



# Phonics and Early Reading at Giggleswick Primary School

The Ribblesdale Federation of Schools



At Giggleswick Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this.

| Reception  | Year One | Year Two |
|--|----------|----------|
| Little Wandle: Letters and Sounds Revised Daily Phonics sessions |          |          |
| Small Group Reading Sessions 3 x weekly                          |          |          |
| Daily Whole Class Reading Sessions                               |          |          |
| Individual Reading Books   |          |          |

## Phonics

Systematic synthetic phonics is taught using the Little Wandle: Letters and Sounds Revised programme throughout reception year 1 and year 2. This is used to ensure the pupils are taught new phonemes in a particular order using the four part lesson format: revise, teach, practise and apply. Whole-class teaching takes place on a daily basis. A new sound is taught daily using flashcards and some interactive resources. Every lesson also incorporates speed writing of common exception and high frequency words. Phase 2 phonics teaching starts as soon as the pupils start full-time in reception. Phase 2 introduces 24 phonemes and we teach 4 a week. During this phase, we begin oral blending and segmenting before moving on to blending and segmenting with letters. Phase 1 is ongoing through reception mainly in our provision areas. We then move on to teaching phase 3 which introduces more new sounds, most of which are digraphs and trigraphs. By the end of phase 3, the pupils will know one way of writing down each of the 44 phonemes. Once the pupils are secure in applying phase 3 sounds, we begin teaching phase 4. This continues to consolidate phase 3 phonemes and teaches the pupils how to read and spell words with longer word structures. In year 1, pupils continue their phonics learning as soon as they arrive, usually recapping the phase 3 digraphs and trigraphs. Phase 5 phonics is then taught from week 2 in September. Phase 5 phonics must be covered by the end of the Spring term to ensure they have consolidation time before the screening check in June.

## Phonics Terminology

|  |   |   |
|--|---|---|
| <b>Phoneme</b><br>The smallest unit of sound.  | <b>Grapheme</b><br>The way we write a phoneme down.   | <b>Digraph</b><br>Two letters together than make one sound.   |
| <b>Segmenting</b><br>Used in spelling, children say out loud the sounds they hear and then they can select the phonemes that make up a word. | <b>Split-digraph</b><br>Two letters are working together as a team but are not sat directly next to each other. Eg. a-e in cake | <b>Blending</b><br>Used in reading, children say out loud the sounds they see and then blend them together to read words. |
| <b>Trigraph</b><br>Three letters together than make one sounds   | <b>Alternative pronunciation</b><br>Graphemes can be pronounced in more than one way.   | <b>Alternative spelling</b> Phonemes that have more than one spelling.  |

### Tricky Words

High-frequency words that cannot be decoded by children using the GPCs they have been taught up to that point.

## Our reading Scheme

Individual and group reading books in the EYFS and KS1 progress according to their sound content. Each book is placed into a phase corresponding with the Little Wandle: Letters and Sounds Revised phonics programme used in school. In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers. In the front of each reading book, there is useful information for the reader and the listener. Phonemes that will be covered in the book are there ready to be practised, as well as the common exception and high-frequency words that are going to appear through the book. Ideally, when pupils come across these words, they do not need to sound out and should read them straight away. It also informs pupils and whomever is listening to them, which words cannot be decoded because they are common exception words and do not follow phonic patterns. At the back of each reading book, there are specific questions linked with various reading skills. This is something we really encourage to ensure the child has a good understanding of what they have just read and this also supports parents with their questioning. Each book is checked and placed into our phase progression. We do not follow any levelling, banding or colour systems that the publishers may use. Instead, we group our books according to their phonic content. All books are placed into a phase closely linked with our Little Wandle: Letters and Sounds phonics programme. Each phase is then sectioned according to the number of phonemes/ new phonemes in each book. This ensures that the phoneme content progresses through the reading scheme. All reading books are fully decodable up to the end of phase 5.

## EYFS and KS1

For a child to enjoy reading, they need to be able to access texts at their level. All individual and group reading books in reception and KS1 match the pupils' phonic knowledge, ensuring all words can be decoded. In reception and year 1, all pupils are involved in group reading sessions and whole class reading lessons three times a week. Alongside this, all pupils have their own individual reading book. This is matched closely with the pupil's phonic knowledge and is taken home every evening.

## Reading Vipers

We use the term 'VIPERS' in all classes through school. Pupils are explicitly taught each skill through a range of high-quality texts and genres. The consistent approach when using terminology helps ensure pupils have a strong understanding and teachers have a specific focus in reading lessons.

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence / summarise