



Appleton Wiske Community Primary School

Phonics and Reading – A Whole School Approach



Phonics Overview

We follow an accredited phonics scheme called Phonics Shed. The Phonics Shed programme is narrative based and includes engaging characters, songs and stories to develop a love of reading and writing. Children need to learn to **blend** to read and to **segment** to spell. High frequency words are taught throughout the chapters; these include words that are both **decodable** and non-decodable. Non-decodable words need to be learned by sight. Parents/carers are encouraged to listen to their children read as often as possible. A range of whole class texts are used to enrich pupils' learning, widening and developing new vocabulary. Staff read to the pupils at different times during the school day.

The Phonics Shed scheme is split into four chapters:

Pre-school	Chapter 1 may be used in pre-school and nursery settings
EYFS	Chapters 2 and 3
Year 1	Chapters 4a, 4b and the first part of 4c
Year 2	Recap and completion of chapter 4c

EYFS

Pupils have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. Pupils receive a daily, discrete Phonics Shed session. Pupils are introduced to books with words once they are able to blend **phonemes** they have been taught. The books linked to Phonics Shed are online; however, children will be given a challenge book to take home and share with an adult. These books are to encourage discussions about the story and characters and are not for independent reading. As the pupils become more experienced readers, they are exposed to a wider range of books depending on their needs and interests.

Chapter 1	Children will have experienced chapter 1 before starting school. This chapter focuses on sounds within the environment such as instruments, our voices, rhymes and rhythm and initial sounds in words.
Chapter 2	This chapter covers all the single letter phonemes and their corresponding capital letters, double letters and alphabetical order. Assessments, consolidation, recap and interventions are regularly included during the autumn and spring terms. High frequency words specific to chapter 2 are taught throughout.
Chapter 3	This chapter covers the most commonly used digraphs and trigraphs including voiced and unvoiced sounds, for example th in this and th in moth. This is taught in the summer term in EYFS. High frequency words specific to chapter 3 are taught throughout.

Key stage 1

Pupils in KS1 receive a daily, discrete Phonics Shed session. At the end of Year 1, pupils are assessed using the phonics screening check, therefore real and 'alien' (pseudo) words are taught in order to provide pupils with opportunities to practise their decoding skills. At the end of Year 2, any pupils who did not pass the Year 1 phonics screening check are reassessed. We use online phonically decodable books to support our phonics teaching. For each text, children review phonemes they have learnt, read for prosody (fluency) and answer a variety of comprehension questions through adult led activities. In Year 2, children explore a range of texts through guided group reading sessions.

Year 1

Chapter 4 is split into 3 parts. Chapter 4a covers alternative **graphemes** of the same phoneme. For example, sheep, sea, donkey and chief. We also introduce split digraphs such as these, cake, kite, tube and bone.

Chapter 4b covers alternative phonemes for the same grapheme. For example, the ou grapheme can be pronounced in many ways – out, oup, outrouble and oulder. We also introduce new, less commonly used phonemes such as zh in words such as treasure, television and sabotage.

Chapter 4c moves on to identify consonants, using different graphemes for the same consonant phoneme, introducing spelling rules. For example:

m – could appear anywhere in a word (must, comic, zoom)

mm – usually occurs after a short vowel in a longer word (hammer, swimming)

mb – will come at the end of a word unless a suffix is added (thumb, climb, lamb)

Year 2

Chapter 4c is recapped and completed in Year 2. The additional sections are alternative variations of consonant digraphs, short vowels, long vowels, vowel digraphs and trigraphs.

Alternative variations of consonant digraphs. For example:

ch – could appear anywhere in a word (chip, duchess, much)

tch – usually occurs after a short vowel in the middle or at the end of words (hutch, catching)

t – appears in the middle of words (nature, centry)

Short vowels:

e – can be heard at the start or middle of a word but rarely at the end (end, pen)

ea – is common and can be found in the middle of words (breakfast, meadow)

a – is only in a few words and can be found at the start or in the middle (any, many)

Long vowels:

i_e – is the most likely way of making /igh/ at the end of a word (mice, like)

i – could come at the beginning or in the middle of a word (child, idea)

igh – is normally followed by a t but could also come at the end of a word (sigh, light)

y and ie – tend to come at the end of a word (why, magpie)

Vowel digraphs and trigraphs:

oi – is usually at the beginning or in the middle of a word (oil, boiling)

oy – is most likely in the middle or at the end of a word (voyage, toy)

There are few words where oy does appear at the start (oyster)

ear – can appear anywhere in a word (ears, beard, clear)

ear – is found at the beginning of many compound words (earwig, earring)

eer – is most likely to be found at the end of a word (reindeer, cheer)

ere – is also found at the end of a word (sphere, sincere)

High frequency words specific to chapter 4a, 4b and 4c are taught throughout as well as soft phonemes (e.g. unlucky) and hard phonemes (e.g. wood).

Glossary:

Blend – to say the sounds that make up a word, merging the sounds together.

Segment – the opposite of blending, breaking up the sounds to spell the word.

Decodable – words that can be sounded out and blended.

Phoneme – a single unit of sound.

Digraph – two letters representing one sound.

Trigraph – three letters representing one sound.

Grapheme – the written form of a letter or group of letters representing a single sound.

Key Stage 2

Pupils in Key Stage 2 are targeted for additional phonics and spelling support depending on their stage of development. All pupils take part in daily Comprehension Bug reading sessions; a wide range of texts are used throughout the year which provide opportunities to experience a variety of genres. Workbooks are used to record work and evidence progress. Pupils work in groups and activities are rotated throughout the week. There are opportunities for independent, collaborative and supported work.

Day 1	Independent vocabulary task introducing and defining new vocabulary and key words.
Day 2	Independent reading of an age-appropriate text and answering a range of comprehension questions.
Day 3	Pupils are supported by an adult. Feedback and next steps are provided verbally and pupils respond instantly through editing and improving their work
Days 4/5	Independent application tasks linked to the text where children are required to demonstrate their understanding of the text.

Regardless of ability, pupils are provided with texts appropriate for their year group; this allows them to experience a rich variety of texts whilst developing their comprehension skills. Any pupils who cannot access the text independently will be supported by an adult.

Classrooms contain a range of appropriate texts, dictionaries and thesauruses; other resources, such as Spelling Shed and IDL are used by the pupils to practise spelling and decoding skills. Pupils are encouraged to read widely through independent books, class texts and the school library, and they are taught to use their reading skills in order to find information during lessons in all areas of the curriculum. Throughout Key Stage 2, pupils work their way through independent colour-banded books until they are ready for free reading. In Year 3/4, pupils read once a week to a member of staff or volunteer and appropriate comments are recorded in reading records. In Year 5/6, pupils are heard to read when appropriate depending on ability. Parents/carers are encouraged to listen to their children read as often as possible. Pupils in Key Stage 2 enjoy a daily novel/story which is read and modelled by the class teacher.

Whole School

Reading is celebrated throughout the year in many ways. For example:

- Our reading reward scheme encourages pupils to read daily and update their reading records
- Daily class novel/story
- Reading display in the school hall
- Reading corners in every classroom
- Phonics working walls
- Reading Ambassadors – responsible for raising the profile of reading through competitions
- Librarians – responsible for organising the library and promoting its use
- Whole school events such as World Book Day
- Weekly opportunities for paired reading with mixed ages and classes

All members of staff receive appropriate CPD in phonics and reading as outlined in the School Improvement Plan, Phonics Action Plan and English Action Plan.