



**Snarestone Church of England
(Aided) Primary School**

PHONICS & EARLY READING POLICY

Date of Review: May 2024

Date of Next Review: May 2027

Signed Headteacher:



Snarestone CE (A) Primary School

'Participate, excel, take pride!'

PHONICS & EARLY READING

Our Vision:

As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life.

(Reflecting John 10:10)

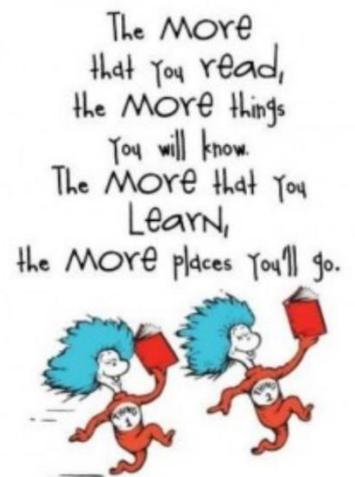
Jesus said, 'I have come to give life – life in all its fullness.'

The teaching of phonics and early reading at Snarestone Primary School is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. We are committed to inspiring every child to be excited about books and motivated to read for pleasure.

Intent

At the Snarestone Primary School, we intend:

- for every child to be a reader
- for early readers to have the skills to decode words in order to be able to read fluently
- for children to understand what they have read
- for children to respond with curiosity about what they and others have read
- for children to become enthusiastic and motivated to read for pleasure
- to develop children's confidence in reading a wide variety of genres and text types
- to develop children's knowledge of a wide range of authors and illustrators



Implementation

Phonics

At the Snarestone Primary School, we implement:

- A consistent, systematic high quality, whole school approach to teaching phonics which begins almost immediately as children enter Reception and is carried through until at least the point where children can read almost all words fluently. The AnimaPhonics programme is used in its entirety from Reception until the end of Year 2, composing of nine units (one per term).
- Daily, morning lessons to ensure phonics teaching is prioritised. These follow the AnimaPhonics structure of **revise – teach – practise – apply**. Through the programme, children are immersed in a variety of activities to learn new sounds, practise letter formation and to build up a bank of tricky words which we call Rainbow Words.
- A clear progression through the programme so children are taught from the simple to the more complex grapheme-phoneme correspondences and high frequency words.
- Opportunities to review and revise learning daily, weekly and across terms and years is included in order to move learning into children’s long term memory.
- Planned opportunities throughout the curriculum to extend phonics teaching and learning beyond ‘dedicated phonics time’. Consequently, learning is applied, reinforced and relevant connections are identified for the children.
- Teaching in whole class groups in Reception, Year 1 and Year 2.
- Ongoing formative assessment to ensure every child’s phonics provision is clearly matched to their ability. This will result in the swift identification of those experiencing difficulty enabling intervention to occur.
- Intervention offering immediate additional practice for those children who are identified as not keeping up with their peers. Identified children will take part in regular, short intervention groups with a focus on pre-teaching and overlearning. This is aimed at building confidence and successfully retaining what they have learnt, e.g. through additional practice, precision teaching etc.
- Other forms of assessment include:
 - Summative assessments (each half term)
 - Phonic Screening Check practice
 - Data analysis (each term following data check points)
 - Pupil progress meetings (each term following data check points)
 - Data analysis of the Year 1 Phonics Screening Check which is responded to with adjustments to planning and teaching.
- Monitoring of teaching and learning to ensure phonics is of high quality and consistent across the school.

- A supportive learning environment, with displays and table prompts showing sounds and Rainbow Words accompanied by recognisable images that are consistent across year groups.
- Regular staff training to develop subject knowledge, confidence and ensure phonics teaching and learning is consistent across the school.

Early Reading

At Snarestone Primary School, we implement:

- Story time, when the children are read aloud to on a daily basis in every year group. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. Additionally, it will develop their knowledge and confidence to discuss a wide range of authors, illustrators, variety of text types and genres. There is a reading spine in place for each year group, which features carefully-selected high-quality texts to be read aloud.
- Regular opportunities for children to read to adults in school. Across the school, all children will read to an adult at least once every week through individual and/or group reading practice sessions. Every class will have a 'Readers List' containing the names of children requiring additional practice. Adults in every class are aware that every second counts and if there is any spare time, they can access the list and read with the children.
- English planning that is linked, inspired and supported by high quality, engaging and relevant texts. Stories form the basis for weekly continuous provision in Reception.
- A structured reading system. This consists of:
 - **'Books for learning'** that are fully decodable books from a range of reading schemes to introduce a wide variety of literature. They are organised in groups that match, as closely as possible, the sounds and words each child is currently learning. The children should be able to decode the words by sounding out and blending, and not by using the pictures. A child will keep their book for learning for a week with the intention of reading it daily to develop fluency and pace.
 - **'Books for Sharing'** that are aimed at developing and inspiring a love of reading through the shared experience of reading together. These books contain sounds and tricky words that do not match those the children are currently learning so they are not expected to be able to decode them. The book for sharing can be changed regularly.
 - **'Books for Bedtime'** that are high-quality picture books which the children take home on a weekly basis with the purpose of being read to at home to encourage and promote a love of reading.

The discrete teaching of reading:

- In Reception and Year 1, children begin to learn the skills of comprehension through group or whole-class story time through engagement in the text with the teacher.
- From Year 2, children take part in whole-class reading practice sessions, with a specific focus on the skills of ***vocabulary, inference, prediction, explanation, retrieval, summarising (VIPERS)***.
- A range of regular events to engage pupils with the joy and wonder of a wide range of text types so they are confident, enthused and motivated to read for pleasure. Events include World Book Day, visiting authors, competitions, 'Picture Book World Cup', 'Reading Wizard' books and reading challenges.
- A supportive learning environment with inviting book areas so children have access to engaging books.
- Monitoring of the planning, teaching and assessment to ensure reading is of high quality and consistent across the school.
- Ongoing formative assessment of every child during their weekly read with an adult will ensure their reading book is clearly matched to their ability, and their comprehension skills are developing.
- There are guidelines in place for how adults in school should hear children read 1:1 (*see appendices*).

Parents as Partners

Research has repeatedly shown that parental involvement in their child's reading is a more powerful force than other family background variables, such as social class, family size and level of parental education. We recognise and value the important role parents play in education as they know their child best.

Consequently, we encourage parents to engage in an active partnership with the school. Parents have the opportunity to attend phonics and reading workshops at school to gain further insight into how they are taught and how they can support their child. In Reception, they receive an early reading pack, with information on supporting their child's reading development at home. Every week, parents receive information containing focus sounds and words from the week's learning. Parents are expected to read with their children at least three times a week (although daily is encouraged), complete the phonics home learning task and their comments are welcomed in the home reading diaries.

Impact

At Snarestone Primary School, the impact is seen through:

- Internal monitoring including learning walks, lesson observations, pupil discussions, whole school moderation, book and planning scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.
- Pupils commenting on a love of reading during pupil discussions.
- External moderation of phonics and reading. This provides an external quality assurance and validation of our teacher assessments.
- Ongoing tracking and assessment which enables formative and summative assessment to be recorded. Leadership and class teachers analyse the data to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked during pupil progress meetings that are held each term following data checkpoints.
- Rapid, effective support for children in danger of falling behind or those experiencing significant difficulty, to enable them to keep up.

Anima Phonics Progression



Reception

Unit 1:

This is the bedrock of Anima Phonics. Children are taught the first 44 GPCs, enabling them to start reading and writing three-phoneme words right from the beginning. Each GPC has a memorable animal mascot and action. Common exception words are introduced from Week 7 onwards.

Week 1

GPCs: **p a t i**

Animal mascot: Pig, Ant, Tiger, Insect.

Week 2

GPCs: **n ch s ee**

Animal mascot: Newt, Cheetah, Snake, Eel.

Week 3

GPCs: **m ar e c k**

Animal mascot: Meerkat, Armadillo, Elephant, Crab, Kangaroo.

Week 4

GPCs: **d o sh g ck**

Animal mascot: Dog, Tom the Octopus, Sheep, Gorilla.

Week 5

GPCs: **u b ng oa**

Animal mascot: Bunny, Bear, King Lemming, Goat.

Week 6

GPCs: **r h or f**

Animal mascot: Rat, Hen, Tortoise, Frog.

Week 7

GPCs: **oo (short) oo (long) l ai**

Animal mascot: Rook, Goose, Lion, Alien.
Common exception word(s): is.

Week 8

GPCs: **w igh th (unvoiced) th (voiced)**

Animal mascot: Worm, Aye Aye, Beth the Moth.

Common exception word(s): the.

Week 9

GPCs: **ear j ou ur**

Animal mascot: Deer & Earwig, Jellyfish, Owl, Urchin.

Common exception word(s): of, to.

Week 10

GPCs: **y oi z v**

Animal mascot: Yak, Oyster, Zebra, Vulture.
Common exception word(s): I, my.

Week 11

GPCs: **air x qu ew**

Animal mascot: Squirrel, Fox, Quail, Eunice the 'unicorn'.

Common exception word(s): was, me.

Week 12

Assessment



Unit 2:

In this unit, children will consolidate knowledge of all previously learned GPCs through extending their word reading ability beyond three-phoneme words. Children will learn new 'twin letter' graphemes for some consonant sounds and recap previously taught two- and three-letter graphemes.

Week 1

/f/ spelt ff

Example words: huff, puff, off, cuff.

Common exception word(s): go.

Week 2

/z/ spelt zz

Example words: fizz, buzz, jazz, fuzz.

Common exception word(s): no.

Week 3

/l/ spelt ll

Example words: fell, ill, well, hill.

Common exception word(s): into.

Week 4

/s/ spelt ss

Example words: mess, boss, kiss, hiss.

Common exception word(s): put.

Week 5

/k/ spelt ck

Example words: pack, lock, kick, duck.

Common exception word(s): he.

Week 6

Recap ar

Example words: car, arm, art, barn, card.

Common exception word(s): she.

Week 7

Recap or

Example words: for, born, fork, short, thorn.

Common exception word(s): you.

Week 8

Recap oo

Example words: look, cook, foot, hoods, shook.

Common exception word(s): they.

Week 9

Recap ear

Example words: hear, dear, gear, beard.

Common exception word(s): we.

Week 10

Recap ng

Example words: sing, song, ring, thing, wing.

Common exception word(s): be.

Week 11

Recap ur

Example words: turn, burp, curl, surf, slurp.

Common exception word(s): all

Week 12

Assessment

Unit 3:

This unit begins by introducing a further two new phonemes (/ure/ and /er/). Thereafter, each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week.

Week 1

ure and er GPCs

Example words /ure/: pure, cure, lure.

Example words /er/: ever, offer, order, power.

Common exception word(s): a.

Week 2

Recap ai

Example words: rain, claim, train, faint.

Common exception word(s): are.

Week 3

/ai/ spelt ay

Example words: day, clay, play, pray, spray.

Common exception word(s): her.

Week 4

Recap ee

Example words: beef, bleed, creep, feed.

Common exception word(s): his.

Week 5

/ee/ spelt ea

Example words: beach, cheat, clean, peach.

Common exception word(s): said.

Week 6

Recap igh

Example words: might, night, sight, fright.

Common exception word(s): like.

Week 7

/igh/ spelt ie

Example words: lie, pie, cried, fried, tried.

Common exception word(s): have.

Week 8

Recap ew

Example words: dew, new, newt, stew.

Common exception word(s): do.

Week 9

/ew/ spelt ue

Example words: cue, due, argue, rescue.

Common exception word(s): one.

Week 10

Recap oa

Example words: boat, cloak, float, goat.

Common exception word(s): so.

Week 11

/oa/ spelt ow

Example words: grow, blow, own, show.

Common exception word(s): some.

Week 12

Assessment

Year 1

Unit 4:

In this unit, children will learn to identify and use split digraphs. Further alternative spellings will be introduced at a faster pace than in Unit 3. Common exception words will continue to be introduced each week and children are taught to note unusual correspondences between spelling and sound.

Week 1

/ai/ spelt a_e

Example words: made, came, same, take.

Common exception word(s): what.

Week 2

/igh/ spelt i_e

Example words: five, ride, like, time, side.

Common exception word(s): where.

Week 3

/oa/ spelt o_e

Example words: home, those, woke, hope.

Common exception word(s): why.

Week 4

/ee/ spelt e_e

Example words: these, theme, complete.

Common exception word(s): when.

Week 5

/ew/ and /oo/ spelt u_e

Example words: June, rule, rude, use, tube.

Common exception word(s): who.

Week 6

Vowel Sounds

Example words: most, both, only, find, kind, child, wild.

Week 7

/ur/ spelt ir

Example words: girl, bird, shirt, first, third.

Common exception word(s): children.

Week 8

/oi/ spelt oy

Example words: boy, toy, enjoy, annoy.

Common exception word(s): does.

Week 9

/or/ spelt aw

Example words: saw, draw, yawn, crawl.

Common exception word(s): live.

Week 10

/or/ spelt au

Example words: author, dinosaur, astronaut, August.

Common exception word(s): word.

Week 11

/ou/ spelt ow

Example words: now, how, brown, down, town.

Common exception word(s): sentence.

Week 12

Assessment

Unit 5:

In this unit, children will continue to consolidate their knowledge of alternative spellings of known phonemes, whilst learning further new GPCs. Ghostly Graphemes are introduced for the first time and children will learn how to use the 'y' grapheme at the end of words.

Week 1

/ng/ spelt 'n' before k

Example words: bank, think, honk, sunk.

Common exception word(s): friend.

Week 2

/f/ spelt ph

Example words: phonics, alphabet, dolphin.

Common exception word(s): your.

Week 3

/w/ spelt wh

Example words: when, which, wheel, while.

Common exception word(s): today.

Week 4

/v/ spelt -ve at the end of words

Example words: have, live, give.

Common exception word(s): says.

Week 5

/ch/ spelt -tch

Example words: catch, fetch, hutch.

Common exception word(s): were.

Week 6

/or/ spelt ore

Example words: more, score, before.

Common exception word(s): there.

Week 7

/air/ spelt are

Example words: bare, dare, care.

Common exception word(s): by.

Week 8

/oa/ spelt oe

Example words: toe, goes.

Common exception word(s): here.

Week 9

/ee/ or /i/ spelt -y at the end of words

Example words: very, happy, party.

Common exception word(s): has.

Week 10

/e/ spelt ea

Example words: head, bread, meant.

Common exception word(s): love.

Week 11

/ee/ spelt ie

Example words: chief, field, thief.

Common exception word(s): come.

Week 12

Assessment

Unit 6:

In this unit, children will gain experience with adding prefixes and suffixes to a root word. They will be able to read and apply knowledge of contractions and gain further practice with reading compound words and words of more than two syllables. A new spelling rule is introduced for the /k/ sound.

Week 1

/air/ spelt ear

Example words: bear, pear, wear.

Common exception word(s): because.

Week 2

/ur/ spelt er

Example words: her, term, verb.

Common exception word(s): once.

Week 3

Contractions

Example words: I'm, you're, she's, we'll.

Common exception word(s): ask.

Week 4

Using k for the /k/ sound

Example words: kiss, skin, kept, kit, risky.

Common exception word(s): house.

Week 5

Compound words

Example words: playground, farmyard, bedroom.

Common exception word(s): school.

Week 6

Adding the prefix un-

Example words: unhappy, unload, unfair.

Common exception word(s): push.

Week 7

Adding s and es to words (plural of nouns and the third person singular of verbs)

Example words: cats, dogs, spends, rocks, thanks, catches.

Common exception word(s): pull.

Week 8

Adding the suffix -ing where no change is needed to the root word

Example words: jumping, buzzing, hunting.

Common exception word(s): full.

Week 9

Adding the suffix -ed where no change is needed to the root word

Example words: jumped, buzzed, hunted.

Common exception word(s): our.

Week 10

Adding the suffix -er where no change is needed to the root word

Example words: jumper, buzzer, hunter.

Common exception word(s): door, floor, poor.

Week 11

Adding the suffixes -er and -est where no change is needed to the root word

Example words: grander/grandest, fresher/freshest.

Common exception word(s): climb.

Week 12

Assessment

Year 2

Unit 7:

In this unit, children are introduced to more complex elements of the alphabetic code. They will learn further common GPCs and know how to apply spelling rules in their writing. They will also learn new contractions and how to use the possessive apostrophe in their writing.

Week 1

/igh/ spelt -y at the end of words

Example words: cry, fly, dry, try, reply, July.

Common exception word(s): old, cold.

Week 2

/s/ spelt c before e, i and y

Example words: race, ice, cell, city, fancy.

Common exception word(s): gold, hold, told.

Week 3

/j/ spelt g before e, i and y

Example words: gem, giraffe, magic.

Common exception word(s): every, everybody.

Week 4

/j/ spelt -ge and -dge at the end of words

Example words: bulge, charge, bridge.

Common exception word(s): even.

Week 5

/r/ spelt wr- and /m/ spelt -mb

Example words: write, wrote, lamb, comb.

Common exception word(s): great, break, steak.

Week 6

/n/ spelt kn- and gn- at the beginning of words

Example words: knee, knight, gnat, gnaw.

Common exception word(s): pretty.

Week 7

/ee/ spelt -ey at the end of words

Example words: key, donkey, monkey.

Common exception word(s): beautiful.

Week 8

/l/ or /ul/ spelt -le, -el, -al and -il at the end of words (1)

Example words: bottle, camel, metal, pencil.

Common exception word(s): after.

Week 9

/l/ or /ul/ spelt -le, -el, -al and -il at the end of words (2)

Common exception word(s): fast, last, past.

Week 10

Contractions

Example words: she's, he'd, I've, doesn't.

Common exception word(s): class.

Week 11

The possessive apostrophe (singular nouns)

Example words: Meg's, Kit's, the boy's, the child's, the woman's.

Common exception word(s): grass, pass.

Week 12

Assessment



Unit 8:

In this unit, children will learn common suffixes and word endings. They will be taught how to read suffixes by building on the root words they have already learnt. They will also learn the new /zh/ phoneme. By the end of this unit, children should be able to accurately read words with two or more syllables.

Week 1

Adding -es to nouns and verbs ending in -y

Example words: files, tries, replies, copies.

Common exception word(s): plant.

Week 2

Adding -ed, -er, -est and -ing to a root word ending in -y (1)

Example words: copied, copier, happier, happiest, crying, replying.

Common exception word(s): path, bath.

Week 3

Adding -ed, -er, -est and -ing to a root word ending in -y (2)

Common exception word(s): hour.

Week 4

Adding -ed, -er, -est, -ing and -y to a root word ending in -e (1)

Example words: hiking, biked, hiker, shiny.

Common exception word(s): move, prove, improve.

Week 5

Adding -ed, -er, -est, -ing and -y to a root word ending in -e (2)

Common exception word(s): sure.

Week 6

Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (1)

Example words: patted, fatter, saddest, runny.

Common exception word(s): sugar.

Week 7

Adding -ed, -er, -est, -ing and -y to words of one syllable ending in a single consonant letter after a single vowel letter (2)

Common exception word(s): eye.

Week 8

Adding the suffixes -ment, -ness, -ful, -less, and -ly (1)

Example words: enjoying, sadness, playful, hopeless, badly.

Common exception word(s): could, would, should.

Week 9

Adding the suffixes -ment, -ness, -ful, -less, and -ly (2)

Common exception word(s): whole.

Week 10

/sh/ spelt ti, ci, ssi.

Example words: station, special, mission.

Common exception word(s): any, many.

Week 11

/zh/ spelt as s

Example words: television, treasure, usual.

Common exception word(s): clothes.

Week 12

Assessment

Unit 9:

This final unit teaches children further common GPCs and introduces the concept of homophones. By the end of this unit, children should be able to decode most new words accurately and at a speed that is sufficient for them to focus on understanding what they have read.

Week 1

/or/ spelt a before l and ll

Example words: all, ball, call, walk, talk.

Common exception word(s): busy.

Week 2

/u/ spelt o

Example words: other, mother, brother.

Common exception word(s): people.

Week 3

/o/ spelt a after w and qu

Example words: want, wash, squash.

Common exception word(s): water.

Week 4

/ur/ spelt or after w

Example words: word, work, worm, world.

Common exception word(s): again.

Week 5

/or/ spelt ar after w

Example words: war, warm, towards.

Common exception word(s): half.

Week 6

Homophones

Example words: here/hear, see/sea, night/knight.

Common exception word(s): Mr.

Week 7

/oa/ spelt o

Example words: most, both, only.

Common exception word(s): Mrs.

Week 8

/ee/ spelt e

Example words: me, be, we, evil, female.

Common exception word(s): parents.

Week 9

/igh/ spelt i

Example words: I, find, kind, mind, child.

Common exception word(s): Christmas.

Week 10

/ai/ spelt a

Example words: acorn, apron, bacon, lady.

Common exception word(s): fruit

Week 11

/ew/ spelt u

Example words: human, music, puma, tuba.

Common exception word(s): woman.

Week 12

Assessment



1:1 Reading with a child

When you read with a child, it is really important that it's a two-way process and both adult and child have a chance to speak.

Here are some examples of the types of comments you could make. It's not an exhaustive list, but it should give you some ideas!

It is also useful to use the **VIPERS** language that is used in whole-class reading sessions:

Vocabulary Infer Predict Explain Retrieve Summarise

When a child has a new book:

- What do you think (*move to the word 'predict' as soon as you can*) this might be about?
- What kinds of books do you like?
- What information can you see on the cover? (*try and use the word 'retrieve'*)
- What can you work out from the cover? (*introduce the word 'infer'*)

When a child is part-way into a book:

- What can you tell me about this book?
- Can you tell me what has happened so far? (*can start to use the word 'summarise'*)
- Is this book fiction or non-fiction?
- Tell me about _____ (a character). Would you like to be friends with him/her? Why? (*try to use the word 'infer'*)
- Does the book remind you of anything else you've read?

As the child is reading:

- If a child struggles with a word, let them attempt it. If they still struggle, refer them to the phoneme mat. Ask them if they can find any digraphs/trigraphs and read those first. Then ask for the initial sound of the word and start to blend. **You might need to model this process a few times.**
- Be careful not to jump in and correct a child too quickly; they may be able to self-correct which is an important skill.
- Discuss vocabulary, especially words that you think might be new to a child. Give them a brief explanation of the word. At the end of the session, revisit the word and ask if they can remember the meaning.
- With some children, refer to punctuation used – ask why the author has used that punctuation and how he helps you to read.
- Why do you think the author has used this word? How does it make you feel? (*use the word 'explain'*).
- What do you think this character will do next? (*'predict'*) What clues are there in the book to make you think this? (*'infer'*)
- **Use echo reading strategies with some extracts. Ensure the child is matching your intonation and pace, and tracking words as they are read (e.g. use finger/ruler/lollipop stick to track words).**

At the end of a session:

- Praise the child on what they have done, but try to be specific so rather than "Good reading", comment on the **skills** they have used (e.g. **"You decoded words well today"** or **"You showed me you can predict using clues from the text"**).
- If you feel that the book is too hard or too easy for a child, be sure to change their level if necessary.
- It is also fine for a child to change a book because they are not finding it interesting.