



# Phonics and Early Reading Policy

**Updated:** July 2022  
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Teach a child to read and keep them reading  
and you will change everything.

And I mean everything.

*Jeanette Winterson*

## **Intent**

At Snape Wood Primary School, we are passionate about ensuring all children become confident and enthusiastic readers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high-quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a synthetic phonics programme called No Nonsense Phonics Programme produced by Debbie Hepple White. This is a research-based method of learning centred around teaching the multi-skills of handwriting, spelling (encoding) and decoding alongside vocabulary, fluency and comprehension. We believe that as the children learn to read fluently they can put all their energy into comprehending what they read. We passionately believe that teaching children to read is one of the core purposes of a primary school enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

## **Aims:**

### **Our aims are:**

- For children to be confident readers by the end of Key Stage 1
- For high quality phonics teaching that enables children to decode new words confidently and independently
- For children to have developed good comprehension and fluency skills
- For children to be exposed to the explicit teaching of rich vocabulary
- For children to have developed good skills in handwriting and spelling

# No-Nonsense Systematic Synthetic Phonics Programme

At Snape Wood Primary School, we follow The No-Nonsense Phonics SSP. The programme is based on the Five Pillars of Literacy model informed by research:

## Phonemic awareness

Develop awareness of the smallest sounds in speech.

## Phonics knowledge

Teach the alphabetic code and phonics skills explicitly and systematically.

## Vocabulary

Teach new words explicitly to enrich vocabulary.

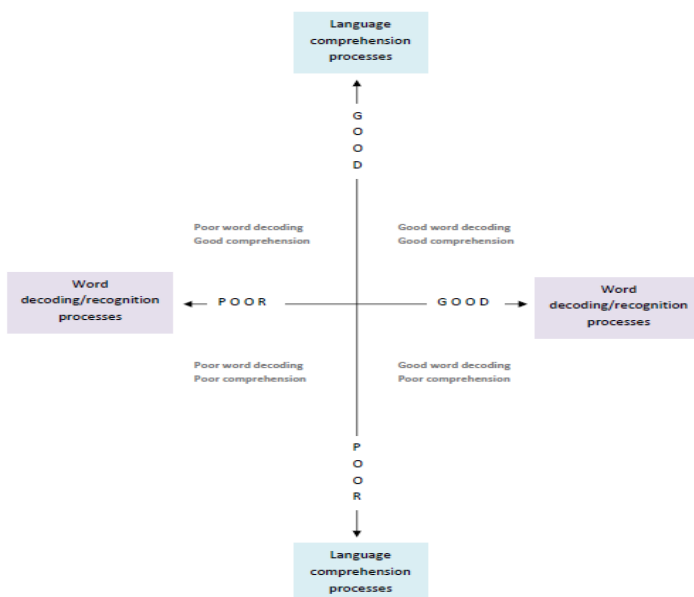
## Reading fluency

Provide ample repetition and repeat reading.

## Comprehension

Oral comprehension (spoken language) and reading comprehension of how to interpret literature.

It is also based on the Simple View of Reading by Gough and Turner's SVoR model (1986) recommended by Sir Jim Rose (2006).







There are two main processes for being a 'reader' in the full sense:

1. **Word decoding and word recognition:** What **ARE** the words?
2. **Language comprehension:** What do the words **MEAN**?

This approach focuses on 3 core skills and within each core skill are sub-skills. These core skills are:

1. Decoding (blending)
2. Encoding (oral segmenting, spelling with editing)
3. Handwriting

<b>1. Decoding</b> (blending or synthesising)									
<b>Sub-skills</b>	<p><b>Without print</b></p> <ul style="list-style-type: none"> <li>• Adult says the separate sound f/r/o/g</li> <li>• Learners discern or hear the whole word 'frog' and then say the whole word 'frog'</li> </ul> <p><b>With print</b></p> <ul style="list-style-type: none"> <li>• Point to the printed graphemes that have been taught to date: "See the graphemes [letters or letter groups] and say the sounds."</li> </ul> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px;"> <table style="border-collapse: collapse; text-align: center;"> <tr><td style="border: 1px solid black; padding: 2px;">S</td><td style="border: 1px solid black; padding: 2px;">s</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">A</td><td style="border: 1px solid black; padding: 2px;">a</td></tr> </table> </div> <div style="border: 1px solid blue; padding: 5px; text-align: center;"> <table style="border-collapse: collapse;"> <tr><td style="padding: 2px;">o</td><td style="padding: 2px;">r</td></tr> <tr><td colspan="2" style="text-align: center;"></td></tr> </table> </div> </div> <ul style="list-style-type: none"> <li>•</li> </ul>	S	s	A	a	o	r		
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<b>Core skills</b>	<ul style="list-style-type: none"> <li>• Glance at (scan) the printed word from left to right to 'recognise' any letter groups.</li> <li>• Use the index finger to point directly under <b>each</b></li> </ul> <div style="text-align: right; margin-right: 50px;"></div> <p>grapheme whilst saying the sounds as close to real speech as possible from left to right of the printed word.</p> <ul style="list-style-type: none"> <li>• Say the whole word whilst running the index finger left to right beneath the whole printed word.</li> <li>• Modify the pronunciation of the blended sounds into the real word's pronunciation if necessary.</li> </ul>								

## 2. Encoding (oral segmenting, spelling-with-editing)

### Sub-skills

#### Without print

• Say the whole word "soap" very slowly and naturally so that the separate sounds become evident [oral segmenting]. Repeat the separate sounds as close to real speech sounds as possible "/s/ /oa/ /p/".

- Do not repeat the whole spoken word after that !

#### With print

Listen to sounds as close as possible to real speech sounds.

1. "Hear the sounds, point to the graphemes."
2. "Hear the sounds, select the graphemes."
3. "Hear the sounds, write the graphemes."

### Core skills



• Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers.

• Write a 'sound dash' for every sound identified which also act as 'writing lines'. \_\_\_\_\_

• Select grapheme tiles, magnetic letters or write graphemes, to spell the word.

• Sound out and blend the selected \_s\_ \_oa\_ \_p\_ graphemes to check the spelling.

## 3. Handwriting (linking grapheme to the sounds)

### Sub-skills

1) Hold the pencil correctly with the tripod grip.



"Froggy legs [thumb and index finger] grip the pencil at the end of the painted part [not on the sloping cone part] with the log under [the middle finger]".

	<p>2) Establishing 'directionality' of writing letter shapes whilst saying the sounds.</p> <p><b>Finger-tracing:</b> Use the index finger of the writing hand to trace pre-printed letter shapes.</p> <p><b>Pencil-tracing:</b> Trace pre-printed grey or dotted letter shapes with a pencil.</p> <p><b>Copying:</b> Copy letter shapes with finger or pencil.</p>
<b>Core skills</b>	<ul style="list-style-type: none"><li>• Correct tripod pencil grip</li><li>• Correct posture sitting at a desk</li><li>• Slightly slanted paper, use free hand to hold steady</li><li>• Write under the letters and words - avoid hooking hand and wrist around</li><li>• Say the sounds whilst writing graphemes as part of the spelling process</li><li>• Write on writing lines frequently as appropriate</li></ul>

# Lesson Structure

All phonics lessons follow the two-part lesson structure below using the elements revisit and review, teach practise and apply focusing on core and sub-skills.

<b>Session 1 - Multi-skills</b>	
Teacher-led, whole class interactive	<ul style="list-style-type: none"> <li>• Revisit and review with freize cards (on screen or hard copy)</li> </ul>
Individual pupil Revision	<ul style="list-style-type: none"> <li>• Say the sounds (book 3 onwards)</li> <li>• Word bank from previous multi-skills activities page <i>and/or</i></li> <li>• Previous mini-story</li> </ul>
Teacher led Introduction of the new or focus letter/sound correspondence	<ul style="list-style-type: none"> <li>• Freize card (on screen or hard copy)</li> <li>• Model the 'decoding' reading routine</li> <li>• Model the 'encoding' spelling routine (with handwriting)</li> <li>• Clarify the picture-words for the 'phonemic awareness puzzle' of the new multi skills activities page</li> </ul>
Individual pupil practise at code and word level	<ul style="list-style-type: none"> <li>• <b><i>Independently at first</i></b> - complete new Multi-skills Activities page</li> <li>• <b><i>Teacher together with pupils</i></b> - repeat all words in word bank: 1) sound and blend, 2) say whole words.</li> <li>• <b><i>Teacher together with pupils</i></b> - select words from bank to teach new vocabulary and note homophones</li> <li>• <b><i>Teacher led</i></b> - teacher says aloud some words from word bank for the spelling routine. Pupils write spellings in exercise books (check all spellings at the time and also check for correct letter formation).</li> </ul>

<b>Session 2 - Mini-Story</b>	
Individual pupil revision	<ul style="list-style-type: none"> <li>• Say the Sounds page (Book 3 onwards)</li> <li>• Work bank from previous Multi-skills Activities page <i>and/or</i> previous Mini Story</li> </ul>
Individual pupil practice	<ul style="list-style-type: none"> <li>• 'Apply and extend' with new Mini Story page</li> <li>• Say the sounds and the highlighted words at top</li> <li>• Underline focus grapheme and note total               <ul style="list-style-type: none"> <li>• Read story independently, circle unknown words</li> </ul> </li> </ul>
Teacher with pupils	<ul style="list-style-type: none"> <li>• Re-read story together, discuss in full and use suggested comprehension questions (in parallel Teacher Book)</li> <li>• Instruct pupils in follow-up activities, e.g. copy write, self-dictation (as soon as able), write 'what happens next', illustrate (in pupil exercise books as necessary)</li> </ul>

## Term-by-term expectations of progress/teaching from Nursery to Y2

Nursery		
Term	Phoneme/grapheme of the Week	Aspect
Autumn 1		Everyday Sounds (8)
Autumn 2	<b>Using NNP grapheme card and mnemonic:</b> Week 1- s Week 2- a Week 3-t Week 4 -p Week 5 i	Musical Sounds (8)
Spring 1	<b>Using NNP grapheme card and mnemonic:</b> Week 1- n Week 2- m Week 3-d Week 4 -g Week 5 -o Week6- c	Wriggling to the Rhythm (9) Warming up our Voices and Bodies (10)
Spring 2	<b>Using NNP grapheme card and mnemonic:</b> Week 1- k Week 2- e Week 3-u Week 4 -r Week 5 -h Week6- b	Shining at Rhyming (10)
Summer 1	<b>Using NNP grapheme card and mnemonic:</b> Week 1- f Week 2- l Week 3-j Week 4 -v Week 5 -w Week6- y	Easy Peasy Alliteration (10)
Summer 2	Recap previously taught graphemes- flashcards	Awesome oral Blending and Segmenting (10)

Reception			
Term	Book	Phonemes	Tricky words
Autumn 1	Book 1	s a t i p n l c k ck ck e h th	is l the
Autumn 2	Book 1 and 2	r (book 2) m d g o u l ll f ff ss b	has , his, as, to, into, puts , thinks, of, onto, good, book



Spring 1	Book 2 and 3	j y (book 3) ai ay w oa ow ie igh ie o a e	Clickety, all, windy, oh, no, so, they, sticky, re-, de-, table, or, done, some, come,
Spring 2	Book 3 and 4	i o u y (book4) ee or z zz wh ea -ea	you, go, radio, rolls, passed (ed as 't'), other, come, very, people, was, your, what, beans, please, feather, do
Summer 1	Book 4 and 5	-s -se -ze aw -ng -nk v -ve -oo -oo Revising consolidating code taught so far	Cheese, surprise, crawled (ed as 'd'), like, prey, Finger, friend, white, over, he, we, be,go, hooked, those, below, across, what
Summer 2	Book 5	-y -ey -x -ch sh th ph revising and consolidating code taught so far	My, little, old, said, again, we'll, before, also

## Year 1

Term	Book	Phonemes	Tricky words
Autumn 1	Book 5	Revising book 5 with increased spelling focus and specific teaching to any common gaps from end of F2 assessment.	Revise previously taught common exception words-reading and spelling.
Autumn 2	Book 6	Qu Ou ow Oi oy -ue -ue	about, squirted, don't, two, your, try, I'm, more, their, quite, father, heart one, once, journey, air, doorstep, there, wall, queue, made,
Spring 1	Book 6	Er ar -ce -ge -se c G -oe i_e e_e o_e a_e	Quite, father, heart, one, once, journey, air, doorstep, there, wall, queue, made
Spring 2	Book 7	u_e (as oo and yoo) air -are -ear -ere	Father, one, once, are, any, many, where, there, theatre
Summer 1		ear ure (and revise air) ir ur ew ew au al ie(ee) ou (oo)	New, few, flew, gre, soup, group (plus any additional Y1 common exception words)

		revising and consolidating previously taught code and applying reading to writing.	
Summer 2	Book8	Revising and consolidating previously taught code applying reading and writing (up until PSC Y1) eer -ere -ier ear W (or) our	Thought, great, break ,chandelier, heart, knew, worn, species, course, your, four (plus any additional Y1 common exception words)

Year 2			
Term	Book	Phonemes	Tricky words
Autumn 1	Book 7	C g -oe i_e e_e o_e a_e u_e air -are -ear -ere	Revise previously taught common exception words-reading and spelling.
Autumn 2	Book 8	eer ear -ere -ier -ur -ir Ear wor -our	
Spring 1	Book9	Alternative pronunciation x Alternative pronunciation ie Alternative pronunciation ew Alternative pronunciation ch Alternative pronunciation ou Alternative pronunciation a	Xylophone, friends, laughing, shoes, buy, chalet, sure, sure-footed, sufficiently, resigned
Spring 2	Book9	Alternative spelling of sh (two weeks) Alterntive spellings of zh (two weeks)	Latest, unusual, unexpected, necessary, knowledge, junior, build, buy, leisure
Summer 1	Book9	Alternative spelling of ul (two weeks) Alterntive spellings of f (two weeks) Alternative spelling of j (two weeks) Kn gn	Water, journey, their, laugh, laughter, school, because and year 2 common exception words
Summer 2	Book9	Wr mb -st -or Ore -our Oar -oor Ough aw Au a -al augh War quar	Water, journey, their, laugh, laughter, school, because and year 2 common exception words

# Assessment Cycle

Assessment is essential in phonics at Snape Wood because it informs our teaching and individual interventions. After completing the children's individual assessments each half term, the teaching team complete whole class gaps analysis which then informs classroom practise and areas for staff development.

Reception Assessment Cycle							
	Baseline	Autumn 1 Pink	Autumn 2	Spring 1 Red	Spring 2	Summer 1 Yellow	Summer 2
<b>Summative</b>	Oral blending assessment - Yes or No	1.Decodable book assessment 2. Whole class excel document		1.Decodable book assessment 2. Whole class excel document		1.Decodable book assessment 2. Whole class excel document  <b>July: PSC - first 20 words (blending and segmenting)</b>	
<b>Whole class Formative/ Intervention</b>	1)Sound recapped multiples times during the day (whole class and focus ch. 1-1) 2)Review section of the lesson 3)Gap GPCs taught 1-1 during intervention time Can they blend? If no - oral blending, blending with graphemes daily - needs based						

Year 1 Assessment Cycle						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Summative</b>	Using F2 gap analysis to teach gaps from phase 3 and 4. 1.Decodable book assessment  2. Whole class excel document  3.PSC	1.Decodable book assessment  2. Whole class excel document  3.PSC	1.Decodable book assessment  2. Whole class excel document  3.PSC	1.Decodable book assessment  2. Whole class excel document  3.PSC	1.Decodable book assessment  2. Whole class excel document  3.PSC	1.Decodable book assessment  2. Whole class excel document  3.PSC  3.Phonics Screening Check June
<b>Formative/ Intervention</b>	1)Sound recapped multiples times during the day (whole class and focus ch. 1-1) 2)Review section of the lesson 3)Gap GPCs taught 1-1 during intervention time Can they blend? If no - oral blending, blending with graphemes daily - needs based					

<b>Year 2 Assessment Cycle</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Summative</b>	1.Decodable book assessment  2. Whole class excel document  3. PSC (for ch not passed)	1.Decodable book assessment  2. Whole class excel document  3.PSC (for ch not passed)	1.Decodable book assessment  2. Whole class excel document  3.PSC (for ch not passed)	1.Decodable book assessment  2. Whole class excel document  3.PSC (for ch not passed)	1.Decodable book assessment  2. Whole class excel document  3.PSC (for ch not passed)	1.Decodable book assessment  2. Whole class excel document  3.Phonics Screening Check June for ch not passed in Yr2
<b>Formative/ Intervention</b>	1)Sound recapped multiples times during the day (whole class and focus ch. 1-1) 2)Review section of the lesson 3)Gap GPCs taught 1-1 during intervention time Can they blend? If no - oral blending, blending with graphemes daily - needs based					

## **Extra practice/Interventions**

At Snape Wood Primary School, ongoing assessment ensures that any pupil who is falling behind the programme's pace is identified early. Children who fall behind are given extra targeted support immediately. This support also:

- 1. Provides regular CPD for teachers in both the content and teaching manner to support pupils falling behind**
- 2. Fast tracks late-entry pupils to catch up with their peers**
- 3. Identifies vulnerable groups such as SEND, pupil premium, EAL pupils**
- 4. Engages the support of parents, where appropriate**



All Reception and KS1 staff are trained to deliver phonics interventions. Dedicated time is given to ensure these take place and a quiet space is used to ensure the children have the best possible environment enable them to make progress. Teachers understand individual readers and their barriers considering additional needs such as SEND, EAL, speech delay, attendance, time in school, previous teaching.

Children make rapid progress with an intervention tutor who is enthusiastic, patient quiet and calm. Children are tutored individually which enables teachers to target them at their exact challenge point. Staff model and mime using minimal teacher talk which distracts from the learning.

### **Tips for Supporting children during Interventions**

- Don't over praise or be over the top.
- Set strong boundaries to keep the reader focused.
- Model exactly what you want them to do – show don't tell or explain. Model again and again if they don't get it right straight away.
- Gradually reduce the modelling as the child gets more confident.

- Avoid asking questions like 'Would you like to read with me?'
- Sit side by side with your writing hand furthest away
- Be prepared with your resources so you don't waste time.

Interventions		
Name	When to use...	What to do....
<p><b>Oral Blending</b> Learning to blend (orally)</p>	<p>If the child cannot orally blend</p>	<p>Most children pick up oral blending quickly, but some need extra practice daily. This should happen 1-1 in a quiet space.</p> <p>Teachers should use CVC picture cards to help with this step.</p>  <ol style="list-style-type: none"> <li>1. Check the child can name each image (CVC word) (6-9 pictures)</li> <li>2. Teacher asks the child to point to the h-a-t. Segmenting the word but not blending. Use MTYT for the child to practise segmenting and blending 'h-a-t, hat'.</li> <li>3. Hold the cards so the child can't see. Segment the word so the child can guess it and blend.</li> <li>4. Reverse the process – say the whole word and ask the child to segment it. Model first until no longer needed.</li> <li>5. Practise oral blending without picture clues.</li> </ol>
<p><b>Blend it</b> Learning to blend using single letter cards  (step before whole word card)</p>	<p>If the child is unable to segment and blend words</p>	<p>Once a child can orally blend, they need to then link the grapheme to its phoneme correspondence. Segmenting to spell helps children to learn this skill.</p> <ol style="list-style-type: none"> <li>1. Using the flashcards, teacher to model blending the word by having the sound cards in the correct order of the word, then pulling the cards together . Point to each sound -f -i -sh and sweep underneath to blend and say the whole word. Child to then repeat the same.</li> <li>2. Then move on to jumbling the sounds-teacher to model saying the word by unjumbling the sounds -f -i -sh, point to each sound to say the word, then blend the word by sweeping.Child to repeat the same</li> <li>3. Then have the card jumbled in a pile so only one card is seen at a time. Teacher to model saying the word stressing the first sound 'fish, fish, f, f f' and then place the cards in orde of the word point to each sound as you say it and sweep to blend and read the whole word. Child to repeat.</li> </ol> <p>Extension: have 3-4 word cards with similar words and you model reading them using point and sweep. Child then has a go. Use scaffolding techniques such as sounds buttons and challenge words.</p> 
<p><b>Win it</b> GPC gaps/ further blending practice</p>	<p>If the child has gaps in GPC knowledge</p>	<ol style="list-style-type: none"> <li>1. Identify a gap in the child's GPC knowledge</li> <li>2. Introduce focus sound using flash card-MY, YT</li> <li>3. Hide sounds in 6-8 sounds already known and flash the cards to the child</li> <li>4. Recap the sound at the end by referring to the focus sound</li> </ol>

		Extension: introduce 5-6 words with the focus sound. Model blending using the sound buttons. Use scaffolding techniques such as 1-2 words with sound buttons, 3-4 words without, then introduce a challenge word.
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## Decodable Reading books -progression of sounds

At Snape Wood, we use Collins Big Cat books for Letters and Sounds. The books are organised in the given sequence which matches the No-Nonsense phonics programme sequence. While we still use colours, books are not sorted by traditional 'Book-Banding' criteria based on a mix of methods, eg. sequential 'decodable' books are not mixed with texts that rely on repetition, prediction and 'look and say'.

Books are changed weekly, pupils read texts/books that closely match the letter-sound correspondences they can read at home as well as in school. Teachers use the children's assessments to match the book to their ability carefully.

Pupils are shown how to use the front page of the Collins decodable books to practise reading the sounds and words in the story and read exception words before they read the text/book. The children-read these texts/books at school and home to build fluency.

Target children and children who don't read at home are given extra practice to re-read these texts/books. As soon as pupils can read unfamiliar words confidently, they read wider literature and no longer read books in the school's levelled reading programme.

Teachers record the books the children read in the class reading folder. Parents are informed how to support their child's reading through parent workshops and a parent early reading booklet. Parent's are regularly informed about their child's reading through termly parent's evenings.

Below is the expected progression of books for each stage of the year. There is a more detailed progression of books within in colour to ensure that children's books link directly to their phonics knowledge so they are able to apply sounds taught. See detailed book progression.

Expected Progression of Reading Books							
Reception			Year 1			Year 2	
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring
Pink	Red A/B	Yellow	Blue	Green	Orange	Turquoise	Oxford reading tree level 8