

## **Early Reading at Hollyfield 2021-2022**

Our systematic synthetic phonics programme is taught through 'Little Wandle Letter and Sounds Revised'. This programme begins in Reception and continues through to Year 1 and for the autumn term in Year 2. From Reception's first full week at school in the autumn term, a new phoneme and its corresponding grapheme are taught (GPCs). Children learn 4 GPCs a week and use the final lesson of the week to review the week's learning. Children will also learn tricky words during these sessions. In the autumn and spring term, Reception learn phase 2 and phase 3 GPCs and then will spend the final term learning phase 4 - See appendix 1 for the GPC progression through each phase and term. Year 1 begin the autumn term with 3 weeks of revision of phases 2, 3 and 4 before learning phase 5, which will be completed by the end of the year. Year 2 children will begin the year by revisiting phase 5 and other previously taught phases to ensure all children are completely confident with applying these GPCs in both their reading and also their writing. Half termly assessments take place through Reception and Year 1 to help inform future teaching. Daily assessment of learning also takes place within the classroom so staff can quickly identify any children who are in danger of falling behind and provide the appropriate daily 'Keep Up' intervention.

### **Reading Practice Sessions**

Children in Reception, Year 1 and 2, read phonetically decodable books with an adult 3 times per week during our 'Reading Practice' sessions. These books are then sent home for children to build their reading fluency and showcase their developing skills and phonetic knowledge to their parents/carers. These 3 reading practice sessions each have a different focus; decoding, prosody and comprehension (See appendix 2 for a further breakdown of this).

### **Reading books**

**Reception, Y1 and Y2:** Little Wandle Letters and Sounds Big Cat Books

Big Cats (for letters and sounds)

*Other decodable books which have been carefully matched to the progression of the GPC teaching are:*

Oxford Reading Tree Floppy's Phonics

Oxford Reading Tree Phonics

Oxford Reading Tree Songbirds

## Appendix 1

GPC progression through each phase and term

### Reception

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

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <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>	put* pull* full* as and has his her go no to into she push* he of 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.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"><li>• words with double letters</li><li>• longer words</li></ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"><li>• longer words, including those with double letters</li><li>• words with -s /z/ in the middle</li><li>• words with -es /z/ at the end</li><li>• words with -s /s/ and /z/ at the end</li></ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"><li>• CVCC CCVC CCVCC CCCVC CCCVCC</li><li>• longer words and compound words</li><li>• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li></ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"><li>• CVCC CCVC CCVCC CCV CCVCC</li><li>• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li><li>• longer words and compound words</li></ul>	Review all taught so far

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	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

\*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
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

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

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
<p>/ur/ or word</p> <p>/oo/ u oul awful could</p> <p>/air/ are share</p> <p>/or/ au aur oor al author dinosaur floor walk</p> <p>/ch/ tch ture match adventure</p> <p>/ar/ al a half* father*</p> <p>/or/ a water</p> <p>schwa in longer words: different</p> <p>/o/ a want</p> <p>/air/ ear ere bear there</p> <p>/ur/ ear learn</p> <p>/r/ wr wrist</p> <p>/s/ st sc whistle science</p> <p>/c/ ch school</p> <p>/sh/ ch chef</p> <p>/z/ ze freeze</p> <p>schwa at the end of words: actor</p>	<p>once laugh because eye</p>

\*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

### Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
<p>/ai/ eigh aigh ey ea eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge bridge</p> <p>/i/ y crystal</p> <p>/j/ ge large</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p>	<p>busy beautiful pretty hour</p> <p>move improve parents shoe</p>

## **Appendix 2 – Reading Practice day 1-3 explained**

### **Decoding Focus (Day 1)**

Starter: All groups should begin with a recap of the GPCs and decodable words and tricky words which feature in the text. To make the session run as smoothly as possible, these GPC cards and word cards are ready in each book pack.

- Staff begin with the key GPCs that appear in the book. Children are asked to say the phoneme to match the grapheme shown. Staff make it clear that these GPCs will be found within the text as they read through the book.
- If applicable to the group, staff ask the children to sound out and blend some words that appear in the book from the word cards. For children who have picture books without any text, flash cards with key graphemes that fit the theme of the book are created to help children begin to understand the decoding process.
- Staff ask the children to read through any tricky words that appear in the book (on flash cards in pack). This can be made into a game, for example, hand up when you read a tricky word etc.

Main Activity:

The group look at the title, author and make a prediction (if relevant)

- The children are told that the key skill they will be focusing on is 'decoding'. Staff show the children how they can be effective decoders by modelling a page to them. They sound out and blend each word individually pointing out any tricky words and matching them to the flash cards from the starter activity. If appropriate, staff read the sentence fluently to show the children how it sounds without using decoding skills. The children can then repeat this as they read the book. The staff member is to 'tap in' to hear each child read (not round robin) as they work through reading the book. Staff ensure they do not overload the children's working memory by asking comprehension questions during this session.

### **Prosody Focus (Day 2)**

Starter: The staff member begins by recapping the GPCs and word cards from the text from the previous day, ensuring to focus on any of the words the children found particularly challenging.

Main Activity: Staff will model using fluency and expression one page at a time. Children will then copy and follow the words on the page as they repeat using expression well. Children will rehearse and read aloud using expression ensuring they 'read' punctuation correctly.

### **Comprehension (Day 3)**

Starter: The staff member begins by recapping the GPCs and word cards from the text from the previous day, ensuring to focus on any of the words the children found particularly challenging.

Staff will explain to the children which comprehension style questions will be focussed on during the session by referring to our school **Reading Owls**. Questions for book are provided in each pack with their particular reading focus e.g. Inspector inference, private predictor etc... highlighted.

The staff member will read aloud several pages from the book modelling fluency and expression as well as their thought processes "*from what I have just read, I'm now thinking...because.....*". This shows the process of actively reading and models to the children how to make inferences, predictions, deductions etc. Children will then practise on their own, explicitly referring to what staff want them to be doing or thinking about as they are reading. Staff will listen to individuals to check their progress, ask questions and pick out any misconceptions to check children's understanding of the text.

By the end of day 3 children should be confident reading all pages in the book. They should have understood the vocabulary and answered questions about the text. They should be able to read the words on each page fluently without overtly sounding out. Books then go home with the child to then 'perform' to parents/carers and 'show off' their reading and further develop their fluency.

## **Appendix 4- Overview of Reading Practice across Hollyfield**

Reading practice across the school 2021-2022

Reception	Reading practice groups (ability set) 3 x a week for 30 minutes with 5 members of staff. Day 1- decoding Day 2- prosody Day 3- comprehension Daily phonics (30 minutes whole class) X5 45-minute English lesson per week (from Autumn 2)
Year 1-2	Reading practice groups (ability set) 3 x a week for 30 minutes with 5 members of staff. Day 1- decoding Day 2- prosody Day 3- comprehension Daily phonics (30 minutes) X5 1 Hour English lesson per week