency and decoding within Guided Reading sessions every week (please see Reading for Understanding).

Early Reading and Phonics in Year 3

During Autumn Term 1 in Year 3, phase 6 is consolidated with a focus on links into spelling. All children then begin to access the school spelling scheme from *Purple Mash*. Children who are not yet secure in phase 2, 3 or 5 phonics and INAs access intervention for phonics in addition to whole class spelling teaching. This takes place in small groups and on a one-to-one basis and could be a 'quick fire' same day intervention, or a more in-depth timetabled intervention from ELS depending on the need of the child (see intervention section of policy).

Fluency and decoding continue to be prioritised during Guided Reading, with children accessing a wide range of texts through whole-class teaching. The modelling of fluency and decoding forms a key part of teaching across the curriculum to provide quality first teaching to all children. Where children are identified as needing additional support to build fluency in KS2, children are assessed using the *YARC Reading Diagnostic Assessment* to highlight any difficulties. From here, an appropriate intervention is selected such as *Echo reading* sessions on a one-to-one basis, or a small group pre-read session to build vocabulary for Guided Reading.

We use the Accelerated Reader (a home reading scheme that promotes fluency, decoding and understanding) to ensure every child takes home a book matched to their reading fluency. Children have the freedom to select from a range of books within this library within their ZPD code to appropriately challenge them, but develop that love of reading.

Children who are not yet secure in phonics, receiving intervention also take home a fully decodable book linked to their phonics knowledge. They are matched to *Project X* books to engage them in reading through age appropriate content. Children also take home a library book of their own choice to encourage reading for pleasure.

Children who have been assessed using *YARC Reading Diagnostic Assessments* also have access to our *Oxford Reading Tree* programme to further develop reading fluency, vocabulary and comprehension. These books are matched appropriately according to their reading age. Children can select books from the book band they are on which develops their love of reading further. They then progress through the bands as well as taking home a book for pleasure from their class library.

We also support children to build further fluency through the use of the online reading app *Reading Eggs*. This app offers bespoke reading practice matched to children's current needs in decoding and comprehension.

Early Reading and Phonics in Years 4 - 6

Throughout Key Stage 2, all children access regular spelling teaching using our scheme *Purple Mash*. Links back to phonics knowledge are prioritised throughout teaching and children are encouraged to use this knowledge across the curriculum. Children who are not yet secure in phase 2, 3 or 5 phonics and INAs access interventions in addition to whole class spelling teaching. These take place in small groups and on a one-to-one basis and could be a 'quick fire' same day intervention, or a more in-depth timetabled intervention from ELS depending on the need of the child (see intervention section of policy).

Whilst we acknowledge the importance of phonics, we also offer other additional interventions to support decoding and fluency. *Echo reading* sessions may happen on a one-to-one basis, or a small group pre-read session to build vocabulary for Guided Reading.

Fluency and decoding continue to be prioritised during Guided Reading, with children accessing a wide range of texts with teacher support. The modelling of fluency and decoding forms a key part of teaching across the curriculum to provide quality first teaching to all children. Where children are identified as needing additional support to build fluency, children are assessed using the *YARC Reading Assessment* to highlight any difficulties. From here, an appropriate intervention is selected.

We use the Accelerated Reader (a home reading scheme that promotes fluency, decoding and understanding) to ensure every child takes home a book matched to their Reading fluency. Children have the freedom to select from a range of books within this library within their ZPD code to appropriately challenge them, but develop that love of reading.

Children who are not yet secure in phonics and are receiving intervention, also take home a fully decodable book linked to their phonics knowledge. They are matched to *Project X* books to engage them in reading through age appropriate content. Children also take home a library book of their own choice to encourage reading for pleasure.

Children who have been assessed using *YARC Reading Diagnostic Assessments* also have access to our *Oxford Reading Tree* programme to further develop reading fluency, vocabulary and comprehension. These books are matched appropriately according to their reading age. Children can select books from the book band they are on which develops their love of reading further. They then progress through the bands as well as taking home a book for pleasure from their class library.

We also support children to build further fluency through the use of the online reading app *Reading Eggs*. This app offers bespoke Reading practice matched to children's current needs in decoding and comprehension.

Early Reading and Phonics for Children who are International New Arrivals in KS2

We recognise and celebrate skills that children have learnt in their own language or a target language of the country they once lived. We offer a wide variety of opportunities for these children to transfer skills from one language to another and assess their phonetical awareness. Sometimes, a family may not have been able to offer their child an early foundation in Phonics or Early Reading. For these children phonics interventions are offered which follow our school scheme, *Essential Letters and Sounds*. Any interventions follow Phases 1 to 5 of the *ELS* framework and all children access interventions as an addition to whole class teaching. For those children where a delay in learning occurs, we make careful first language assessments to ensure they receive teaching that recognises their pace in language acquisition. This enables us to offer resources and teaching styles in reading that build on early foundations from other countries. For example, using whole word approaches to sight words and reciting familiar rhymes and jingles in their first language which are skills that are transferable into English. Children who are new to English may support from a bilingual staff member to work initially on key basic skills so that they can access the curriculum.

Interventions for phonics

'Decoding fluency is achieved through accurate initial instruction followed by lots of practice.' (Hirsch, 2003).

Through a careful analysis of pupil's diagnostic assessments and half-termly assessments, misconceptions and gaps are identified for individuals. These children then access one of the three *ELS* phonics interventions: Oral blending, Grapheme–phoneme correspondence (GPC) recognition and/or Blending for reading. These interventions are led by teaching support staff in addition to whole-class lessons either in small groups or on a one-to-one basis. Children in EYFS and KS1 can initially receive an in class intervention within the phonics lessons immediately addressing misconceptions and then one of the *ELS* interventions in addition if necessary. Children in KS2 may also access these interventions in addition to whole-class spelling lessons. Each intervention lasts approximately 5 minutes (one-to-one) and no longer than 10 minutes (small groups). This is to ensure that children do not miss large amounts of time out of class.

Oral blending

This intervention supports children struggling with oral blending and those with any auditory processing difficulties. It allows children who require additional practice of this skill to have short bursts of oral blending to consolidate their understanding and support their auditory discrimination. During this intervention, the teacher needs to model sound-talking for the child, who then sound talks before blending the word. This additional one-to-one practice also supports vocabulary learning, communication, listening and speaking skills, and interaction with others

Grapheme–phoneme correspondence (GPC) recognition

This intervention involves deliberate over-learning, re-teaching and repeated exposure. It will support children with English as an additional language, those new to *ELS*, those with additional needs and those with auditory processing weaknesses or a fluency block. Before this intervention, teachers assess the child's grapheme knowledge to identify any sound gaps – this happens as part of assessment in every lesson. The intervention is targeted to the day's teaching and can also be used after the Half-termly Assessment to address any gaps that may be apparent. The intervention follows a similar structure to the whole-class session: reviewing previously taught sounds using grapheme cards, teaching the sound/grapheme that needs reinforcing, and applying this skill by word-building and reading.

Blending for reading

This intervention supports a child who requires additional practice for blending. Teachers are aware of any GPC weaknesses and ensure that these are targeted within the session. There is a strong focus on word-building, listening to the sounds within a word and identifying these. Again, this intervention particularly supports the needs of children with auditory processing weaknesses, those new to English and those who are struggling to apply their understanding of digraphs, trigraphs and quadgraphs as their phonic knowledge builds and their awareness of alternative spellings and pronunciations increases.

Assessment for reading and phonics

Phonics assessment

It is important that children's progress is assessed thoroughly, so that any gaps can quickly be identified. Assessment of the children's reading skills is key to ensuring that all children make rapid progress through the programme, and that they keep up rather than catch up. Teachers use the assessment cycle alongside daily in-class assessments to ensure they know where every child is in their early reading journey. ELS is designed to remove the likelihood of 'gaps' in children's knowledge occurring, to avoid children falling behind and to ensure rapid progress where children are transferring their decoding and encoding skills to reading and writing.

Baseline assessment takes place during children's first week in Reception. After that, assessment takes place on the fifth week of each term following the *ELS* long-term plan (may differ to catch up amendments to LTP).

These **ELS half termly assessments** allow all members of staff to identify any sound and grapheme gaps, or any difficulties with blending and decoding. By undertaking assessment in the fifth week teachers are able to action a direct intervention before any upcoming school holidays. *ELS* includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

Once a term, an **ELS Diagnostic Assessment** is completed to enable teachers to identify a gap in children's knowledge or understanding, or to assess new starters, to ensure that the appropriate support is provided to them to make rapid progress and consolidate their skills and understanding. There are four parts to the assessment:

- Identifying code knowledge through sound/spelling recognition
- Identifying code knowledge within words
- Identify segmenting and blending skills
- Recognition of harder to read and spell words

In addition to the assessments above, an **ELS Phonics Screening Check** assessment is completed each half term from Year 1 Autumn 1 Week 5.

Following assessment, teachers analyse the data to ensure that children are being given adequate opportunity to review and practise those GPCs which they are least confident with. This data is used to inform the next steps for each child and decide which interventions, if any, are needed. The table below shows the content covered in each assessment along with an 'on track' percentage at each assessment point for GPCs.

Where additional review of a GPC is required, this takes place both within the ELS lesson and outside of the lesson so that children have sufficient opportunities to see the GPC and consolidate knowledge if they are struggling to recall.

At the end of Year 1, pupils will take the **statutory Phonics Screening Check**. Its purpose is to assess whether children can read accurately a selection of words that include common GPCs: the first step in learning to read. It does not aim to assess reading comprehension or whether a child can read familiar words speedily or decode unfamiliar ones easily. The children who do not meet the expected standard are screened again in Year 2.

Content covered in each assessment:

Reception Contents		
Assessment Name	GPCs and Words (real and pseudo) Covered	'On Track' Percentage
EY Aut1	GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss Words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red	70% GPCs (12/17) <i>There is no 'on track' for words as blending is a new skill.</i>
EY Aut2	GPCs: h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa Words: less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Pseudo: beff, gock, wint, queem, jaib, vight	83% GPCs (20/24) <i>There is no 'on track' for words as blending is a new skill, as a guide, if children have 'on track' recall for GPCs they should be able to decode and blend approximately 50% of the real words.</i>
EY Spr1	GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow Pseudo: zooch, quair, tarsh, goid, plear, fleebow	75% GPCs (9/12) >66% Real words (8/12)
EY Spr2	Words: fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear	>70% Real words
EY Sum1	cvcc ccvc ccvcc cccvc and suffix -ed /ed/ /t/ /d/ Words: painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Pseudo: laig, spown, thurb, zerd, fure, glinked	>70% Real words
EY Sum2	GPCs: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Words: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Pseudo: phid, whem, claup, droy, scabe, fleme	68% GPCs (11/16) >68% Real words (11/16)

Year 1 Content		
Assessment Name	GPCs and Words (real and pseudo) Covered	'On Track' Percentage for GPCs
K1 Aut1	GPCs: ay, ou, ie, ea, oy, ir, ue, aw Words: spray, proud, dried, treat, enjoy, third, bluebell, awning. Pseudo: flay, frou, zied, cheans, oyt, hix, creud, jawp.	75% GPCs (6/8) % Real words
K1 Aut2	GPCs: wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c, y, al Words: whisper, nephew, goes, launched, chimney, named, extreme, lime, globe, flute, city, walked Pseudo: phape, whoin, shude, plice, cralk, drepe, shroe, voppy	85% GPCs (13/14) % Real words
K1 Spr1	Words: acorn, they, steak, weight, rather, she, blind, flying, photo, wand, awful, music, chemist, chef, feather, working, learn, group, shoulder, field, swerve, gym Pseudo: frew, flawp, zey, phobe, ulf, thazz, hiff, scime	>75% Real words (17/22)
K1 Spr2	Words: share, there, bear, catch, monkey, gem, gentle, fringe edge, squidge, listen, bounce, prince, mouse, horse, sign, gnome, knee, knight, write, wrench, climb, noise, raised, squeeze, breeze, cheer, here, option Pseudo: cax, jash, coid, ter, paip, riss, zeb, chueg	>75% Real words (23/29)
K1 Sum1	<i>This follows the same structure as a PSC (12, 8, 8, 12). We have put real words first to assess the GPCs taught in Week 6 of Spring 2.</i>	Pass mark 32/40 (80%)
K1 Sum2	<i>This is a prepared story extract with questions. Please time how long it takes your children to read the passage. By the end of KS1, we expect children to read at 90 words per minute (0.66 wps). This passage is 90 words long. There are questions to support your understanding of the child's comprehension.</i>	Children reading this is less than 1min and 20 seconds (0.88 wps)

Those children who have <% than the 'on track' percentage may benefit from additional review inside the classroom as well as 121.

When looking at the individual GPC recall for the whole class, the following table is used and next steps identified so that teachers can target the needs of their children:

Whole class recall of a single GPC %	Next Steps:
90% or above across whole class	Continue to review these GPC grapheme cards within the lesson as the opportunity arises. Children will also see these during lessons and when reading words, captions, phrases and sentences within the apply sheets in their Activity Books.
80% - 90% recall across whole class	These GPCs must be review 2/3 times a week as part of the grapheme card reviews within the lesson. In addition, review these outside the lesson.
Below 80% recall across whole class	These GPCs must be reviewed every day as part of the grapheme card reviews within the lesson. In addition, review these outside the lesson.

Reading assessment

We believe that every child should leave St Luke's with the Reading skills they need to access their next steps in life. We want every child to make at least good progress from their starting points on entry to our school. We use a wide range of formative and summative assessment strategies to monitor children's learning and assess the impact of our approaches.

Teachers use a range of assessment for learning strategies within lessons to ensure children who may be struggling with reading comprehension skills are supported 'in the moment'. Misconceptions are addressed there and then. Teachers plan carefully for additional adults in the classroom to support children who may need extra help, or to challenge children who are exceeding.

Reading comprehension is assessed through summative tests at the end of each term within Key Stage One and Two using NFER assessments. This diagnostic tool highlights specific reading domains that children are less confident with enabling teachers to address gaps in their knowledge.

Additionally, children in Key Stage Two take a Rising Stars 'Star Reader' assessment each half term to gain a ZPD code which matches them appropriately to books within our Accelerated Reader Library. Children take regular quizzes using Accelerated Reader, which is another way of teachers tracking progress in children's reading skills and monitor their reading habits.

Key Stage Two children in the lowest 20% for reading attainment also complete *YARC assessments* twice a year to identify what additional support may be needed informing interventions.

The table on the next page details the assessment methods for each year group from Nursery to Year 6.

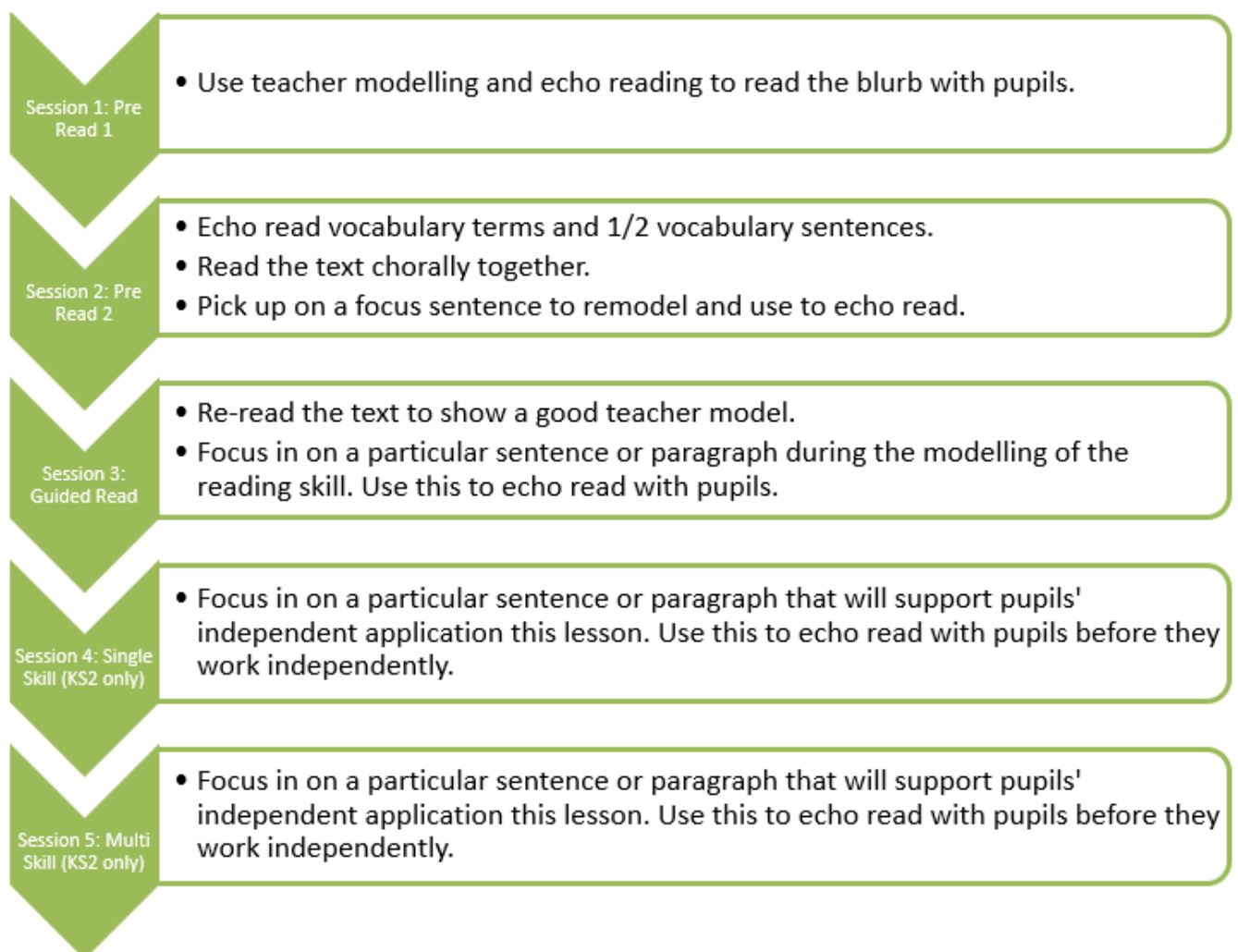
Assessment in Reading	
Nursery	- On entry starting points assessment. - Teacher observations during whole class, Guided group work and continuous provision, including during Focused Reading. (Some accessing Guided Reading in the Summer Term).
Reception	- On entry starting points assessment. - Baseline assessment (ELS) - Half termly phonics assessments (ELS) - Teacher observations during whole class, Guided group work and continuous provision, including during Guided Reading. - Termly phonics diagnostic assessments (ELS)
Year 1	- Half termly phonics assessments (ELS) - Termly phonics diagnostic assessments (ELS) - Half termly Phonics Screening Checks (ELS) - Termly NFER comprehension assessments. - Statutory Phonics Screening Check.
Year 2	- Half termly phonics assessments (Phase 6 – purple mash) - Termly phonics diagnostic assessments (Phase 6 – purple mash) - Half termly phonics assessments (ELS) (For those not secure at phase 5 or below) - Termly phonics diagnostic assessments (ELS) (For those not secure at phase 5 or below) - Termly NFER comprehension assessments. - Statutory End of KS1 Test.
Year 3	- Termly teacher assessment. - Termly phonics assessments for those children who are not yet secure at Phase 6. - Termly YARC fluency assessments (if necessary) - Termly NFER comprehension assessments. - Half termly Rising Stars tests (Zpd).
Year 4	- Termly teacher assessment. - Termly phonics assessments for those children who are not yet secure at Phase 6. - Termly YARC fluency assessments (if necessary) - Termly NFER comprehension assessments. - Half termly Rising Stars tests (Zpd).
Year 5	- Termly teacher assessment. - Termly phonics assessments for those children who are not yet secure at Phase 6. - Termly YARC fluency assessments (if necessary) - Termly NFER comprehension assessments. - Half termly Rising Stars tests (Zpd).
Year 6	- Termly teacher assessment. - Termly phonics assessments for those children who are not yet secure at Phase 6. - Termly YARC fluency assessments (if necessary) - Termly NFER comprehension assessments. - Half termly Rising Stars tests (Zpd). - Statutory End of KS2 Test.

Teaching and learning is reviewed regularly by both the subject leader and members of the Senior Leadership Team. Pupil progress is interrogated with termly pupil progress meetings. Children needing additional support are provided with appropriate intervention by trained staff which is monitored regularly for impact.

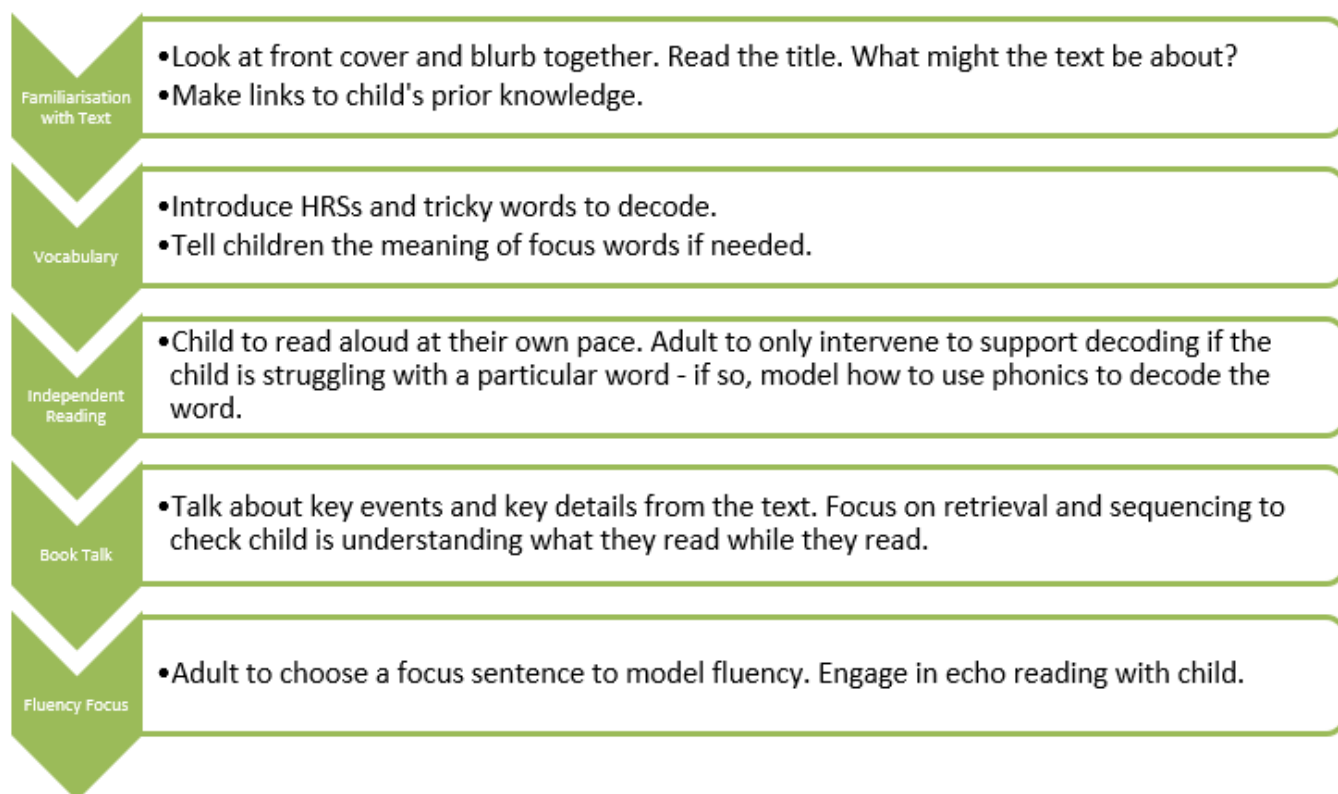
Reading Fluency

Researchers generally define and measure Reading fluency in terms of the number of words read correctly per minute. However, we know that for our children to be successful readers, it is not just about the speed at which they read, accuracy is essential as well as speed. There is no point in children reading speedily if the words they read are wrong – for example, if they read ‘place’ for ‘palace’. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension.

We recognise that Reading fluency is a priority and therefore have built it into all reading opportunities across the curriculum and ensure that teachers, first and foremost, model fluent reading through quality first teaching in Guided Reading, Phonics and all other areas of the curriculum. Within **Guided Reading**, the following strategies are built into our teaching sequence to improve reading fluency:

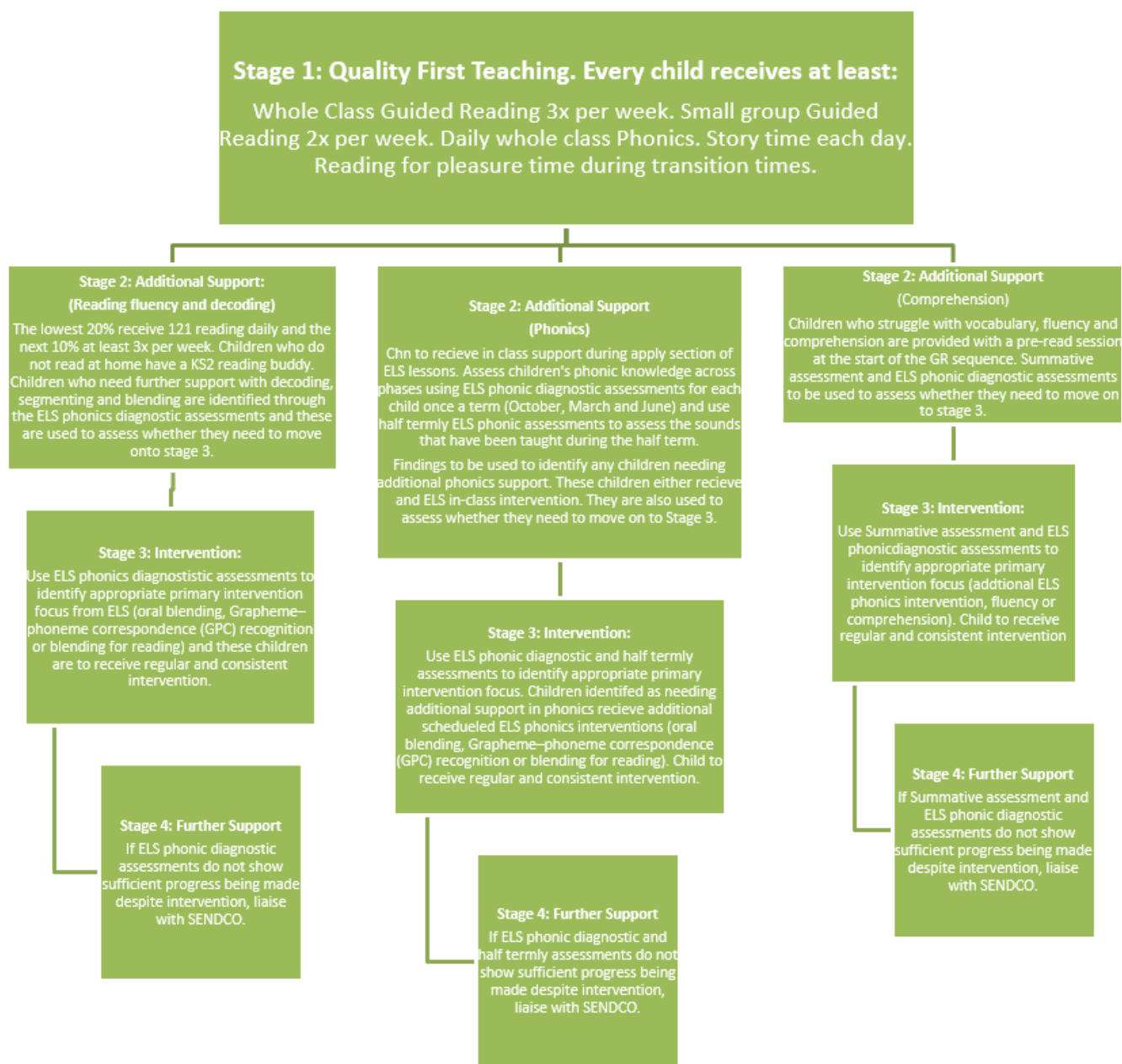


Within **one-to-one reading sessions** with an adult, the following strategies are built into the session to improve reading fluency:



The following diagrams are used as an approach to the teaching of Reading fluency. It provides a clear process to follow when identifying children that need additional support.

Key Stage One:



Stage 1: All children access quality first teaching daily within their class. This consists of 3 x whole class reading lessons a week focusing on comprehension skills and vocabulary. 2x small group guided reading sessions focusing on decoding skills within a short, decodable text appropriate for the group's current phonic knowledge. Daily whole class phonics from the ELS scheme, daily story times and reading for pleasure times during transition times throughout the day. If Quality First Teaching is not having a big enough impact initially, then children access 'Stage 2: Additional Support'.

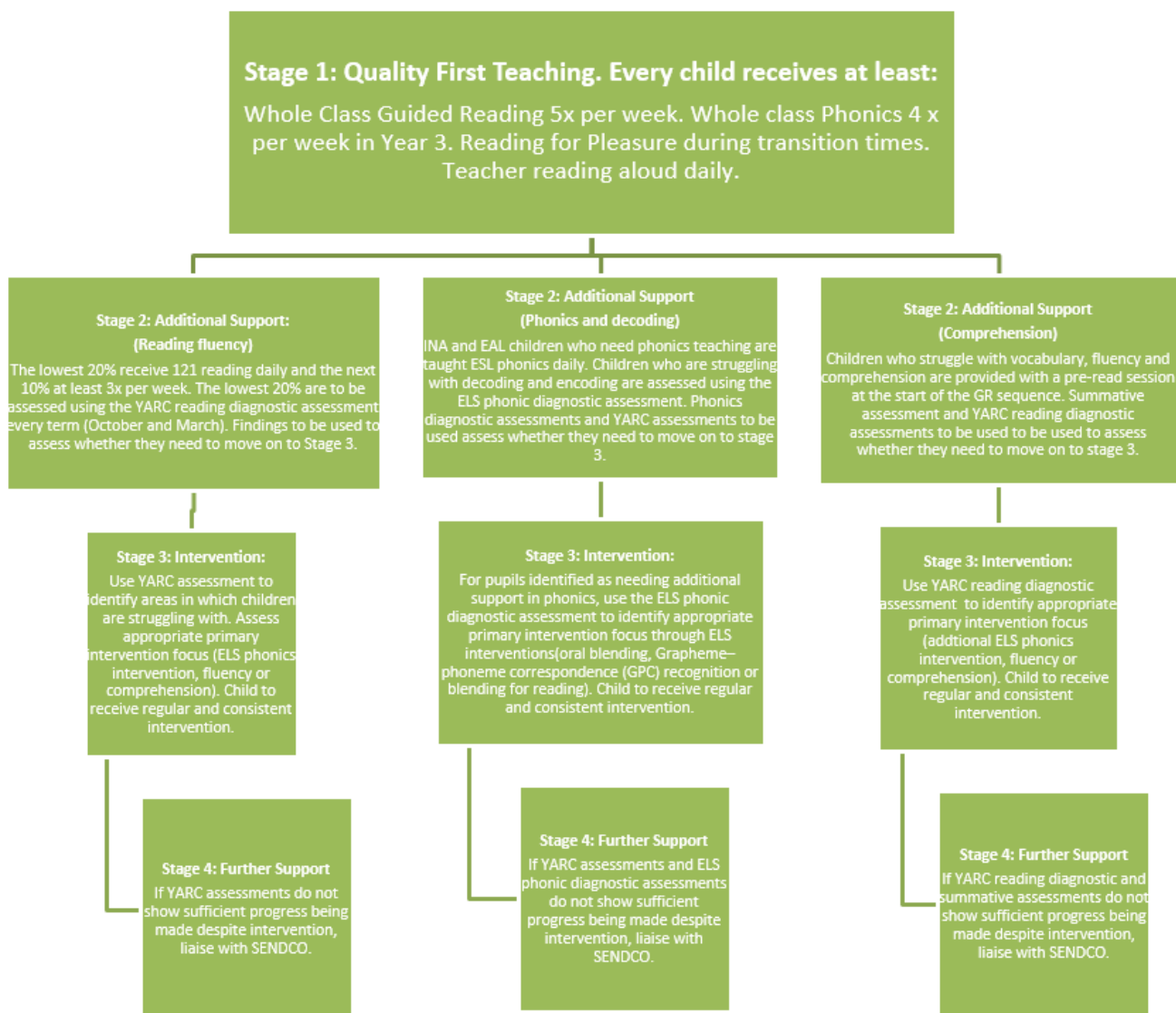
Stage 2: If a child is in need of immediate support during ESL phonics lessons, teachers address gaps and misconceptions through an in-class intervention during the apply section. If they need additional support, then they are assessed using the ELS phonic diagnostic assessment, which provides teachers with a detailed analysis of their phonetic knowledge. Teachers then identify any gaps in their knowledge and assign an appropriate intervention (stage 3). If a child is in the lowest 20% for reading attainment, at this stage, they receive daily 121 reading sessions with an adult; the next 10% of children will be read with three times a week with an adult in school. These 121 sessions are to support the child's decoding, fluency and vocabulary. These sessions will run for 5-10 minutes daily with a short, decodable text appropriate for the individual child's current phonic knowledge. Additionally, at this stage, if a child is struggling in Guided Reading sessions particularly around vocabulary and fluency, they participate in a pre-read session at the start of the sequence in a small group. The focus is on reading the text at an appropriate rate and accuracy to enable them to understand the content and additionally discuss unfamiliar vocabulary.

Children in KS1 who have been identified to not be reading regularly at home are assigned a reading buddy in KS2 to read with them three times a week to enable them to practise decoding and blending.

Stage 3: If a child is in need of further support to above, summative and diagnostic assessments are used to identify which additional intervention a child may need to support their phonics and early reading development. If children need phonics recapping or further gaps addressing, they will access one of the 3 interventions from ELS to address oral blending, Grapheme–phoneme correspondence (GPC) recognition or blending for reading. These interventions target specific gaps identified for the individual child and enables them to practise particular GPCs. This support is recorded on the child's individual school based plans (SBPs). The assessments also inform the 121 reading sessions where teachers will focus on child's individual needs.

Stage 4: If ELS phonic diagnostic assessments do not show sufficient progress being made despite intervention, teachers are then to liaise with SENDCO through the SEND triage system. The SEND team may then need to suggest additional intervention or complete additional assessments to identify different support. The child will then receive regular, more in-depth intervention either 121 or in a small group.

Key Stage Two:



Stage 1: All children access quality first teaching daily within their class. This consists of 5 x whole class reading lessons a week focusing on comprehension skills and vocabulary. Year 3 children also access 4 x daily whole class phonics from the ELS scheme and where necessary small group guided reading sessions. Teachers read aloud to children daily during story time and children read for pleasure during transition times throughout the day. If Quality First Teaching is not having a big enough impact initially, then children access 'Stage 2: Additional Support'.

Stage 2: If a child is in the lowest 20% for reading attainment, at this stage, they receive daily 121 reading sessions with an adult; the next 10% of children will be read with three times a week with an adult in school. These 121 sessions are to support the child's decoding, fluency, vocabulary and comprehension. These sessions will run for 5-10 minutes daily with either a short, decodable text appropriate for the individual child's current phonic knowledge, or a book that has been pitched correctly for their reading age through *Accelerated Reader* or *Oxford Reading Tree* scheme.

If pupils' reading is below what is expected for their age, it is important to determine whether they have difficulty with word reading (decoding), language comprehension or both of these, since different kinds of teaching are needed for each. Children in the lowest 20% are assessed using the *YARC Reading Assessment* resource, which provides teachers with a detailed analysis of reading skills: reading accuracy, reading rate and comprehension. It enables teachers to closely observe a pupil's reading behaviours, strengths and areas for development identifying precise areas to target to bring about rapid progress. The assessments will inform teachers of the child's individual focus for 121 reading sessions or whether children need further support (Stage 3).

If children in KS2 need additional phonics support, then they are assessed using the ELS phonic diagnostic assessment, which provides teachers with a detailed analysis of their phonetic knowledge. Teachers then identify any gaps in their knowledge and assign an appropriate intervention (stage 3). This process also occurs for children who are new to school (EAL/INA).

Additionally, at this stage, if a child is struggling in Guided Reading sessions particularly around vocabulary and fluency, they participate in a pre-read session at the start of the sequence in a small group. The focus is on reading the text at an appropriate rate and accuracy to enable them to understand the content and additionally discuss unfamiliar vocabulary.

Stage 3: If a child is in need of further support to above, summative and diagnostic assessments are used to identify which additional intervention a child may need to support their phonics or reading development. If children need phonics recapping or further gaps addressing, they will access one of the 3 interventions from ELS to address oral blending, Grapheme–phoneme correspondence (GPC) recognition or blending for reading. These interventions target specific gaps identified for the individual child and enables them to practise particular GPCs. This support is recorded on the child's individual school based plans (SBPs). The assessments also inform the 121 reading sessions where teachers will focus on child's individual needs. Children may also need additional reading comprehension intervention to support vocabulary and understanding.

Stage 4: *YARC assessments* and phonic diagnostics are to be completed termly to identify impact. If the child is not showing significant progress despite intervention, teachers are then to liaise with SENDCO through the SEND triage system. The SEND team may then need to suggest additional intervention or complete additional assessments to identify different support. The child will then receive regular, more in-depth intervention either 121 or in a small group.

Reading for Understanding

At St Luke's we recognise that being able to decode a text is just the start. We prioritise the teaching of Reading for Understanding all the way through school, throughout the curriculum.

We follow our progression of Reading skills so that reading skills build in complexity and challenge throughout school:

During their time in EYFS, children at St Luke's access a small group Guided Reading session once per week, once they are ready. This session is designed to instil a love of Reading in children, model key book behaviours and engage the children in book talk. Children are also taught basic Reading skills, such as how to find information in a text (retrieval), or discuss a character's feelings (inference). Careful questioning is used to support children to apply these reading skills in context using the Reading Gems EYFS question stems.

Guided Reading in Nursery

The children in Nursery work in small groups during 'Focused Reading'. Due to the children's lack of exposure to physical books outside the school setting, a lot of time is spent teaching the children to handle the books with care. The EYFS curriculum is rooted in developing the communication skills of all children. 'Focused Reading' in small groups provides quality time to talk with the children about a text, introduce them to new vocabulary, ask and answer comprehension questions and develop a love for books. Texts may be selected if they: enhance whole class teaching sessions, are linked to an interest of a child, a supportive text to the core book, link to a key event in the calendar, support a curricular aim in another area of learning, focus upon a key issue in the children's lives etc.

Guided Reading in Reception

Guided Reading takes place weekly in Reception. Children access a small group Guided Reading session once per week, once they are read. This session is designed to instil a love of Reading in children, model key book behaviours and engage the children in book talk. Children are also taught basic Reading skills, such as how to find information in a text (retrieval), or discuss a character's feelings (inference). Careful questioning is used to support children to apply these reading skills in context using the Reading Gems EYFS question stems. The children are grouped into ability groups linked to phonics assessments and teacher knowledge. Texts are selected to teach early comprehension and decoding skills to children in small groups. These carefully selected texts chosen for this session will often be phonically decodable books, so that the children can apply their decoding and understanding skills whilst reading a text. However, sometimes, the teacher may choose to share a more challenging text to promote a love of Reading or focus on teaching understanding. As this text may not be fully decodable, the teacher will model reading fluency by reading the text aloud, with the children encouraged to decode known GPCs. Within these sessions, teachers model fluency and engage children in discussions about the text to improve their understanding and language comprehension. Children also have the opportunity to share what they liked or disliked about the text and start to make links between other stories that they have read.

In addition to the above guided reading sessions, children also access paired reading opportunities within the review session within the ELS phonics teaching sequence. At the start of the year, children practise this with the 'Little Blending' books and teachers model this using the Oxford Owl e-book library.

Guided Reading in Key Stage 1

In Year 1, at the start of the year, all children access a small group Guided Reading session once per day. This follows a carousel format, however almost all groups work with an adult to support their learning. The Guided Reading carousel follows the Reading Gems structure and St Luke's reading skills progression (see below). Once ready, they then move onto the Key Stage One Guided Reading whole class teaching sequence, which Year 2 follow from September:

Session 1: Pre-read focusing on the background knowledge and vocabulary needed to understand the focus text. Children are introduced to and read the text in this session discussing it as a class. The vocabulary identified is chosen carefully, with a focus placed on Tier 1 and 2 words, with Tier 3 being discussed as appropriate.

Session 2: Guided read focused on teaching a reading skill in context. Children read the text again and discuss it with their teacher. The focus skill is taught and modelled. The class works together to discuss questions based on that skill, with their teacher guiding discussion.

Session 3: Single skill focus. Children work more independently to apply the focus skill taught yesterday to the text, through questions or a closely matched activity. Where used, questions are taken from the Reading Gem question stems for Key Stage 1. Staff support identified children.

For whole class Guided Reading, teachers select an age appropriate text each week either from our 'Complete Comprehension' scheme or another high quality text to support pupils' wider learning, particularly within writing units. These texts are specifically chosen to improve pupils' vocabulary and to teach specific reading comprehension skills according to our Reading long-term plans. Teachers expose pupils to a range of fiction, non-fiction and poetry ranging across different topics, genres and authors.

The texts chosen for whole class reading are matched to children's level of fluency and take advantage of curriculum links where appropriate.

Children who are not yet secure with decoding access the whole class Guided Reading sessions with support from staff. This includes a pre-teach session at the start of the week, where children are introduced to the text and read the text prior to whole class teaching to support fluent decoding and understanding. In addition to whole class teaching, these children may also access regular small group Guided Reading with an adult, focused on a phonically decodable book appropriate to their phonics knowledge.

In addition to the 3x whole class reading sessions above, children in Key Stage One also continue to access small group guided reading sessions 2 x a week to support their decoding skills and reading fluency. The children are grouped into ability groups linked to phonics assessments and teacher knowledge. These carefully selected texts are phonically decodeable books matched to the groups phonic knowledge in order for them to practise decoding and fluency skills. Within these sessions, teachers model fluency and engage children in discussions about the text to improve their understanding and language comprehension. Children also have the opportunity to share what they liked or disliked about the text and start to make links between other stories that they have read.

In addition to the above guided reading sessions, children also access paired reading opportunities within the review session within the ELS phonics teaching sequence.

Guided Reading in Key Stage 2

In Key Stage 2, all classes are taught daily through a whole class approach to Guided Reading. This follows a more detailed Reading Gems structure. The skills taught follow the reading progression as set out later in this document. Each week the following sequence is followed, focusing on one extract and one specific reading skill:

Session 1: Pre-read focusing on the background knowledge needed to understand the focus text. Children are introduced to the text in this session.

Session 2: Pre-read focusing on the vocabulary needed to understand the focus text. Children read the text in this session and discuss it as a class. The vocabulary identified is chosen carefully, with a focus placed on Tier 1 and 2 words, with Tier 3 being discussed as appropriate.

Session 3: Guided read focused on teaching a reading skill in context. Children read the text again and discuss it together. The focus skill is taught and modelled. Then the class works together to discuss questions based on that skill, with the teacher guiding discussion.

Session 4: Single skill focus. Children work more independently to apply the focus skill taught yesterday to the text, through questions or a closely matched activity. Where used, questions are taken from the Reading Gem question stems for Key Stage 2. Staff support identified children.

Session 5: Multi skill focus. Children work more independently to apply a range of focus skills to the text by answering comprehension questions taken from the Reading Gem question stems for Key Stage 2. Staff support identified children.

Each week an extract is selected as the focus text for the week. This is used to develop the following skills:

- Reading fluency and accuracy
- Vocabulary understanding
- Reading comprehension skills
- Oracy and discussion skills

Again, teachers select extracts to use from 'Complete Comprehension' and other high-quality texts to support pupils' wider learning across the curriculum and particularly within writing units supporting grammar, punctuation and language. These texts are specifically chosen to improve pupils' vocabulary and to teach specific reading comprehension skills according to our Reading long-term plans. Teachers expose pupils to a range of fiction, non-fiction and poetry ranging across different topics, genres and authors.

The texts chosen for whole class reading are matched to children's level of fluency and take advantage of curriculum links where appropriate.

Children who are not yet secure with decoding access the whole class Guided Reading sessions with support from staff. This includes a pre-teach session at the start of the week, where children are introduced to the text and read the text prior to whole class teaching to support fluent decoding and understanding.

Complete Comprehension

As referred to above, at St Luke's we use the 'Complete Comprehension' scheme which is a resource from Schofield and Simms providing a wide range of age appropriate extracts to use during the whole class Guided Reading lessons. This resource includes numerous units of work consisting of a variety of engaging text passages. Different genres and text types are explored in order to expose children to a rich range of reading material. The units include fiction, non-fiction and poetry extracts that have been carefully selected to support children with the above skills and also to encourage them to read for pleasure. There is a range of

contemporary and classical texts to widen children's reading experiences introducing them to a whole host of authors which aim to ignite a love of reading. You can find each year group reading lists from 'Complete Comprehension' on our website.

Each Complete Comprehension unit targets one comprehension skill at a time, which is introduced through a modelling session and then provides opportunity to practise and apply such skills through test-style questions either independently or in adult supported groups.

At St Luke's we know the importance of developing our pupils' vocabulary. Each unit has a lesson plan featuring a language tool kit to support explicit vocabulary teaching. To enforce this learning and support our EAL learners, each class has a Vocabulary Vault where new vocabulary is stalled each week and revised over the term. Within this tool, new words are introduced alongside an accompanying image, definition, synonyms and an example of the word being used in context.

As well as developing our children's vocabulary, we also know how important it is to support their reading by providing them with opportunities to build background knowledge of subjects they may read about. Each unit also provides extensive discussion and enrichment activities to build background knowledge so the children can then go onto practising reading skills effectively with the necessary context and understanding needed. Discussion opportunities are planned in across the week to enable children to develop their confidence talking to one another and sharing their opinions. One example of this is in the Year 6 unit on Malala Yousafzai where children have the opportunity to discuss how the access to education differs around the world. Children are supported and encouraged to share their opinions, but also build upon and respectfully challenge ideas. We use the following sentence stems to support oracy.

Giving a new opinion I think that... My opinion is.. I believe that.. In my view ...	Agreeing I agree with because... I would argue the same thing because... The reason I agree with... is... That is an interesting point because...
Building I would like to build on's point because... I agree with ... but I need to add... In addition to's point... Building on what ... said... That is a good argument however it needs...	Challenging I don't think ... is right because... I would like to challenge this because... I disagree with...because... My own view is different because... This view is incorrect because...

Reading comprehension skill progression

The table below outlines the progression across school within reading comprehension skills:

Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Retrieval	Main focus – basic retrieval.	Main focus	Basic retrieval must be secure. Starting to retrieve information without a clear locator.	Retrieval from text not directly above	Secure retrieval				
Inference	Some discussion of characters’ thoughts and feelings.	More able can begin to infer if ready	Make a simple inference	Begin to justify an inference-questions broken down into two parts. Example a) How does she feel? b) Why? (1mark each)	Merge into one question. Example How does she feel? Can you explain why? (2marks)	One impression and evidence. Extended responses when ready for more fluent readers.	Impressions and evidence. Extended responses, e.g. 3 marks.		
Vocabulary	Discussing the meaning of new words.	Introduce word meaning	Continue with word meaning	Secure word meaning					
Sequencing and Summarising	Retelling the main events.	Language of sequencing Beginning; Middle; End	Sequencing	Sequencing and introduction to summarising	Summarising	Continue with summarising	Secure summarising.		
Prediction	Some discussion of what will happen next.	Discuss simple predictions	Make simple predictions	Make sensible predictions using evidence, broken down	Make sensible predictions with evidence.	Focus teaching in English/introducing texts.	Focus teaching in English/introducing texts.		
Relationship (narrative content)						Introduce relationship	Secure relationship.		
Exploration (word effect)						Introduce exploration	Continue with exploration	Secure exploration.	
Comparison						Introduce comparison	Continue with comparison	Secure comparison.	

Each year group follows a bespoke long-term plan for teaching reading comprehension skills which follows the progression above. These long-term plans can be found on the Reading page of our website. These are used to plan and format our whole class guided reading lessons.

Our Reading skill progression has been designed to ensure children are taught the fundamental skills necessary to be fluent and confident readers by the time they leave us in Year 6.

We have carefully designed long term plans for each year group to teach reading skills. These are progressive and split up into small manageable chunks of learning in order for pupils to build their confidence within skills and can process their learning into their long term memory. For example retrieving in Year 1 looks different to retrieving in subsequent year groups. In Year 1, children practise extensively retrieving from images to build their confidence in scanning for specific parts without the cognitive overload of needing to decode first. In Year 3, the children practise skimming texts to get the general gist of a text and start to understand the benefit of skim reading. In Year 4 children understand how layout features in non-fiction texts may support the retrieval of specific information.

These skills are carefully sequenced across year groups in order for children to revise and revisit learning and then build upon this.

Teachers follow the long term plans in order to support children's reading comprehension skills. They select appropriate units from the Complete Comprehension resource in order to teach these skills through. In addition, where necessary, teachers will select other age appropriate extracts of their choice to use in Guided Reading lessons alongside the Complete Comprehension units. This may be necessary to provide additional practise within a specific skill, or support the pupils with their current writing unit. For example, in Year 6, they use an extract from 'Wild Boy' by Rob Lloyd, which is not in the Complete Comprehension resource, as this supports their writing unit on horror narratives. In Guided Reading, the teacher helps pupils to explore authorial choices to create an eerie atmosphere.

Reading across the curriculum

As well as the reading spines from 'Complete Comprehension' which are carefully designed to be challenging, age appropriate and instil a love of reading, we have also mapped out reading material across the curriculum within our foundation subjects. These texts are selected to teach curriculum content, improve technical and subject specific vocabulary, introduce challenging concepts, develop children's interests and provide further and regular opportunities for children to apply their Reading skills across different contexts. We make careful links between curriculum subjects, with reading forming a key part of teaching across the whole curriculum at St Luke's.

You can see the range of fiction, non-fiction, poetry and online reading material listed on specific subject long term plan documents. These can be found on the subject specific page on our website. See an example of science below:

Year 2	<u>Living things and their habitats:</u>	<u>Everyday materials: (1 term)</u>	<u>Animals, including humans: animal needs</u>	<u>Living things and their habitats: animal needs</u>	<u>Plants:</u>
	- I can compare the differences between things that are living, dead and never been alive. - I can identify that most living things live in habitats to which they are suited - I can describe how different habitats provide for the basic needs of different kinds of animals and plants. - I can identify and name a variety of plants and animals in their habitats, including microhabitats. 	- I can identify uses of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - I can discuss the suitability of different materials for a variety of different objects. - I can discuss how objects can be made from different materials? - I can investigate how solid objects can be changed by squashing, bending, twisting and stretching. - I can explain what plastic pollution is. - I can explain some of the effects of plastic pollution. - I can explain ways in which we can reduce the amount of plastic we use. 	- I can find out about and describe the basic needs of animals including humans for survival (water, food and air) - I can identify animals and their offspring - I can talk about the importance of a healthy diet for humans and animals. - I can understand the importance of exercise.  **Change 4 life resources	- I can describe how animals obtain their food from plants and other animals. - I can use a food chain to show how animals get their food. - I can identify and name different sources of food. - To understand that living things need other living things to survive.  https://www.oxfordowl.co.uk/api/interactives/12967.html	- I can plant a seed and a bulb. - I can observe changes in my plants. - I can talk about how different plants grow. - I can find out and describe the basic needs of a plant to grow and stay healthy. 

Reading for pleasure

At St. Luke's we recognise the importance of children building a love of Reading. As such, we place high importance on encouraging Reading for Pleasure in a wide variety of ways. Reading is prioritised within every aspect of school life and at the heart of our curriculum from Nursery right through to Year 6. We have invested in lots of new texts across the curriculum to build a love of reading and exposure to different genres, text-types and authors. Our writing and reading long term plans consist of core texts that inspire writing, but also excite our pupils.

Within EYFS and Key Stage One, story time is timetabled daily and children often vote for the story they wish to read that day. In addition to this, they have opportunities across the week to sing and listen to poetry to develop their understanding of rhyme and rhythm to help with early reading. Pupils in Key Stage Two access a range of reading material each day and also have the opportunity to read for pleasure during transition times during the day. They can select books from their class library, or from the school's Accelerated Reader Library. Teachers also read aloud class texts to pupils every day. Our protected read aloud texts for each year group can be found on the school website.

Children across school take books home to read weekly either independently or with family or friends. Where children are learning phonics, they take home decodable books matched to their phonics knowledge and a book to read for pleasure. All children are able to take books home from either the class or school library to enjoy at home. Children in KS2 can select books from our Accelerated Reader Library to read at home. We also have a range of Oxford Reading Tree books available for children who are just moving away from decodable books to support their fluency and early comprehension. *(Please see Homework section of the website for details of when children can swap their books.)* Children in Key Stage One receive dojo points and prizes for regular reading at home and children in Key Stage 2 can collect points via our punch card reward system and receive prizes for reading at home.

Our Reading Environment

We want the pleasure of Reading to be visible to all children at St Luke's. In the Foundation Stage, Reading is prioritised in all areas of the classrooms, with linked books signposted to children. Pupils are encouraged to read in the outdoor area, through independent and planned opportunities. We believe immersing children in Reading throughout the environment reinforces the idea that Reading is an important activity and encourages children to build a love of Reading.

In Key Stages One and Two, classrooms are envisaged as 'Reading Spaces' where Reading does not just happen in a book area, but everywhere. Books are displayed proudly in classrooms and have been carefully selected to represent our community and reflect the diversity of our school. Books linked to current curriculum topics or children's interests are signposted around the classroom. Reading working walls are used to form interactive explorations of Reading over time as well as providing scaffolding for those that need it.

We are currently working on making our library an inviting and engaging space that all children can access. We promote adults' love of Reading through staff book recommendations, which inspires pupils to see Reading as a lifetime skill.

Reading displays, inside and outside, promote new books and old time favourites. On the KS2 playground, we also have Reading displays that are regularly updated to promote a love of reading, with suggested new books, recommendations from pupils and book branches that suggest authors the children may enjoy.

Involving Children

We believe our pupils own interests and opinions have a major impact on their Reading success. Therefore, we place emphasis on listening to pupil voice, through the School Council, Reading Buddies and Ambassadors. Ideas, discussions and suggestions are shared and incorporated into the school's own Reading action plans.

We are also so lucky to have a lovely team of Reading buddies from Year 5 who read with our Key Stage One pupils each day during lunch time, sharing stories and discussing favourite books.

Trips, visits and events

We are currently devising our 'Celebrating reading' calendar for 2022 – 2023. We regularly invite in authors and poets into school each year to share the love of Reading with children. We also hold regular events such as book fairs, where a wide variety of books are sold to foster the love of Reading. Any commission taken from the fair is used to purchase new books for the school, according to need.

As a school we always have lots going on in school to celebrate our love of reading such as author visits, competitions and Governor story drop-ins and celebrate events such as World Book Day, Roald Dahl Day, National Storytelling Week and Poetry Day. Our celebrations focus on books, with whole school activities planned to spread the joy of Reading.

At the end of last year we proudly achieved the **One Education Bronze Reading Award!**



This year we are developing our library space to ensure it is inviting and accessible to children, we will also be introducing a new team of librarians to help spread the love of reading!

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have opportunities to explore a wide range of magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading comprehension, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

In addition to this we aim for:

- Parents and carers to have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)