

# Phonics and Early Reading

At St Bede's Catholic Primary School

# *Reading is the beating heart of our curriculum.*

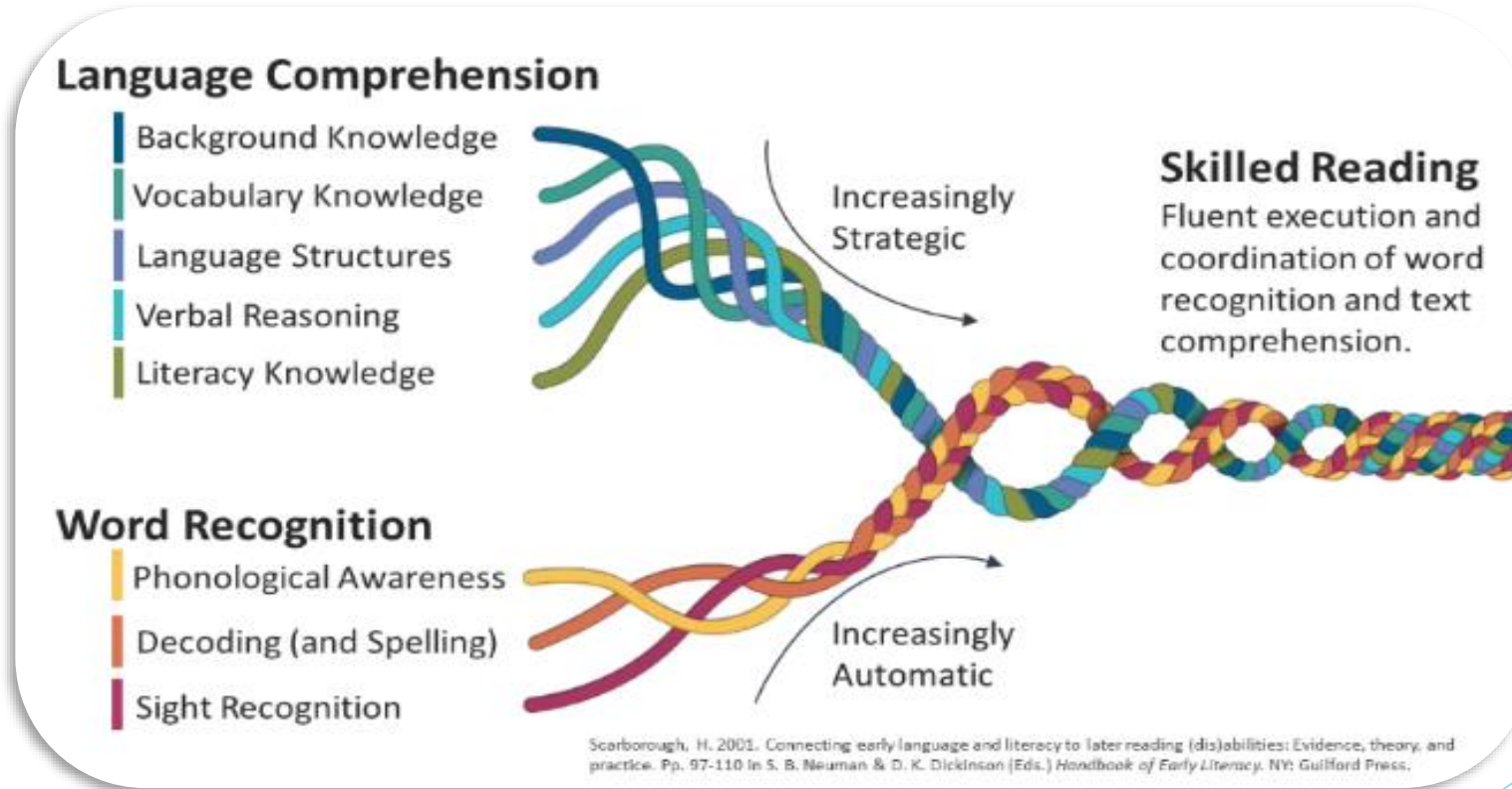
Our children will become fluent, successful readers.

The children will read a range of texts across the whole curriculum and beyond, able to transfer and apply their skills.

We will develop their love of reading through reading for pleasure, exposing them to a wide range of genres and texts, and ensuring books are appropriately matched to their age and ability.

Our children will leave school having accessed a core spine of texts, covering a range of genres, throughout the primary phase, and developed a passion and curiosity to want to continue their reading journey.

We understand that it is the careful weaving of all these skills of word recognition and language comprehension which make a successful, fluent reader.



# Word Recognition

- ▶ High quality, systematic Phonics is taught daily in Early Years and Key Stage 1 following the Little Wandle Letter & Sounds programme and resources.
- ▶ Phonics and reading lessons encourage children to sight read, segment and blend, and spell.
- ▶ Reading ages and phonetic knowledge are assessed on entry and accurately matched to Bug Club Reading Books. The sequence of reading books shows a cumulative progression in phonics knowledge that is closely matched to the school's phonics programme.
- ▶ Phonics teaching, strategies and interventions carry on into Key Stage 2.
- ▶ Age appropriate catch up phonics reading books are provided for Key Stage 2 children still working within the phonics phases.
- ▶ Opportunities are provided daily for independent and shared reading to develop fluency.

**Blend** - To combine individual phonemes into a whole word, working all the way through from left to right

**Digraph** - A grapheme using two letters to represent one phoneme. With children, we frequently reinforce it with the mantra *'two letters, one sound'*.

**Formation phrase** - A memorable phrase used to support the children in forming the letter correctly using directional vocabulary, such as 'down', 'up', 'across' and 'over'.



**Under the snake's chin, slide down and round its tail.**

**Grapheme** - A letter or group of letters used to represent a particular phoneme when writing.

**Phoneme** - The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to use the term 'phoneme'.

**Segment** - To identify each of the individual phonemes in a word, working all the way through from left to right.

**Sound button** - A graphic device to help children recognise the separate phonemes in a printed word.



bird

# Foundation for Phonics (Phase 1)

*Foundations for Phonics* sets out the provision that should be in place to ensure children are well prepared to begin grapheme-phoneme correspondence and blending at the start of Reception.

The provision should include a balance of child-led and adult-led experiences.

The most important aspects of *Foundations for Phonics* to develop in the nursery are:

- sharing high-quality stories and poems with children
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language with children.

[https://www.youtube.com/watch?v=h0Kp\\_J9kvNM](https://www.youtube.com/watch?v=h0Kp_J9kvNM)



**Nursery Rhymes are like rocket fuel for a child's development.**

- language and communication
- creative expression
- physical development
- numeracy skills
- confidence & independence
- knowledge & understanding

**WORLD**  
Nursery Rhyme Week

# Little Wandle Letters and Sounds

<https://www.youtube.com/watch?v=neUPn26gXFg> - guide to reception lessons

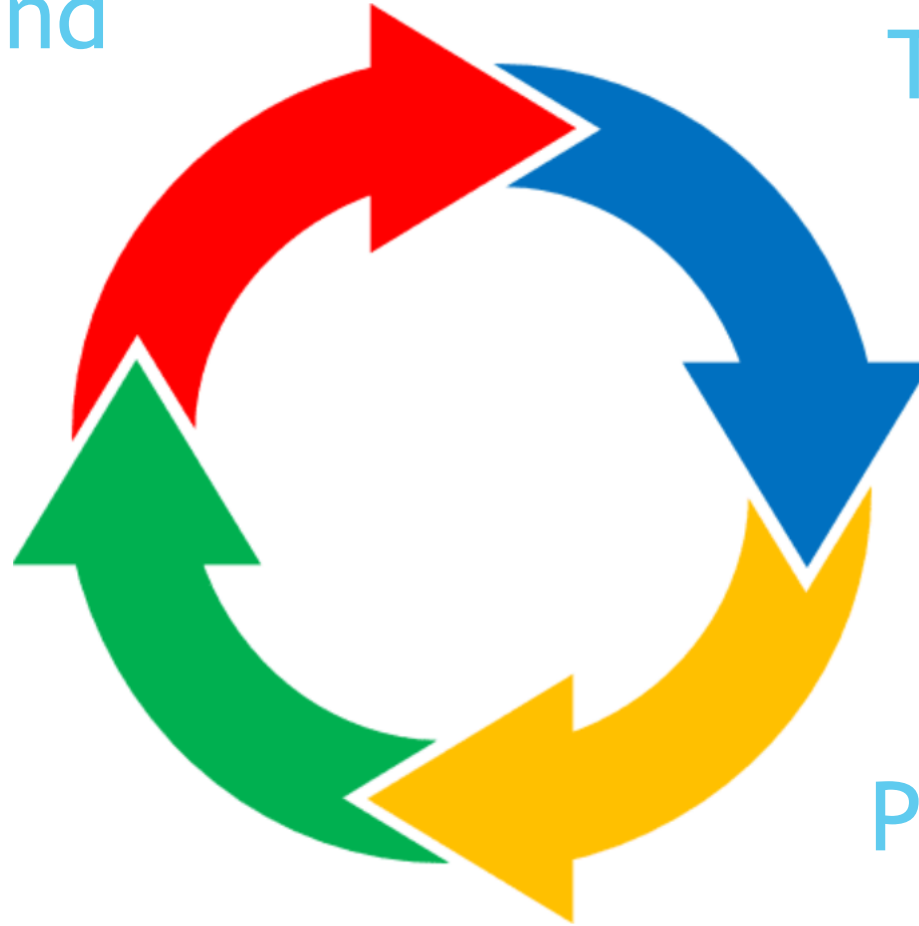


# Revisit and review

Flashcards  
Previous sounds

# Teach

Teacher modelling  
Pronunciation  
Grapheme phoneme correspondence  
Formation phrase










# Apply

Oral blending  
Reading  
Writing

# Practise

Sound talking  
Teacher led and independent reading



Lesson focus	 Revisit and review	 Teach and practise							 Practise and apply
	GPCs	Pronunciation phrase	Initial/end sounds: What's in the box?	New GPC and mnemonic	Formation phrase + catchphrase for digraphs	Oral blending	Teacher-led blending words Independent reading	Tricky words	Oral blending game
ck sock	a p i n m d g o c k	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c c	neck lock tick sock	ck sock 	<b>For c:</b> Curl round the heel of the sock. <b>For k:</b> Down the sock, up and across, back and down to the corner.  <b>Catchphrase:</b> ck Rock that sock!	<b>Review:</b> c-a-t k-i-t d-o-g <b>New:</b> s-o-ck p-i-ck p-a-ck	kit dog cat nod sock  <b>Independent:</b> dig pat	<b>New: I</b> <b>Review:</b> is	<b>Can you touch your ... ?</b> l-e-g ch-ee-k b-a-ck h-ee-l
e elephant	a p i n m d g o c k ck	Open your mouth wide and say e e e e	egg elbow envelope elephant	e elephant 	Around the elephant's eye and down its trunk.	<b>Review:</b> s-o-ck c-a-p p-i-ck <b>New:</b> s-e-t p-e-ck p-e-t	sock cap pick top set  <b>Independent:</b> dad man	<b>New: I</b> <b>Review:</b> is	<b>What's that noise?</b> What sound does: an ow-l make? a m-ou-s-e make? a b-ear make? a b-ee make?
u umbrella	a p i n m d g o c k ck e	Open your mouth wide and say u u u u	under (something under a table) upset umbrella	u umbrella 	Down and around the umbrella, stop at the top and down to the bottom and flick.	<b>Review:</b> s-e-t p-e-t g-e-t <b>New:</b> m-u-d c-u-p d-u-ck	set get ten pot cup  <b>Independent:</b> cat sip	<b>New: I</b> <b>Review:</b> is	<b>Blend from the box</b> c-ar c-u-p n-e-s-t i-nk
r rainbow	a p i m d g o c k ck e u	Show me your teeth to make a rrrr sound rrrrr	rocket rabbit rice rainbow	r rainbow 	From the cloud to the ground, up the arch and over the rainbow.	<b>Review:</b> m-u-m d-u-ck c-u-p <b>New:</b> r-e-d r-i-p r-a-n	mum duck pet nap red  <b>Independent:</b> cap tap	<b>New: I</b> <b>Review:</b> is	<b>Can you do the actions?</b> p-a-t your shoulders n-o-d your head f-l-a-p your arms (like the chicken dance) r-e-a-ch up high w-i-gg-le
Review	a p i m d g o c k ck e u	<b>Graphemes to display:</b> ck e u r		<b>Match initial/end sound of object to grapheme:</b> sock neck elbow envelope umbrella rocket rainbow		<b>Review:</b> m-u-m s-o-ck t-e-n c-u-p	sock mum cup ten red  <b>Independent:</b> top sad  <b>Play Change it:</b> sat sad dad mad man ran run	<b>Review:</b> I is	<b>Blend from the box</b> s-u-n d-u-ck t-r-ee n-e-t



Reading practice sessions with decodable reading books three times a week

Lesson focus	Revisit and review			Teach and practise				Practise and apply	
	GPCs	Words	Tricky words	New GPC	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
Phase 5 <b>/ai/</b> <b>ay play</b>	ai ear air er oo oo ee igh	chain watter chil/dren spark scoop crowds	said says	<b>/ai/ ay</b>	d-ay p-l-ay s-p-r-ay	day say play spray may cray/on	<b>spray</b> Drops of water that fly through the air – Mum used a cleaning spray in the bathroom. <b>may</b> A word used to ask permission – May I go to the toilet? Or to show possibility – We may be late for school. May is also one of the months of the year. <b>crayon</b> A stick of wax that you can use for drawing – I'll use crayons to draw a rainbow.	May I play with the crayon?	day play + said
<b>/ow/</b> <b>ou cloud</b>	ow ear air er oo oo oo al ee igh ay	play say chair string thunder quicker	said says you do	<b>/ow/ ou</b>	c-t-ou-d a-b-ou-t p-r-ou-d	cloud sound about <b>[out]</b> proud found	<b>cloud</b> There are lots of dark clouds in the sky – it may rain. <b>sound</b> A noise that you hear – I don't want you to make a sound as you queue for lunch. <b>found</b> When you have seen something you were looking for – I found my missing sock!	The thunder booms in the clouds.	cloud sound + you
<b>/oi/</b> <b>oy toy</b>	oi air er oo oo al ee igh ay ou	day crayon out found train smear	said says you do like little	<b>/oi/ oy</b>	b-oy t-oy a-nn-oy	boy joy toy enjoy annoy destroy	<b>joy</b> Happiness – Being a teacher gives me so much joy. <b>annoy</b> To make someone angry – I annoyed Mum when I trod mud through the house. <b>destroy</b> To damage something so it can't be used any more – She destroyed my sandcastle when she jumped on it.	The boy smears crayons on the carpet.	boy joy + like
<b>/eel/</b> <b>ea each</b>	ee er oo oo al ee igh ay ou oy	spray found boy annoy cartoon floating	said says you do like little push* put* pull* full*	<b>/eel/ ea</b>	s-ea r-ea-d t-r-ea-t	sea read heap treat least each	<b>sea</b> The salt water that covers most of the Earth – I love jumping over waves in the sea! <b>heap</b> A pile of something – Dad told me off because I'd left my washing in a heap on the floor. <b>least</b> Smallest amount of something – You have to brush your teeth for at least two minutes.	I like to treat myself and read cartoons.	read treat + push
Review	er oo oo al ee igh ay ou oy ee ea	<b>Sort the oy/ay words:</b> play enjoy joy spray annoy stay	said says you do like little push* put* pull* full*	n/a	n/a	<b>Match the words to the pictures:</b> crayon cloud toy sea children boy	<b>Quick review:</b> crowds groans each read proud found least children thunder	<b>Write:</b> I like to play in the sea.	found children



Reading practice sessions with decodable reading books three times a week

# Little Wandle Letters and Sounds Revised: Programme progression

## Reception overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

<https://www.youtube.com/watch?v=dQmtOXbf3-0>

<https://www.youtube.com/watch?v=9Y9KM4Jwer8> blending

## Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the


























## Autumn 2






	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with s /s/ added at the end (hats sits)</li> <li>words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul>	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

# Grapheme mat

# Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

<https://www.youtube.com/watch?v=shlSQrleibs>

<https://www.youtube.com/watch?v=tKUEQFXXfYY>

<https://www.youtube.com/watch?v=wxRMoHynvy0>

[https://www.youtube.com/watch?v=TTe5\\_Em0BHQ&t=20s](https://www.youtube.com/watch?v=TTe5_Em0BHQ&t=20s) sounds

## Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.































## Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	











\*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.



Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

\*depending on regional accent

Grow the code

# Reading

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books.

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the GPCs they know to decode the words and, with practise, develop fluency when reading.

It will also establish the habit of using phonics as the route to decoding unknown words, avoiding unreliable guessing strategies. Evidence and experience clearly shows that this is the most effective approach to ensuring almost all children learn to read.

Week 1	s a t p
Week 2	i n m d
Week 3	g o c k



Week 3	g o c k
Week 4	ck e u r
Week 5	h b f l



# Bug Club

At St Bede's we have a large selection of Bug Club reading books which match to your child's phonetic ability.

We also have access to the online library of Bug Club books which you and your child can access and share at home.



## Non-decodable books for sharing

In addition to practising their independent reading with decodable books, it is vital that children experience a wide range of other quality children's books that are either read to or with them. These books play an essential role in developing a love of reading. They can be shared or discussed, and provide a stimulus for other activities, including role play, music, art, dance, writing and storytelling.

The important distinction is that these books are being *shared* with the children, but they are using fully phonically decodable books to practise their independent reading.

**BENEFITS OF READING to your Child**

Parents play an integral part in their children's education and helping them reach their full potential. Here are some benefits of reading to your children:

- Creates new bonds.**  
With a majority of our days spent looking at computer, TV and phone screens, it's important to take a few moments to spend quality time with your children. Reading to your children also can build an emotional connection. It's a win-win.
- Teaches them the basics.**  
Teaching children to read is like building a house — you need to have a solid foundation that you can build upon later in life.
- Improves logical thinking skills.**  
Reading to children helps their ability to grasp abstract concepts, apply logic, recognize cause and effect, and use good judgment.
- Helps them sleep.**  
Getting a good night's rest is important for developing children, and reading to them while they are in bed can calm their minds and bodies.
- Improves communication skills.**  
When you spend time reading to children, they will be much more likely to express themselves and relate to others in a healthy way.

# How can you help at home.

## 1. Talk, talk, talk!

As a parent, you are the model of good speaking and listening. Regularly introduce new words. For the word *big* you could also introduce *large*, *huge*, or *enormous*. Encourage them to say the word too.

## 2. Read to and with your child

This models good reading skills and promotes reading enjoyment. Have a special book box or bag where your child can keep the stories and any other texts, such as comics or non-fiction books, you've read together recently.

## 3. Sing!

Teach nursery rhymes and songs and make lots of opportunities to sing and recite them.

## 4. Pronounce words and sounds clearly

In all games and activities make sure you pronounce the speech sounds clearly and as short as possible.

## 5. Rhyming games and activities

These kinds of games are fun to do and will support your child in hearing speech sounds that are the same and that are different.

## 6. Model blending

Start off using just the speech sounds and then immediately say the word.

For example, **I need a** /c/ /u/ /p/ – cup, **Where is my** /h/ /a/ /t/ – hat, etc.

# Reading at home

We recognise that reading at home can sometimes become hard work, especially after a full day at school and work. Here are some top tips to keep reading at home enjoyable for you and your child!

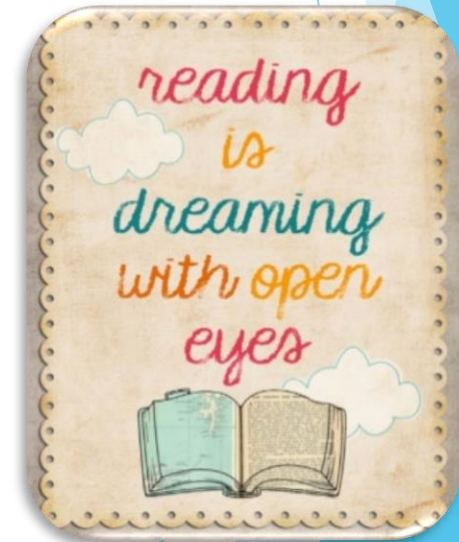
- **Find the right time** - don't leave it too late where your child is too tired, the library reading book is a great book to share at bedtime as it will be you doing most of the talking!
- **Find the right place** - get comfy! Find somewhere quiet where you can snuggle up together and have 5 minutes reading.
- **Little and often** - Little and often is far better than trying to read the whole book twice a week. It would be much more beneficial to read daily but just a couple of pages - drip feed, practise and apply!
- **No distractions** - Make sure there are no distractions. Have they had a drink, maybe a snack beforehand so no excuses. Could even have a biscuit whilst reading!
- **Text talk** – talk about the book you are reading. We have included some questions and ideas to encourage your child to talk about their reading. Ask questions which encourage your child to give their own opinions and ideas, and can they find evidence in the text to justify why they think that?
- **Take turns** - There is no reason why you can't read a line or few, especially if you can see them going off task. Just say 'Oh can I read this line!?'
- **Be positive** - PRAISE, PRAISE, PRAISE! If they get stuck, help them - model to them, that is fine - you are teaching them.

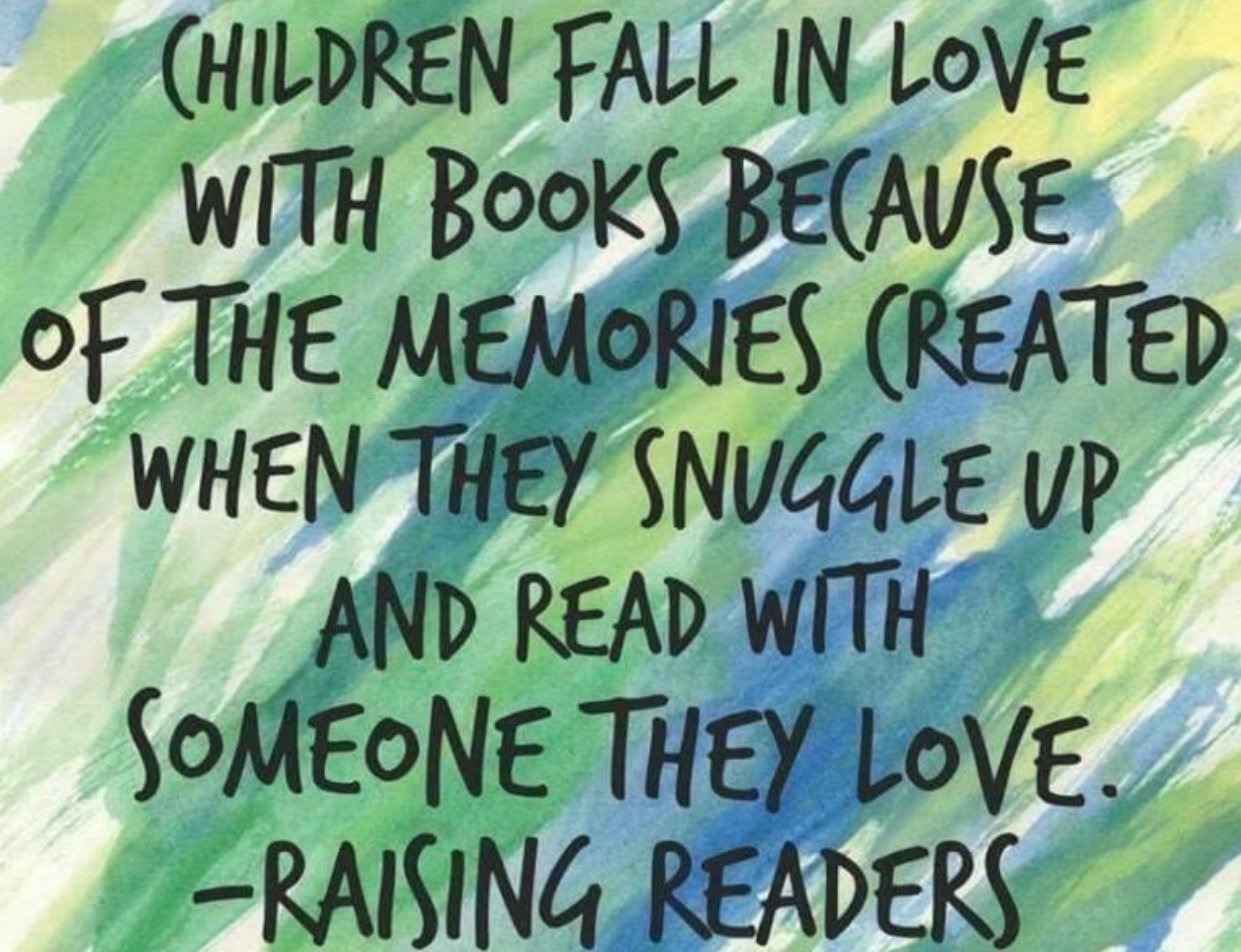
# Reading at home

## What sort of things do I write in the reading record?

The following list is not an exhaustive list but offers suggestions that may be appropriate. It is very important to remember that the enjoyment factor is always worth commenting on. Parents are not expected to comment on each of the following areas after each reading session! Again, just some little ideas:

- How enthusiastic is the child about the choice of book?
- Can the child remember the story so far?
- Is the child reading using only the pictures for clues?
- Does your child understand that the words they are reading mean something?
- Can the child read words out of context, e.g. when you point to a word without reading the whole sentence?
- Is the child confident to attempt new words?
- What reading strategies is your child using, e.g. sounds, use of the picture, use of the context?
- Can the child follow the text without using a finger or marker?
- Is there a pattern to the mistakes your child is making, e.g. words ending in “ed” or starting in “sh”?
- Does the child recognise mistakes and self-correct?
- Is the child recognising many key words?
- Is the child aware of punctuation?
- Is the child reading with expression?
- How long is the child able to sustain reading?





CHILDREN FALL IN LOVE  
WITH BOOKS BECAUSE  
OF THE MEMORIES CREATED  
WHEN THEY SNUGGLE UP  
AND READ WITH  
SOMEONE THEY LOVE.  
-RAISING READERS