

## PHONICS

### What are the aims and purpose of this subject?

Phonics at Oswald Road follows the National Curriculum and it is the aim that by the time children leave our school they are competent at age related expectations in reading and writing.

We use Essential Letters and Sounds as our DfE validated phonics programme. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and harder to read and spell words – is the ultimate goal. Therefore, the children at Oswald Road will not just to learn the sounds, but to use them as a tool for reading and spelling. Through the teaching of phonics, our aim is for children to become fluent readers. This way, children can focus on developing their fluency and comprehension as they move through the school.

We understand that the skills acquired in phonics are the foundations of good literacy skills, which in turn are a basic necessity for thriving as a citizen in today's society – through a solid start in phonics we aim to give our children the reading and writing skills they need to fulfil their potential in becoming exceptional verbal and written communicators and through reading, develop their social, cultural and intellectual awareness to allow them to succeed and flourish in the life choices they make in the future.

We aim to ensure all our SEND children access Phonics at an appropriate pitch (both for challenge and support) and have full access to the ELS scheme. This means they access the statutory SSP scheme. We recognise Speech and language issues (such as articulation) impact on access to this program and ensure we provide suitable intervention to support 'keep up, not catch up'. We are aspirational for all children.

With a significant number of children speaking in English as an additional language (currently in line with National Average, with school identifying the realistic figure is higher) and a significant number of our children having a Special Educational Need we know the need is great to ensure a robust phonics curriculum is in place, so we are proud that our most recent OFSTED inspection (2018) noted that: ***Pupils make strong progress in phonics... The teaching of phonics is good across classes. Teachers use language effectively to move pupils' learning forward. As a result, the proportion of pupils who pass the phonics screening check has been above the national average over many years... Teachers build effectively on pupils' reading skills throughout school. Younger pupils use their phonics knowledge well to interpret words that they are unsure of. Teachers ensure that classrooms are rich in literature and that pupils have access to high-quality books. As a result, pupils become highly competent readers with a love of literature.***

Our curriculum has the same purpose as set out within the National Curriculum: *English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.*


Equally our aims are as set out within the National Curriculum: *To ensure that all pupils:*

- *Read easily, fluently and with good understanding.*
- *Develop the habit of reading widely and often, for both pleasure and information.*
- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.*
- *Are competent in the arts of speaking and listening.*

*Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.*

*Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.*


These aims complement our school vision of wanting our children to leave us happy, creative, inspired to learn, aspirational, resilient, self-confident and independent learners and our children can articulate how they feel we do this:




"I would like to be an engineer so doing maths and English makes me aspirational as I know I'll need both subjects to plan buildings accurately."




"The teachers and other pupils make me feel inspired to learn. The teacher asks us to put our hands up and share ideas in class and then she writes them on the board so we can see everyone else's ideas and use them to inspire our writing."




"I showed that I was resilient when I kept spelling certain words wrong- like would, should and could- but I kept on trying until I got the spelling right every time. It felt nice knowing I could do it myself."




"I feel self-confident in English. I feel like I'm really improving this year because of the way we are taught, especially my spellings."



"I feel happy when I am doing reading and writing. I like to read stories about fairies and princesses. I even write my own stories, I am very good at writing."




"In class we do independent reading. It's nice to have time to read our own books we have chosen by ourselves."




"It is important to learn how to be independent because it means that you are able to do things for yourself."



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"English makes me feel creative because you can learn about lots of different things in English, like new words. You can also do art with English because you can make different designs with letters."



"Writing stories makes me feel independent. When I'm not talking to anyone and focusing on my writing that's when I get the best ideas."

## **What are the National Curriculum requirements for this subject?**

Expectations within each year group are as follows:

As per EYFS Statutory Educational Programme in Reading, in Early Years, the main focus in **word reading** :

*It is crucial for children to develop a life-long love of reading. **Reading consists of two dimensions:** language comprehension and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, **involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words**. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*

As per EYFS Statutory Educational Programme in Reading, in Early Years, the main focus in **writing**:

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. **Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).***

We understand the Early Learning Goal is:

Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

- Write simple phrases and sentences that can be read by others.

The programmes of study for English in the National Curriculum are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years and this reflects in Oswald Road's approach in focusing strongly on phonic acquisition in Reception and Year 1.

During year 1, teachers should build on work from the Early Years Foundation Stage.

As per the National Curriculum, in Year 1, the main focus of phonics teaching is to ensure pupils are able to:

In Reading:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

In Writing:

- spell words containing each of the 40+ phonemes already taught
- spell common exception words
- name the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

We understand that as children leave Year 1 they *need to be secure with reading all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should also be secure. They should be able to compose individual sentences orally and then write them down. They should be able to spell correctly, many of the words covered in year 1 (see NC English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt.*

As per the National Curriculum, in Year 2, the main focus of **phonics and spelling** teaching is to ensure pupils are able to:

In Reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above

- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

In Writing:

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
  - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English 30
- Statutory requirements
- apply spelling rules and guidance, as listed in the NC English Appendix 1
  - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

We understand that as children leave Year 2 they need *to be secure with reading books accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. Pupils should also be able to write down their ideas with a reasonable degree of accuracy.*

In Year 2 phonic related objectives are covered in Spelling lessons and Literacy lessons, however we understand that *for pupils who do not have the phonic knowledge and skills they need for year 2, the year 1 programmes of study should be used for word reading and spelling so that pupils' word reading skills catch up.* Essential Letters and Sounds focuses on 'keep up not catch up' however we are aware there are children who will need specific support as they move through the school.

We understand that by *Year 3 and 4 teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode, to words they may have already heard but may not have seen in print. And in Year 5 and 6 there should be no need for further direct teaching of word reading skills for almost all pupils.*

Therefore discrete phonics sessions will not be taught at these stages, except where it is needed, but work on spellings will continue, discretely and embedded throughout the rest of

the curriculum with a focus on *spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.*

We understand that *if pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.* At Oswald Road these children will be identified in the earliest possible instance and supported accordingly, which will include ELS interventions (specific pitch and fast paced) and also children who need to access due to specific needs still accessing phonics, keeping Essential Letters and Sounds fidelity.

### **How is this subject's curriculum organised?**

School follows Essential Letters and Sounds with full fidelity.

Currently, there is no ELS scheme for Phase 1. In Nursery, we take the following approach:

Implement an active and comprehensive approach to phase 1 phonics through daily 15-minute sessions, these include use of puppets, visuals and games to engage learning.

Provision mirrors the 7 aspects: Singing will be used throughout the day, alliteration when calling the register, syllable clapping use of rhyming books, a music area linked to phonics, voice sounds, environmental sounds etc. Some display may also reflect this.

Activities are as sensory and tactile as possible

Phase 1 will be closely linked to music area in nursery and will allow for children to work through concepts such as quiet and loud, syllables etc.

The aspects of phonics learned in phase 1 are reflected mainly in the speaking and listening areas.

Strong focus on nursery rhymes.

Shared reading sessions occur 3 times a week, many of which incorporate elements of phase 1.

All children begin on Phase 1 and remain on this for the duration of most of the year.

In summer term, phase 2 is touched upon – however this is light touch and about the children having access to the sounds they will be covering as they move into reception.

There is also an inviting mark making/writing table. Children have access to and will visually see letters, harder to read and spell words and different forms of print on this table and throughout the nursery environment.

Adult Focus x 1 a week which targets a deeper understanding of the strand covered during the week.

Home tasks are often phase 1 phonics related.

At least one 'Stay and Play' or workshop event during the year has a phonics focus where parents learn how we teach phonics and gain ideas on how to support their child.

Reading books are given out weekly, and children who are ready towards summer term would receive wordless lilac books.

Phonics, reading and writing is implemented throughout the nursery day - from writing their name to accessing and modelling resources to the children and drawing the children's attention to print in the environment.

Mark making and reading opportunities are across the areas of learning

In addition there are phase 1 interventions that take place for those children that need it.

Reception upwards: Essential Letters and Sounds

*Taken directly from ELS Handbook and copied below*



# Enact – How to Deliver ELS Lessons

ELS is based on simplicity and consistency, and the programme is delivered through whole-class lessons. Throughout ELS, you will use the same teaching sequence – 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. Children 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), you will 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. Practice and repetition are key.

## Give, give, give







- 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.

Key teaching features	
<b>Me, then you</b>	The teacher says something, and then the children repeat it exactly.
<b>Provide opportunities</b>	Practice and repetition are key. There is no 'down time' in the lesson – a consistent fast pace is maintained. Children have many opportunities to: <ul style="list-style-type: none"><li>• Hear the sound or word</li><li>• Say the sound or word</li><li>• See the sound or word</li><li>• Read the word</li><li>• Write the word</li><li>• Use new vocabulary.</li></ul>
<b>Provide modelling</b>	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
<b>Active teaching and learning</b>	ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

## 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.

## 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

## 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

The fifth week of each term is assessment week. These weeks follow the same structure and lesson plans as the review weeks.

The review weeks 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 lesson plans and interactive whiteboard presentations ensure that there is rigour, pace and fidelity in every lesson.

ELS provides four main types of lesson plan:

- Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception
- Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5
- Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, Phase 3 and Phase 5)
- Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

Phonics teaching and learning does not stop at the end of Year 1/Primary 2. As children move onwards through the school, you can continue to encourage them to use their knowledge of phonics as they tackle more complex books and learn to spell more sophisticated words.



## Teaching with ELS

<p><b>How to use the lesson plans</b></p>	<p>ELS lesson plans 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 ELS lessons. To ensure the pace of ELS lessons, it is important that you set clear expectations and that children understand what to do. For example, teach children that ‘Me, then you’ means you want them to listen to you, and then repeat what you say exactly.</p> <p>The example ELS lesson plans below show what happens in each section of the lesson. For daily lessons there is no need for a written lesson plan because the interactive whiteboard presentations guide you through the whole lesson step by step. At the end of this handbook, there are also blank lesson plans that you can use in ELS training sessions with your colleagues.</p>
<p><b>How to use the interactive whiteboard (IWB) presentations</b></p>	<p>ELS provides an IWB presentation for every lesson. These presentations must be used consistently in every ELS lesson.</p> <p>The IWB presentations follow the familiar structure shown in the lesson plans below. Most of the content for the lesson is on these presentations, and where a physical resource is needed this is clearly shown.</p>
<p><b>The Apply section of the lesson</b></p>	<p>ELS builds in opportunities 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 can be done as the other children review their learning at the end of the phonics session, or later in the day. The Apply sheets have been designed so that the activities should take less than 10 minutes to complete.</p>
<p><b>Harder to read and spell (HRS) words</b> For example: I, the, no, of</p>	<p>HRS words are currently harder to read and spell as children have not yet been taught the relevant GPCs. Words can also be harder to read and spell if they contain a schwa. Schwas are the unstressed vowel sounds within a word. These often sound like a short /u/, for example: ladder, elephant, again, author. Pronunciation of these words can vary, and so for some speakers a vowel may have a schwa sound, and for others the vowel may be pronounced as spelled, in which case the words are not harder to read or spell. ELS includes these words within the programme at the point where the graphemes have been taught, and through explicit modelling, teachers will demonstrate if the word contains a schwa.</p> <p>HRS words are common in the English language, and it is important that children can read and spell them.</p> <p>When teaching a new HRS word, teachers must always identify the graphemes within the word that make it tricky.</p>
<p><b>Capital letters</b></p>	<p>To begin with, children are taught that capital letters are used at the beginning of names and sentences. When children are writing, we identify and model where and how capital letters need to be used. We also highlight and discuss their use when reading texts.</p>
<p><b>Handwriting</b></p>	<p>It is important that teachers model correct pencil grip, how to sit at the table ready to write, correct letter formation, writing on the line and finger spaces between words. Teachers must also address incorrect pencil grip and handwriting misconceptions as they appear throughout the day.</p>

## Sample lesson plans

The lesson plans below show how each part of the lesson works. The same basic lesson format is used throughout, and tinted panels are used to show unique features of each plan.

Lesson Plan A: Phase 2 lessons for Weeks 1, 2 and 3 of Reception/Primary 1	
<b>Review</b>	
<b>Sounds</b>	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
<b>HRS words</b>	From Week 2, quickly review previously taught HRS words.
<b>Oral blending</b>	Model segmenting and orally blending up to eight words using review sounds and today's new sound. Say: <i>Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
<b>Review known words</b>	Children read up to four words with GPCs that have already been taught, aiming for a quick, fluent reading.
<b>Teach</b>	
<b>New HRS word</b>	From Week 2, teach the new HRS word for the lesson. Use the word in a sentence.
<b>Say the sound</b>	Introduce the new sound. Say: <i>Drum roll please ...</i> (everyone drums on their knees). <i>Today's new sound is ...</i> Use 'Me, then you' to model how to say the sound.
<b>Show the grapheme and picture</b>	Say: <i>This is the grapheme.</i> Using 'Me, then you', repeat the sound multiple times – a minimum of six. Show the picture – for example, 't for teacher'. Use 'Me, then you' and repeat three times: t for teacher, teacher t, t is for teacher.
<b>Teach the mnemonic</b>	Using the grapheme card, introduce the mnemonic. Say the mnemonic while modelling how to draw the grapheme on the grapheme card. For example, for 't for teacher': Down her body and across her shoulders.
<b>Pictures to match the sound</b>	Show the pictures of objects that include the sound and model how to say the names of the objects, emphasizing the focus sound.
<b>Write the grapheme</b>	Show the grapheme again. Model how to write the grapheme using the mnemonic.
<b>Children write the grapheme</b>	Children practise writing the grapheme, while saying the mnemonic, for about one minute, using air writing, finger on carpet, mini-whiteboards, finger on arm and so on, according to your judgement.
<b>Practise</b>	
<b>Read words with new sound in</b>	Say: <i>Let's read some words with the sound /___/ in.</i> Using 'Me, then you', model reading up to eight words: say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word; use the new word in context within a sentence.
<b>Spot the sound</b>	Using the grapheme cards from the beginning of the lesson, children review previously taught graphemes, with the new grapheme 'hidden' among them. When children spot the new grapheme they all say: <i>___, there you are!</i> Repeat four times, hiding the grapheme again each time it is spotted.
<b>Apply</b>	
<b>Read phrases and/or sentences</b>	From Week 2, read phrases or sentences that include the new sound and HRS word. Gently introduce the idea of capital letters being used at the beginning of names and sentences.
<b>Grapheme sheet and decodable readers</b>	Introduce the grapheme spotter sheet, and model how to complete it. Children spot the new grapheme and write it on the lines, using the mnemonic to support them. Children then move on to a decodable reader, where they will practise reading the grapheme in the context of a book. Children complete the activity at their tables, either in the lesson or during the day. You can use this activity to assess children's understanding and identify children who may require additional support.
<b>Review</b>	
<b>Review graphemes, words and HRS words</b>	Using grapheme cards, a flipchart and word cards, review all the learning from the lesson. This can take place at the end of the session or at other points throughout the day.

## Lesson Plan B: Day 1–4 lessons for Phase 2 (from Week 4), Phase 3 and Phase 5

Review	
<b>Sounds</b>	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
<b>HRS words</b>	Review previously taught HRS words quickly. Use one of the words in a sentence.
<b>Oral blending</b>	Model segmenting and orally blending up to eight words using review sounds and today's new sound. <i>Say: Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
<b>Review known words</b>	Children read up to four words with GPCs that have already been taught, aiming for a quick, fluent reading.
Teach	
<b>New HRS word</b>	Teach the new HRS word for the lesson. Identify the part of the word that currently makes it harder to read and spell. For example, in the word 'they', <ey> makes the sound /ai/. Use the word in a sentence.
<b>Say the sound</b>	Introduce the new sound. <i>Say: Drum roll please ... (everyone drums on their knees). Today's new sound is ...</i> Use 'Me, then you' to model how to say the sound.
<b>Show the grapheme and picture</b>	<i>Say: This is the grapheme.</i> Using 'Me, then you', repeat the sound multiple times – a minimum of six. Show the picture – for example, 'ar, a far star'. Use 'Me, then you' and repeat three times: ar, as in a far star, a far star, ar, ar, a far star.
<b>Teach the mnemonic</b>	Using the grapheme card, introduce the mnemonic or rhyme. Say the mnemonic while modelling how to draw the grapheme on the card.
<b>Pictures to match the sound</b>	Show the pictures of objects that include the sound and model how to say the names of the objects.
<b>Write the grapheme</b>	Show the grapheme again. Model how to write the grapheme using the mnemonics for writing the individual letter or letters.
<b>Children write the grapheme</b>	Children practise writing the grapheme, while saying the mnemonic, for about one minute, using air writing, finger on carpet, mini-whiteboards, finger on arm and so on, according to your judgement. Ensure when teaching a digraph, trigraph or quadgraph that the children name the grapheme whilst gesturing blending with their hands sweeping across the grapheme. For example: a – around the head, down the body; r – down her body, up over her arm, ar.
Practise	
<b>Read words with the new sound in</b>	<i>Say: Let's read some words with the sound /___/ in.</i> Using 'Me, then you', model reading up to eight words: say the sound, pointing to the grapheme on the grapheme card; spot the grapheme within the word; sound out, blend and say the whole word; use the new word in context within a sentence.
<b>Spot the sound</b>	Using the grapheme cards from the beginning of the lesson, children review previously taught graphemes, with the new grapheme 'hidden' among them. When children spot the new grapheme they all say: ___, <i>there you are!</i> Repeat four times, hiding the grapheme again each time it is spotted.

<b>Apply</b>	
<b>Read phrases and/or sentences</b>	Read phrases or sentences that include the new sound and HRS word. Gently introduce the idea of capital letters being used at the beginning of names and sentences.
<b>Apply sheet</b>	Introduce the Apply sheet in the Activity Book and model how to complete it. Children complete the activity at their tables while you deliver an intervention to children needing additional support in sound recognition and blending.
<b>Targeting children who require additional support</b>  <b>Please see video exemplification</b>	<p>This session repeats up to four words that have been taught during the lesson. Using magnetic letters or grapheme tiles, children build the words to match the pictures.</p> <p>For each picture: say the word, stretch the word to hear the sounds, sound out using robot arms, blend using blending hands, sound out again using robot arms, blend again using blending hands (for example, car, caaarrrr, /c/ /ar/, car, /c/ /ar/, car).</p> <p>Model building this word with the letters or tiles. Children then complete this either independently or in pairs. Once the word has been built, 'check' the spelling with the children, using the IWB presentations. (Reveal the word. Say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word. Children then check they have spelled the word correctly.)</p>
<b>Review</b>	
<b>Review sounds, words and HRS words</b>	Using grapheme cards and IWB presentations, review all the learning from the lesson. Review the new sound and grapheme, other recently taught sounds and graphemes, and the HRS words.

## Lesson Plan C: Day 5, Phase 4 and Review lessons (for Phase 2, 3 and 5)

Review	
<b>Sounds</b>	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
<b>HRS words</b>	Review previously taught HRS words quickly. Use one of the words in a sentence.
<b>Oral blending</b>	Model segmenting and orally blending up to eight words using review sounds. <i>Say: Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
Teach and practise	
<b>Teach/practise HRS word/s if applicable</b>	Teach or practise reading new HRS words from the week, or previously taught HRS words. If required, identify the part of the word that currently makes it harder to read and spell. For example, in the word 'they', <ey> makes the sound /ai/. If asked, use the word in a sentence. Model writing the word/s before children write them on mini-whiteboards.
<b>Read words with taught sounds</b>	Using 'Me, then you', model reading up to eight words – some with assisted blending, some without. Spot the grapheme within the word; sound out, blend and say the whole word. Where appropriate, explain the meaning of the word and use the new word in context within a sentence (your own or the one provided). Do not identify the grapheme in isolation and within the word each time: the idea is that children are increasing in their own independence during this activity. Read pseudo words using the same pattern as above. In periods of longer reviews, children will become more independent in this process.
<b>Read phrases and sentences, or a short paragraph, with taught sound</b>	Read phrases or sentences using any new sounds from the week or the current teaching block, and HRS words. Remind children about capital letters at the beginning of names and sentences.
<b>Write words with taught sounds</b>	Model, and then children write up to six words with new sounds. The IWB presentations give pre-selected words but you can supplement these words if your class needs additional practice. Use the mnemonics and rhymes to support the writing and spelling of each word. Ensure that any graphemes spelled with two or more letters are named correctly, for example: a – around the head, down the body; r – down her body, up over her arm, ar. In Day 5 lessons, these words only feature the sounds being revised from that week of learning. Make sure to name the picture using the correct word.
<b>Write a caption or sentence with taught sounds</b>	Children write a caption or sentence and then self-mark. Say the caption or sentence numerous times, sound out and use robot arms, and stretch the words, to allow children to identify sounds within the words, using 'Me, then you'. Count the sounds using your fingers and support children to recall the sentence.
Apply	
<b>Read a matched decodable reader or a story book</b>	Use a decodable reader that matches the week of teaching. Introduce the story, and use 'Me, then you' to model any HRS words. Explain any new vocabulary before children read the book in pairs. Alternatively read a story book of your choice that includes examples of the sounds covered in the lesson. There is a list of books that support teaching available from the Oxford Owl website. Always read the text before sharing it with your class, so you can present it in an engaging and meaningful manner.
<b>Fluency and expression</b>	Model how to read a page with fluency and expression, and then children copy your reading.



## Lesson Plan D: Day 1–4 lessons for Phase 5 alternatives

Review	
<b>Sounds</b>	Review previously taught graphemes using up to 12 grapheme cards, including the graphemes most recently taught and those that need extra revision. Make sure children are saying the pure sound for each grapheme.
<b>HRS words</b>	Review previously taught HRS words quickly. Use one of the words in a sentence.
<b>Oral blending</b>	Model segmenting and orally blending up to eight words using review sounds. <i>Say: Me, then you. I am going to sound-talk some words. Can you repeat the sounds, blend them together and say the word?</i>
<b>Review known words</b>	Children read up to four words with GPCs that have already been taught, aiming for a quick, fluent reading.
Teach	
<b>New HRS word</b>	Teach the new HRS word for the lesson (where relevant). Identify the part of the word that currently makes it harder to read and spell. For example, in the word 'they', <ey> makes the sound /ai/. Use the word in a sentence.
<b>Say and show taught graphemes for the sound</b>	Explain that this is a new way to spell a sound the children already know. For example, when introducing <eigh> making /ai/ in 'weight', you will also refer to previously taught spellings of the sound.
<b>Say and show the new grapheme(s)</b>	Using the grapheme card, introduce the grapheme and share the mnemonic or rhyme.
<b>Pictures to match alternative grapheme(s)</b>	Show the pictures of objects that include the new grapheme, and model how to say the names of the objects.
<b>Write the grapheme</b>	Show the grapheme again. Model how to write the grapheme using the mnemonics for writing the individual letter or letters.
<b>Children write the grapheme</b>	Children practise writing the grapheme, while saying the mnemonic, for about one minute, using air writing, finger on carpet, mini-whiteboards, finger on arm and so on, according to your judgement. Ensure when teaching a digraph, trigraph or quadgraph that the children name the grapheme whilst gesturing blending with their hands sweeping across the grapheme. For example: a – around the head, down the body; r – down her body, up over her arm, ar.
Practise	
<b>Read words with new alternative grapheme</b>	<i>Say: In the words below, the grapheme &lt;__&gt; makes the sound /__/. Let's read them!</i> Using 'Me, then you', model reading up to six words. Say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word. Where appropriate, use the new word in context using the sentence provided or one of your own.
<b>Sorting words with different graphemes / pronunciations (where appropriate)</b>	Lead the children in a sorting activity. In Spring 1, they will be sorting words with the same graphemes that make different sounds. In Spring 2, they will be sorting words with the same sounds but different graphemes. You can add extra words to the groups if you wish.

<b>Apply</b>	
<b>Read captions and/or sentences</b>	Read captions or sentences that include the new grapheme/s and HRS word/s. Remind children about capital letters at the beginning of names and sentences.
<b>Apply sheet</b>	Introduce the Apply sheet in the Activity Book and model how to complete it. Children complete the activity at their tables while you deliver an intervention to children needing additional support in sound recognition and blending.
<b>Targeting children who require additional support</b>  <b>Please see video exemplification</b>	<p>This session repeats up to four words that have been taught during the lesson. Using magnetic letters or grapheme tiles, children build the words to match the pictures.</p> <p>For each picture: say the word, stretch the word to hear the sounds, sound out using robot arms, blend using blending hands, sound out again using robot arms, blend again using blending hands (for example: car, caaarrrr, /c/ /ar/, car, /c/ /ar/, car).</p> <p>Model building this word with the letters or tiles. Children then complete this either independently or in pairs. Once the word has been built, 'check' the spelling with the children, using the IWB presentations. (Reveal the word. Say the sound, pointing to the grapheme; spot the grapheme within the word; sound out, blend and say the whole word. Children then check they have spelled the word correctly.)</p>
<b>Review</b>	
<b>Review alternative sounds, words and HRS words</b>	Review the sound–spelling correspondences from the lesson. Review a selection of previously taught HRS words.

ELS Phase 2 begins in autumn 1 Reception and ELS is then followed to the end of Year 1, recapping for the first half term in Year 2 as needed. Full information can be found on our phonics overview and our phonics progression documents.

Interventions are in place, as per ELS guidance. There are in lesson interventions – where the children have access to the teacher within a small group whilst the other children complete their ELS activity book. In reception, the children access the activity book in small groups so this also allows for further precision in teaching. There are also the interventions noted below in Years 1, 2 and 3 for children with gaps in their phonics knowledge.

Information pasted below directly from ELS Handbook:

## Interventions to support ELS

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

### 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 Reading 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, you will need to assess the child's grapheme knowledge and be aware of any sound gaps – this should be happening as part of your 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. You will need to be 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.

## Enable intervention plans

Oral blending	
<b>Review</b>	Orally blend up to three words that the child has successfully orally blended before. Using robot arms, model sounding out, and then the child repeats the sounds (if necessary) and says the whole word.
<b>Teach</b>	Model sound-talking and blending a whole word with less familiar GPCs; for example, /r/ /ai/ /n/ – rain. The child repeats this. Do the same with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
<b>Practise</b>	Sound-talk a word – do not blend the whole word, as the child needs to practise blending independently. The child repeats the sounds and says the whole word. Repeat with up to six words, which can contain any GPCs. Take care not to use words that are too long for the child to recall and blend.
<b>Apply</b>	<p>Oral storytelling: read aloud a pre-planned short extract*. Choose six words within the extract to be sounded out. These words should vary in length and include GPCs children have already learned and ones they have not yet been taught. The focus here is on ensuring that the child can sound-talk the word and blend. Model sounding out the word, and then the child repeats the sounds in the word and says the whole word. Continue with the story.</p> <p>When the child is more confident with their oral blending, they do not need to sound-talk the word first; they can just blend it.</p>

GPC recognition	
<b>Review</b>	Review up to 12 known sounds using grapheme cards. Where appropriate, model reading the sounds using 'Me, then you'.
<b>Teach</b>	<p>Say the new sound for the child to repeat. Repeat the sound multiple times.</p> <p>Show the grapheme for the sound – say the sound, then show the grapheme. Repeat multiple times.</p> <p>Show the picture and mnemonic for the grapheme.</p> <p>Model running your finger over the grapheme whilst saying the sound. The child then repeats this.</p>
<b>Practise</b>	Spot the grapheme in known words from the lesson or from the word list provided (see Week-by-week Progression Appendix i). Use sound tiles or magnetic letters to make the word. Identify the focus grapheme within the word. Point to the grapheme, sound-talk the word and then blend to read the whole word. The child repeats this.
<b>Apply</b>	Use a decodable reader to show the child sentences that have words with the new sound, known sounds and known HRS words. The child reads the sentences (not necessarily the whole book).
<b>Review</b>	<p>Review the focus sound by showing the grapheme and using 'Me, then you' to model saying the sound.</p> <p>Show the focus grapheme throughout the day and ask the child to say the sound.</p>

\*Guidance on this is provided in the ELS training.

## Blending for reading

<b>Review</b>	Review reading words with known sounds, including those recently taught, to build fluency and accuracy.
<b>Teach</b>	<p>Show the focus grapheme/s, for example &lt;ai&gt;. Say the sound and ask the child to repeat. Do this multiple times.</p> <p>Say a word with the focus sound, for example 'rain'. The child repeats.</p> <p>Sound-talk the word using robot arms and then blend using blending hands.</p> <p>Say the sound and show the grapheme (using a grapheme card or magnetic letters).</p> <p>Make the word using grapheme cards or magnetic letters.</p> <p>Point at each grapheme and read the word.</p> <p>Repeat with up to four other words that include the focus sound.</p>
<b>Practise</b>	<p>Use word cards to read words with the focus grapheme and other known words.</p> <p>First read-through for each grapheme card: spot the grapheme, sound-talk the word, read the word.</p> <p>Second read-through for each grapheme card: model reading the word quickly. The child repeats.</p>
<b>Apply</b>	Use decodable readers that include the focus sound for spotting sounds. Read words from the book, particularly those with the focus sound. Read sentences that contain words with the focus grapheme and other known graphemes.

We ensure our SEND children access phonics with the appropriate level of challenge and support. All SEND children (unless accessing Phase 1) access Essential Letters and Sounds DfE Validated scheme. Currently we have Targeted Learning Models in Year 2 up to Year 6 and phonics forms part of Quality First teaching in this model where necessary.

All of our SEND children (and within our Universal Offer) Essential Letters and Sounds is followed with full fidelity. This means that the children will have access to the phonics teaching, follow up activities, spelling sequence, home reading books and resources.

Some SEND children (SEND support pupils) will access Essential Letters and Sounds short burst interventions focused on specific elements (Oral blending; GPC recognition and blending for reading; blending for reading). These are in addition to the class lessons where they will access phonics alongside their peers to support 'keep up, not catch up'.

Our most complex SEND children (Pupils with an EHCP) may continue to access phonics teaching within Year 2 and Key Stage 2. This will be assessed with ELS electronic assessment system to ensure correct pitch and progress will be tracked.

The children will be taught phonics either 1:1 or in small groups, with full fidelity to the ELS

scheme, including access to home readers to practice the sounds.

In year 2 Spelling sessions replace phonics lessons (with the focus on Phase 6). Where a child in Year 2 has not made sufficient progress and has not met the phase 5 expectations and/or has not passed the phonics screening assessment, they may access phonics via class teaching or interventions (both in line with ELS) and also in line with the National Curriculum's guidelines that *for pupils who do not have the phonic knowledge and skills they need for year 2, the year 1 programmes of study should be used for word reading and spelling so that pupils' word reading skills catch up.*

For children above year 1 who may not have the age appropriate phonics ability, e.g INA's, teachers will use the assessment tool on Essential Letters and Sounds/Oxford Owls and teaching will be pitched from there – again keeping the fidelity of ELS.

Teaching takes place in a space where all children can hear and see.

Within the lessons we look for progress the children are making within their phonics, their motivation and interest, collaboration, independence and resilience. We also look wider for their application of their phonics.

Children take reading books home which link directly to their phonics knowledge (until they are fully competent up to phase 5) and the teaching they are receiving. More information on this can be found within our reading documents.

### **Reception and Year 1:**

- 1) A book which is linked to the sound(s) the child is learning in phonics.
- 2) A book band book. This is a book that is matched to the child's stage in their learning and grasp of phonics, with a focus on their ability to decode.

### **Year 2:**

There will be:

Either:

A book which is linked to the sound(s) the child is learning in phonics and a book band book. The book band book is matched to the child's stage in their learning and grasp of phonics, with a focus on their ability to decode.

Or

Two book band books

Children accessing phonics interventions will also receive a book with the linked sound.

Children in Year 3 upwards who are receiving phonics teaching or intervention will also have books as outlined above.

**Assessment:**

Attainment in phonics is measured via teacher knowledge, assessment checks via ELS online platform and where appropriate, phonics screener checks.

In Year 1 the children will sit the statutory phonics screener assessment. This screener assesses if they can apply their grapheme-phoneme knowledge to real and also unfamiliar, out of context and nonsense words

Children who do not pass this assessment in Year 1 will go onto receive phonics support in Year 2.

**Why is it organised like this?**

Our curriculum is organised in this way to fully meet national curriculum requirements, but to also support the children with an appropriate build-up of their knowledge.

We feel it is essential to teach it as a discrete subject to ensure full and accurate coverage, however we feel that by adding meaningful cross-curricular links it further deepens the children's knowledge, builds their confidence and shows the use of the phonics in our everyday lives.

For all of our SEND children (and within our Universal Offer), we chose ELS due to its ambitious vocabulary and 'keep up not catch up' approach. We felt its design to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers was fitting for our setting.

For some of our SEND children (SEND support) we have chosen the approach of short burst interventions to 1) ensure they can access learning with their peers and 2) access support which doesn't impact on their access to foundation subjects.

For our most complex children (pupils with an EHCP) the ELS programme remains accessible if pitched correctly and we have the same ambition for our EHCP children as all children in terms of pace through the learning. This therefore needs to be supported as needed via the short-burst interventions.

It is recognised that pupils with complex needs, i.e. those waiting to access specialised settings will progress at a rate that is in line with their learning profile.

Essential Letters and Sounds clearly sets out the theory and pedagogy (pasted below):



# Embed – The Theory and Pedagogy behind ELS

ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children 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.

We know that for children at the end of Key Stage 1 to achieve the age-related expectations, they need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency.

For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. To do this, they need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

ELS whole-class, daily phonics teaching must begin from the first days of Reception. Through the rigorous ELS teaching programme, children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

Every ELS lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. It is important that the whole school understands how ELS works, and adheres to the ELS system, using the same terminology. This is why whole-school training in ELS is provided.

When you implement ELS effectively in your school, you will waste no phonics learning time even if staffing and/or the learning environment changes. Children will get the same high-quality first teaching every lesson, every day throughout the ELS programme.

Further information is set out within their support for all learners section of the handbook:

### **Enable – How to Ensure All Children ‘Keep up’ Rather than ‘Catch up’:**

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

### **Supporting all learners**

ELS is designed on the principle that children should ‘keep up’ rather than ‘catch up’. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support, usually during the Apply activity.

We know that children – especially those with educational difficulties – learn better in a mixed-ability environment where their learning is scaffolded not only by the teacher and support staff but also by their peers. In this most fundamental area of learning – learning how to read – this support is even more vital, not only to their success but also to the outcomes of the programme as a whole.

Over-learning, alongside a range of Apply activities, helps children who acquire phonic knowledge more slowly to succeed. In ELS pilot schools, all children learned to read at a similar fast pace, because children with additional support needs were rapidly targeted throughout the lesson, and any remaining gaps in their knowledge were closed the same day. Studies show that the teaching of systematic synthetic phonics supports all children’s developing skills when learning to read, and that phonemic awareness (the ability to discern and copy sounds in words) is key to progress. Children’s phonemic awareness supports them when learning how to read, and our rigorous and robust teaching methods ensure that all children build phonemic awareness.

If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum.

**In** mainstream settings, where there are children with an EHCP or for whom you are adapting your curriculum to meet their needs, adaptations can be made to ELS. This

may mean that you break the lesson into smaller 'chunks' to support their concentration or that you adapt the pace at which the programme is taught. See the SEN support available as part of the online teaching subscription for further support.

## **Supporting children with English as an additional language**

Research shows us that people who are learning a second language require extensive repetition to help them embed their knowledge and transfer it into their long-term memory. To ensure that all children can access every part of the lesson, there is repetition of activities and routines throughout every lesson. This ensures that every child achieves the outcomes of the lesson, that every child is supported in doing so and that cognitive load is reduced for every learner. ELS mnemonics and rhymes have been developed and created with this in mind and provide opportunities for teaching vocabulary as well as supporting spelling and letter formation.

In every lesson, there is the opportunity to use newly acquired phonic knowledge to read. Every time the children encounter a word, caption or sentence, their new phonic knowledge is put into context.

In the Day 3 and 4 lessons, children will read increasingly longer text extracts which are highly focused on the new GPCs taught. Children should be provided with the opportunity to re-read these extracts to support their developing fluency. The decodable readers sent home will support the repetition and re-reading that takes place within school.

### **Further information specific to Oswald Road:**

We chose Essential Letters and Sounds following extensive research.

We felt the approach was right for us for the following reasons:

- We agree with the 'keep up not catch up approach'
- The programme can be used successfully in Key Stage Two for our SEND, EAL and INA children who need to access phonics
- Interventions are short burst and finely tuned – allowing for the intervention and also for the child to not miss foundation subjects
- Its ambitious vocabulary – in line with our vocab rich curriculum
- Cognitive load has been fully considered in the design of the programme
- Sound practice books and phonics matched books (Book bands) can be used for home readers. This approach of the specific sounds taught, plus the wider content (still fully matched) in a book band was right for our children as we felt this widened the children's practice of the phonics they have learnt.
- Electronic assessments are both thorough and simple, allowing our teachers to be very clear on children's gaps in learning.
- Access to e-books adds a further element to the programme – allowing for books to be sent home linked to interventions and further access in year groups where phonics is not taught to the whole class.

We are keen to spend a majority of Nursery on Phase 1 because we believe it is crucial that children really embed those early discrimination of sounds, especially with the increase in the number of children we are seeing with Speech and Language difficulties. If children leave Nursery without being secure at Phase 1 there will not be a secure foundation on which to build on with the following phases.

We teach phonics daily because it is important for children to receive a continuous program of learning that both consolidates and progresses their knowledge. The phonics program is deliberately paced in order to deliver small 'shots' of new knowledge, which builds on the previous day's learning, and as each lesson has a revisit and review section there is no need to remain on one particular sound for long as it will be being embedded in the review section.

We provide phonics workshops because we know much may have changed in the content and delivery of phonics since our children's parents and carers were at school. Therefore, we can empower them to support their children's learning whilst at home and ensure consistency in the messages and learning the children are receiving. This also reinforces the strong home – school relationships that we have forged and we strive to maintain.

We send reading books home with sounds the children have already learnt as we believe that it is important the children are taught at school, and home reading is about celebration and consolidation.

We have items to support in the environment (see below) because children's learning doesn't begin and end in a phonics lesson – it is ongoing and so must be available to them at all times. Items in the learning environment also allow children to develop their independence during other sessions rather than relying upon the teachers and their peers – it is another layer to the revisit and review section of the phonics program.

In Year 1 (and with children in Year 2 who did not pass the phonics screener) we use past papers at specific points over the year where appropriate because it is important to monitor progress and put in interventions/additional support where needed.

We prioritise any additional adults to support reading / phonics knowledge because reading and phonics is at the heart of being able to access every other subject in the curriculum and so is vital for success.

### **How are knowledge, understanding and skills developed in this subject?**

See Phonics curriculum mapping document.

<b>What does this subject look like...</b>		
<b>in lessons?</b>	<b>in books?</b>	<b>in the environment?</b>
<p>Each class follows Essential Letters and Sounds.</p> <p>In Reception and Year 1 phonics sessions will happen on the carpet area with the children accessing the booklets at tables.</p> <p>Anyone teaching phonics will be following fully in line with ELS.</p> <p>There will be lots of oral rehearsal of sounds in each lesson.</p> <p>Feedback will be verbal and instant.</p> <p>Teaching staff will be carefully watching the children as they make the sounds they can see on the flashcards and giving instant feedback.</p> <p>In each reading sessions, the children's phonics are drawn upon with the children actively sounding out words – blending (in line with ELS approach). Phonics and HRS words are likely to be a focus of book introduction and book walkthrough. Children are reminded/encouraged to decide if a word is a HRS word.</p> <p>Reading books accurately match children's phonic stage.</p>	<p>Children will use the ELS activity books which link directly to the teaching that day.</p> <p>Most days work is recorded in English books. In each writing session, the children are reminded to use their phonic knowledge when spelling and also encouraged to use phonics displays and the Sounds poster. The children will be actively encoding using the phonics they have learnt over time.</p> <p>Sound mats are available in writing sessions for the children to access independently.</p> <p>Sessions allow to flow from 'teach' to 'apply'.</p> <p>Chances to add to amend spelling errors of words containing previously taught graphemes will be seen.</p> <p>The same rigour is expected in any writing across subjects.</p>	<p>Every EYFS and KS1 classroom will have phonics related displays in the classroom that the children can access and use on a daily basis. These will be in line with ELS resources.</p> <p>Each class will have their Year groups CEW / Year group words on display.</p> <p>Each class will have age appropriate writing support materials, e.g. sound mats, HRS word list, writing booklets, that the children can access independently by the children.</p> <p>KS1 and KS2 classes will all have a Sounds Poster to refer to.</p> <p>All resources will be in line with ELS (<i>this is in progress currently due</i> )</p>
<b>How is this subject resourced?</b>		
<p>FS1 have: Nursery rhyme spoons</p>		

Letters, HRS words and different forms of print in the reading and writing areas and throughout the nursery environment.

Books related to that particular topic across areas

Puppets.

Rhyming books.

Musical instruments.

Listening for sounds in the classroom and outdoor area.

Access to soundscapes found on the internet

Body percussion.

Role play and other continuous provision areas.

Bank of songs to sing.

Wordless books

In FS2 all classes have:

Digraphs/trigraphs displayed clearly at the front of the class/in literacy area – new phonemes are added to as a new sound is taught – all in line with ELS

Sound mats in writing area.

Magnetic letters.

Whiteboards and whiteboard pens.

Sound mats on tables.

A range of Phonetically decodable books and sound practice books

Flash cards used during teaching.

Phoneme frames in writing area.

HRS displayed in classroom – in line with ELS

Sounds poster

E-books

ELS website, resources, training

Oxford Owl website and resources

In Year 1 all classes have:

Digraphs/trigraphs displayed clearly at the front of the class – all in line with ELS

HRS words on display

Year 1 CEW on display

The letters of the alphabet in both upper- and lower-case form.

Magnetic letters.

Whiteboards and whiteboard pens.

Sound mats on tables.

Sounds poster.

A range of Phonetically decodable books and sound practice books

Year 1 writing booklets.

E-books

ELS website, resources, training

Oxford Owl website and resources

In Year 2 all classes have:

Sounds poster.

Year 2 CEW on display

Whiteboards and whiteboard pens.

Dictionaries.

Sound mats available to be accessed by children independently when needed.

A range of Phonetically decodable books and sound practice books

Year 2 writing booklets.

Access to the 'No Nonsense' spelling program.

E-books

ELS website, resources, training

Oxford Owl website and resources

All Year 3/4 classes have:

Year group spellings displayed

Dictionaries and Thesaurus

Whiteboards and whiteboard pens.

Sound mats on tables for children as needed

Lessons on clearly labelled Notebook presentations.

Sounds poster.

A range of Phonetically decodable books , sound practice books and book band books (to be able to pitch as needed)

Spelling booklets

Access to the 'No Nonsense' spelling program.

E-books

ELS website, resources, training

Oxford Owl website and resources

All Year 5/6 classes have:

Year group spellings displayed

Dictionaries and Thesaurus

Whiteboards and whiteboard pens.

Sound mats on tables for children as needed

Sounds poster.

Access to all the books noted above for use as needed (plus reading for pleasure/free reader books)

Spelling booklets.

Access to the 'No Nonsense' spelling program.

E-books

ELS website, resources, training

Oxford Owl website and resources