Bilsdale Midcable Chop Gate CE VC and

Carlton & Faceby CE VA Primary Schools

# Early Reading

## Overview

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.

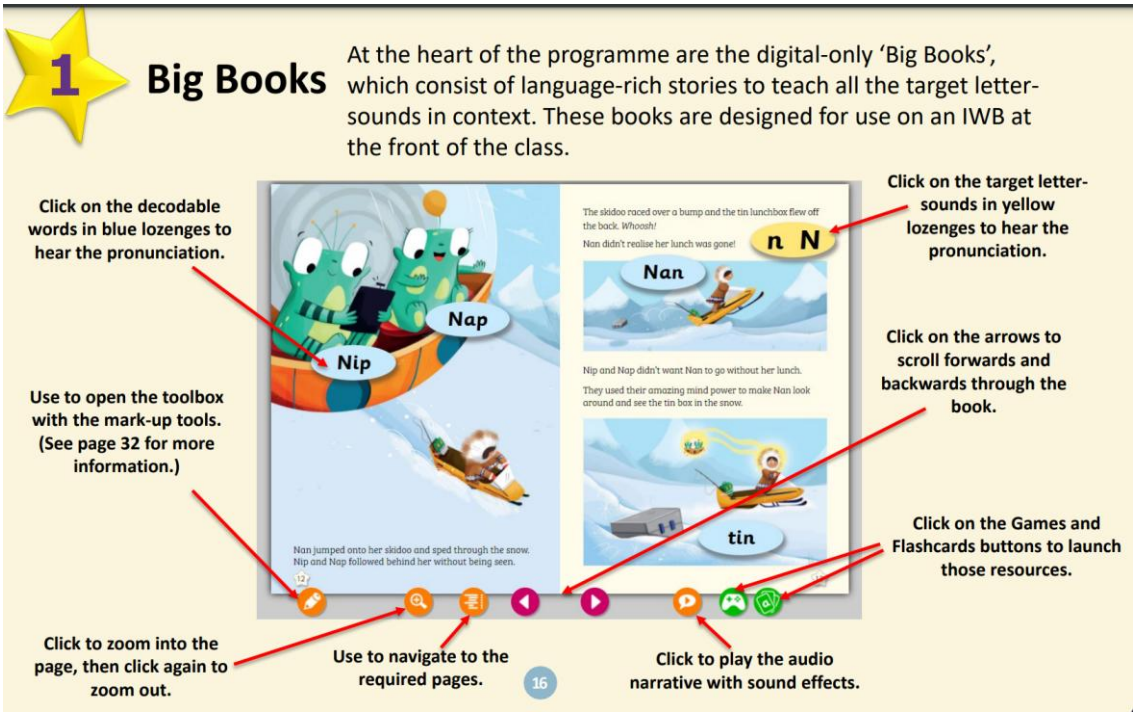
| Reception | Year 1 | Year 2 |
|---|---|---|
| **Rocket Phonics<br>Daily 30 minutes** | | |
| **Small Group Reading Sessions**<br>R,Y1 Lesson plans are provided for each Target Practice reading books. These are located alongside each book in the Online platform. The lesson plans are presented in a clear, systematic format. | | |
| **3 times a week** | | |
| **Individual Reading Books** | | |
| **Daily at home 20 minutes (recommended to parents)** | | |
| **Story Time - Daily 20 Minutes** | | |
| **Reading for Pleasure – min. x2 per week** | | |

## 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 and Y2 all pupils are involved in group reading sessions 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. Parents are invited to a phonics and reading session in the autumn term of the reception year and regular reminders are sent about the importance of reading regularly at home.

## Phonics

Systematic synthetic phonics is taught using the Rocket Phonics programme throughout reception and year 1. 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. Rocket Phonics teaches one letter-sound correspondence over two days. The first day focuses on blending skills and the second day focuses on segmenting skills. Reading and writing are interlinked so there will naturally be overlap, but by separating the skills and spreading them across two days, the teacher has greater clarity over which skill is being taught, practised or applied. The children have more time and more opportunity to learn, practise and apply the skills using the new letter-sound correspondences before moving on. The two-day pattern is repeated twice through the week, leaving the fifth day as an opportunity for further consolidation, assessment, enrichment activities or as a focus lesson on common exception words.




| Day 1: Blending focus | |
|---|---|
| **Revisit and review** – Use flashcards to revisit and review previously taught sounds. **Teach** – Use the IWB Big Book to teach the new letter-sound correspondence. **Practise and apply** – Children practise decoding using the Big Book decodable word lozenges, then using the first Pupil Practice Booklet lesson page. **Apply** – Use Target Practice reading books for shared, guided and/or individual reading. Further application and consolidation – Children read independently using Rocket Phonics reading books. | |
| **Day 2 - Segmenting Focus** | |
| **Revisit and review** – Use air writing to revisit and review previously taught sounds. Teach – Use your flipchart or whiteboard to model and teach letter formation and segmenting. **Practise and apply** – Children practise segmenting and letter formation, then using the second Pupil Practice Booklet lesson page. **Apply** – Children transfer skills to English and wider curriculum lessons. | |
| **Day 3 and 4** | Repeat the sequence of Day 1 and 2 with a new letter sound correspondence |
| **Day 5** | Common exception words |

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Summative assessment takes place half-termly. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Using a slower pace (2 letter-sounds per week) enables all children to master and embed the knowledge whilst freeing up time to practise and apply blending and segmenting skills. Pupils who are making slow progress are identified quickly and intervention is immediately put into place, alongside the usual phonics teaching.

P1 phonics teaching starts as soon as the pupils start full-time in reception. P1 introduces 24 phonemes and we teach 2 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 P2 in Year 1, which introduces more new sounds, most of which are digraphs and trigraphs. By the end of P2, the pupils will know one way of writing down each of the 44 phonemes.

## Consistent approach

Consistency is extremely important in our schools. All resources, sound mats and flashcards are the same in all classes to ensure children are solely focussing on their phonic understanding with little distraction. Interventions that take place also use the exact same resources. Fidelity to the Rocket Phonics programme is imperative. Everyone in the school follows the same programme, using the same terms and tracks progress in the same way to ensure pupils do not fall through any gaps. Consistency is key so that children are given a clear approach from all staff so that children retain learning and working memory is not overloaded. There are some fundamental concepts that cannot be compromised on and are central to the pedagogy behind the Rocket Phonics programme.

1. Phonics is overseen by a dedicated phonics leader.

2. Phonics is taught for a minimum of 30 minutes daily.

3. All staff are supported with regular phonics professional development training.

4 A clear pathway is followed through the alphabetic code.

5 Children are not asked to read texts by themselves that they cannot yet read.

6. The Systematic Synthetic Phonics Teaching Principles are taught explicitly.

7. The Teaching & Learning Cycle (revisit and review, teach, practise, apply) is followed.

8. Children are supported to keep up, so they do not need to catch up.

9. Phonics is taught at letter-sound, word, sentence and text levels.

10. Core phonics provision is distinguished from phonics enrichment activities.

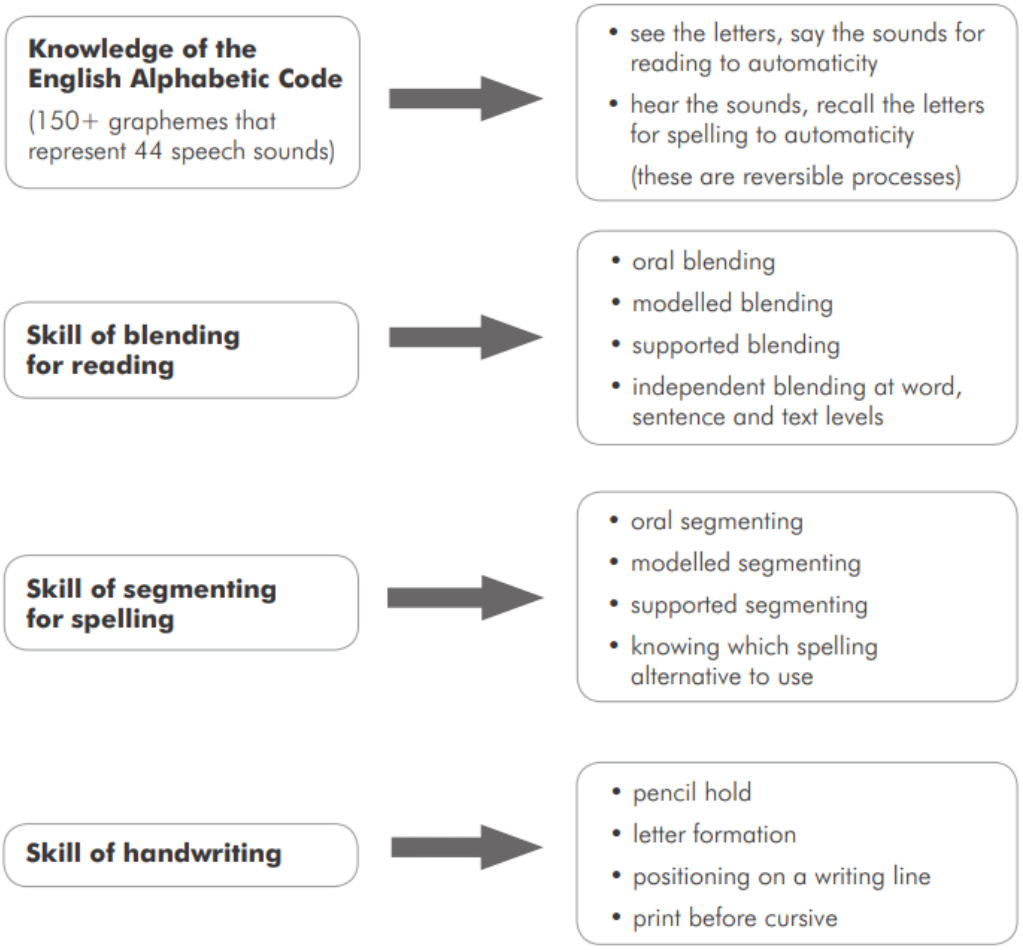
11. Teachers have clarity about what, why and how they are teaching.

12. Teachers focus on details, such as accurate modelling and pencil hold.

## Systematic Synthetic Phonics Teaching Principles

The Systematic Synthetic Phonics Teaching Principles are the specific knowledge and skills children need to be able to read and write in the English language.

These principles can be broken down into smaller steps.




## Interventions

Using a slower pace (2 letter-sounds per week) enables all children to master and embed the knowledge whilst freeing up time to practise and apply blending and segmenting skills. Interventions occur daily for those children who need more support with their phonic understanding. The main interventions used through school are called 'Win it' and 'Mix it up' along with 'GPC Chart' where necessary. Interventions last no more than 5 minutes and are conducted in a quiet and clear space; distractions must be kept to a minimum in order for the intervention to be as effective as possible. Teacher talk is kept to a minimum; this ensures the child is solely focussing on their phonics understanding and nothing else. Modelling is key to all interventions; this means little discussion is needed. Children are expected to mirror what has just been shown. All these interventions are conducted on a one to one basis.

## Win it

For those children who cannot remember their individual sounds. Identify a few sounds that the child knows and choose one they do not know yet. Place your finger on the card and trace the letter while saying the sound. It is important that the child sees the adult looking closely at the sound in order to be able to identify what it is. Once the adult has modelled this, slide the card across to the child asking them to have a go. Repeat this twice. Once complete, place the card second in the pack, and go through the flashcards. If the child gets the sound right, next time move the card further back in the pack. If the child gets it wrong, repeat the first step again.

## Mix it up

For those children who struggle to blend accurately. Have a planned list of words appropriate to the phase that contain graphemes that the child knows fluently – no more than three or four. Make a word using the sound cards e.g. c—a—t. Place your finger under each sound, say the sound and then swipe your finger from left to right saying the word. Push the cards across to the child and ask them to have a go. Repeat this again. Once complete, mix the 3 cards up and model the thinking process to spell the word cat. Select the correct grapheme and recreate the word 'cat'. Push the cards across to the child, mix them up and ask them to have a go. Next, pick up all the cards and complete the process again. Give the cards to the child for them to have a go.







## GPC Chart

Use the assessment to identify the missing graphemes within the phase. Choose one grapheme to focus on per day. Then make a grapheme chart tailored to the individual child.

Write the unknown graphemes at least twice per row in the chart. Add in 3 graphemes that the child does know. Show the unknown grapheme on a flashcard and trace the sound whilst saying the sound. Now show the child where this is on the chart. Ask the child to repeat this, point to the same grapheme in different places on the chart.

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## Leading Phonics and Early Reading

All staff in school must be fully trained in the phonic programme they are delivering and are clear of its progression through each year group. In order to keep our knowledge fresh and up to date, we have practice and coaching sessions led by the English Lead in school. During this time, all staff from EYFS and KS1 gather to practise intervention activities, go through terminology and discuss the lowest 20% in each year group.

Regular phonic visits take place in KS1 and Reception by the head teacher and or English Lead and at times other members of staff. This is to ensure that all staff have the opportunity to watch one another teach phonics, as well as allowing SLT to monitor coverage and consistency through school. We have high expectations and aim for all children to keep up, not catch up.

## Terminology

It is crucial that staff use consistent terminology with children so that children do not become confused and their working memory is at optimum use.

| Term | Definition | Term used with children |
|---|---|---|
| Pure sounds | The correct pronunciation of phonemes so that children can more easily blend to read words. | Pure sounds |
| Phoneme | The smallest unit of sound in a word. | Sound or phoneme |
| Grapheme | A written letter or group of letters representing one sound e.g. t, ck, igh | Grapheme<br>*Say 'See the graphemes and say the sounds'.* |
| Digraph | A combination of two letters representing one sound, as in 'ai' and 'ph'. | digraph |
| Consonant digraph | Two consonants which make one sound e.g. sh, ch, th | Consonant digraph (From Year One) |
| Vowel digraph | A digraph in which at least one of the letters is a vowel e.g. oa, ar | Vowel digraph (From Year One) |
| Split digraph | A digraph that is split by a consonant. Usually a long vowel sound e.g. 'a-e' (cake), u-e (rule). | Split digraph<br>Marked with a curve under the split digraph |
| Trigraph | Three letters which together make one sound e.g. igh | trigraph |
| Quadgraph | Four letters which together make one sound e.g. eigh, ough | |
| Blending<br>Decoding<br>Synthesising | The process of using phonics for reading. Children identify and synthesise the phonemes in order to make a word. e.g. s-n-a-p, blended together, reads snap. | Blending<br>*Say-' look at it, sound it & blend it.'* |
| Segmenting<br>Encoding | Separating words into their constituent phonemes to spell. | Segmenting |
| Adjacent consonant | Two or three letters making two or three sounds. eg. The first three letters of strap are adjacent consonants. Previously known as the consonant cluster. | n/a |
| Nonsense words | Tool to assess phonetic decoding – shows that the word hasn't been memorised or learnt by sight. | Alien words<br>*Not used as direct teaching in Rocket Phonics* |
| High frequency words | The most common words used in English- a combination of phonetically decodable words and common exception words. | High frequency words |

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| Common exception words | Words in which the English spelling code works in an unusual or uncommon way e.g. the, you, was. | Tricky words |
| cvc, ccvc, ccvcc | The abbreviations used for consonant-vowel consonant and consonant-consonant-vowel – consonant- consonant words, used to describe the order of sounds. | n/a |

## Phonics at Bilsdale and Carlton Schools

**Phase 1**

This begins in the very early years (pre-school) and never stops! The activities develop children's speaking and listening skills, phonological awareness, rhyming and oral blending (merging sounds together) and segmenting (sounding out). We foster children's curiosity in print and letter shapes

| Reception | Start | Covered by |
|---|---|---|
| | **P1 Reception** | |
| **Autumn Term 1 P1**<br><br>***Big Book 1***<br><br>**I the go to no into** | **September Autumn 1**<br>Letter-sounds<br>s a t i p n m d g o c k<br><br>Blending<br>Segmenting<br><br>Letter formation | **October Half term**<br>Recognises, says and identifies: s, a, t, i, p, n, m, d, g, o, c, k<br>Can orally blend words<br>Can orally segment words with support<br>Begins to form letters correctly with support |
| **Autumn Term 2 P1**<br><br>***Big Book 1***<br><br>**I the go to no into** | **November Autumn 2**<br>Letter-sounds<br>ck e u r h b f ff l ll ss<br><br>Blending<br>Double consonant<br>Two syllable words<br><br>Segmenting<br><br>Letter formation | **December**<br>Recognises, says and identifies ck, e, u, r, h, b, f, ff, l, ll, ss<br>Can blend simple words using known letter-sounds<br>Reads Pink Rocket Phonics books<br>Can segment simple words with support<br>Forms most taught letters correctly, letters needing further practice identified |
| **Spring Term 1 P1**<br><br>**Big Book 2**<br><br>**he she we me be was my you her they all are** | **January Spring 1**<br>Letter-sounds<br>j v w x y z zz qu<br><br>Blending<br><br><br><br>Segmenting<br><br>Letter formation | **February Half Term**<br>Recognises, says and identifies j, v, w, x, y, z, zz, qu<br>Can blend simple words using known letter-sounds<br>Reads Pink/Red Rocket Phonics books<br>Can segment simple words with support<br>Forms most taught letters correctly |

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| **Spring Term 2 P1**<br><br>**Big Book 2**<br><br>**he she we me be was my you her they all are** | **February Spring 2**<br>Letter-sounds<br>ch sh th ng ai ee igh oa oo<br><br>Blending<br><br>Segmenting<br><br>Letter formation | **End of Spring Term**<br>Recognises, says and identifies ch, sh, th, ng, ai, ee, igh, oa, oo, oo<br>Can read words with different structures, e.g. CCVC, CVCC, CCVCC Reads Red Rocket Phonics books<br>Can segment and write simple words<br>Forms most taught letters correctly, letters needing further practice identified |
| **Summer Term 1 P1**<br><br>**Big Book 3**<br><br>**some said come do so were have there out like what** | **April Summer 1**<br>Letter-sounds<br>ar or ur ow oi ear air ure er<br><br>Blending<br><br>Segmenting<br><br>Letter formation | **May Half Term**<br>Recognises, says and identifies ar, or, ur, ow, oi, ear, air, ure, er<br>Can read words with adjacent consonants<br>Reads Red/Yellow Rocket Phonics books<br>Can segment and write simple words<br>Forms letters correctly |
| **Summer Term 2 P1**<br><br>**Big Book 3**<br><br>**some said come do so were have there out like what** | **June** Summer 2<br>Letter-sounds<br>wh ph ay a-e a e-e ie ea<br><br>Blending<br><br>Segmenting<br><br>Letter formation | **July**<br>Recognises, says and identifies wh, ph, ay, a–e, a, e–e, ie, ea<br>Reads Yellow Rocket Phonics books Yellow/Blue Target Practice reading books<br>Writes simple sentences<br><br>Forms letters correctly; sits letters on writing line |
| At the end of Reception children should be ready to begin P2 in Year 1 | | |
| **Year 1** | **Start** | **Covered by** |
| **P 2 Year 1** | | |
| **Autumn Term 1 P2**<br><br>**Big Book 4**<br><br>**some, one, said, come, do, so, were, when, have, there, out, like, little, what** | **September Autumn 1**<br>Letter-sounds<br>i, i–e, ie, y, o–e, ow, oe, o, y, ey<br>Blending<br><br>Segmenting<br><br>Letter formation | **October Half term**<br>Recognises, says and identifies i, i–e, ie, y, o–e, ow, oe, o, y, ey<br>Reads Blue Target Practice reading books<br>Reads Yellow and Yellow Plus Rocket Phonics books<br>Writes simple sentences, spelling some words correctly and others phonically plausibly |

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| | | Forms letters correctly and confidently |
| **Autumn Term 2 P2**<br><br>**Big Book 4**<br><br>**oh, their, people, Mr, Mrs, looked, called, asked, could, water, where** | **November Autumn 2**<br>Letter-sounds<br>u, u, u-e, u-e, ue, ue, ew, ew, er, ir, ou, oy<br>Blending<br><br><br><br>Segmenting<br><br><br><br>Letter formation | **December**<br>Recognises, says and identifies u, u, u-e, u-e, ue, ue, ew, ew, er, ir, ou, oy<br>Reads Green Target<br>Practice reading books<br>Reads Blue Rocket Phonics books<br>Writes simple sentences, spelling some words correctly and others phonically plausibly<br>Forms letters correctly and confidently |
| **Spring Term 1 P2**<br><br>**Big Book 5**<br><br>**who, again, thought, through, many, laughed, because, any, eyes, friends, once, please** | **January Spring 1**<br>Letter-sounds<br>au, aw, ou, ou, oul, a, al, ear, or, eer, ere, are, ear, ere, al, our, ore, oor, augh<br><br>Blending<br><br><br>Segmenting<br><br><br><br>Letter formation | **February Half Term**<br>Recognises, says and identifies au, aw, ou, ou, oul, a, al, ear, or, eer, ere, are, ear, ere, al, our, ore, oor, augh<br>Reads Green Target<br>Practice reading books Blue Rocket Phonics books<br>Writes simple sentences, spelling some words correctly and others phonically plausibly<br>Forms letters correctly and confidently |
| **Spring Term 2 P2**<br><br>**Big Book 5**<br><br>**oh, their, people, Mr, Mrs, looked, called, asked, could, water, where** | **February Spring 2**<br>Letter-sounds<br>c, g, ea, se, ce, ch, ch, dge, ge, o<br><br><br>Blending<br><br><br><br>Segmenting<br><br><br>Letter formation | **End of Spring Term**<br>Recognises, says and identifies c, g, ea, se, ce, ch, ch, dge, ge, o<br>Reads Orange Target<br>Practice reading books<br>Green Rocket Phonics books<br>Writes simple sentences, spelling some words correctly and others phonically plausibly<br>Forms letters correctly and confidently |
| **Summer Term 1 P2**<br><br>**Big Book 6**<br><br>**oh, their, people, Mr, Mrs, looked, called, asked, could, water, where** | **April Summer 1**<br>Letter-sounds<br>le, ed, ed, mb, kn, gn, wr, tch, s, si, ge<br>Blending<br><br><br>Segmenting | **May Half Term**<br>Recognises, says and identifies le, ed, ed, mb, kn, gn, wr, tch, s, si, ge<br>Reads Orange Target<br>Practice reading books<br>Reads Green Rocket Phonics books |

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|---|---|---|
| | Letter formation | Writes simple sentences, spelling some words correctly and others phonically plausibly<br>Forms letters correctly and confidently |
| **Summer Term 2 P2**<br><br>**Big Book 6**<br><br>**who, again, thought, through, many, laughed, because, any, eyes, friends, once, please** | **May Summer 2**<br>Letter-sounds<br>ture, y, sc, st, a, ti, ci, ssi<br><br>Blending<br><br>Segmenting<br><br>Letter formation | **June** Phonics Screening Test<br>Recognises, says and identifies ture, y, sc, st, a, ti, ci, ssi<br>Reads Orange Target Practice reading books Green/Orange Rocket Phonics books<br>Writes simple sentences, spelling some words correctly and others phonically plausibly<br>Forms letters correctly and confidently |
| | | |

**Year 2 Rocket Phonics Next Steps**

Rocket Phonics Next Steps revisits letter-sound correspondences, and introduces new spelling content such as suffixes, using a layered approach. This means that a piece of learning is investigated and built upon over several days. For example, the lesson focuses on two grapheme alternatives for the sound /ai/ each day throughout a week. Earlier in the Rocket Phonics programme, blending and segmenting skills were practised on separate days. Now, blending and segmenting skills are combined within lessons, although each activity within a lesson can still be clearly identified as having a distinct blending or segmenting focus. The fifth day of each week is planned as a cursive handwriting focus day and could also be used for consolidation, assessment or enrichment activities.

Children apply their phonic knowledge to recognise and spell complex words. They read increasing numbers of high frequency words independently and automatically. They also learn spelling conventions e.g. when using past tense, add suffixes - end*ed*.

| Year 2 | **Start** | **Covered by** |
|---|---|---|
| Revision/ Intervention for those that need it | **September** | **February** |
| | | |
| **Autumn 1** | **September**<br>**Letter sounds**<br>/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o<br><br>homophones and near-homophones suffixes<br><br>Blending<br><br>Segmenting<br><br>Handwriting | **October Half Term**<br>Letter-sounds<br>Recognises, says and identifies multiple grapheme alternatives for the sounds /ai/, /ee/, /igh/ and /oa/<br>Blending<br>Reads Orange/Turquoise Reading Planet books<br>Segmenting<br>Writes simple sentences dictated by the teacher with most words spelled correctly |

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| | | Handwriting<br>Begins to form and use diagonal and horizontal strokes to join letter |
| **Autumn 2** | **November**<br>/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al<br><br>possessive apostrophes suffixes<br><br>Blending<br><br>Segmenting<br><br>Handwriting | **December**<br>**Letter Sounds**<br>Recognises, says and identifies multiple grapheme alternatives for the sounds /w/, /f/, long /oo/, /y+oo/, short /oo/ and /ar/<br>Blending<br>Reads Turquoise/Purple Reading Planet books<br>Segmenting<br>Writes simple sentences dictated by the teacher with most words spelled correctly<br>Letter formation<br>Handwriting<br>Begins to form and use diagonal and horizontal strokes to join letters |
| **Spring 1** | **January**<br>/or/ or, au, aw, al, ar, a /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy<br><br>contractions suffixes<br><br>Blending<br><br>Segmenting<br><br>Handwriting | **February Half Term**<br>**Letter Sounds**<br>Recognises, says and identifies multiple grapheme alternatives for the sounds /or/, /ur/, /ou/ and /oi/<br>Blending<br>Reads Purple Reading Planet books<br>Segmenting<br>Writes simple sentences dictated by the teacher with most words spelled correctly<br>Handwriting<br>Uses cursive handwriting with increasing accuracy and confidence |
| **Spring 2** | **March**<br>/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge | **April**<br>**Letter Sounds**<br>Recognises, says and identifies multiple grapheme alternatives for the sounds /eer/, /air/, /s/ and /j/ |

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|---|---|---|
| | homophones and near-homophones suffixes<br><br>Blending<br><br>Segmenting<br><br>Handwriting | Blending<br>Reads Gold Reading Planet books.<br>Segmenting<br>Writes simple sentences dictated by the teacher with most words spelled correctly<br>Handwriting<br>Uses cursive handwriting with increasing accuracy and confidence |
| **Summer 1** | **April**<br>/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el<br><br>possessive apostrophes suffixes<br><br>Blending<br><br>Segmenting<br><br>Handwriting | **May Half Term**<br>**Letter Sounds**<br>Recognises, says and identifies multiple grapheme alternatives for the sounds /t/, /d/, /n/, /m/, /k/, /r/, /l/ and /ul/<br>Blending<br>Reads Gold/White Reading Planet books<br>Segmenting<br>Writes simple sentences dictated by the teacher with most words spelled correctly<br>Handwriting<br>Uses cursive handwriting correctly and confidently |
| **Summer 2** | **June**<br>/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi<br><br>contractions suffixes<br><br>Blending<br><br>Segmenting<br><br>Handwriting | **July**<br>**Letter sounds**<br>Recognises, says and identifies multiple grapheme alternatives for the sounds /i/, /o/, /e/, /zh/, /ch/, /ch+u/ and /sh/<br>Blending<br>Reads White Reading Planet books<br>Segmenting<br>Writes simple sentences dictated by the teacher with most words spelled correctly<br>Handwriting<br>Uses cursive handwriting correctly and confidently |

## Reading Books in EYFS and KS1

The Rocket Phonics Target Practice reading books are designed for independent, individual reading, but also as the basis for regular shared and/or guided reading sessions. The additional teaching points column in the weekly plans contains a note to indicate when the next level of Target Practice Readers is fully decodable.

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 Rocket 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.

## Early Reading

Group reading

In order for pupils to apply their phonic knowledge, they read in groups, with an adult, three times a week based upon their current phonic knowledge. The **class teacher** carefully selects the book in accordance with Rocket Phonics Target Practice reading books. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading.

Before we open the book, we:

- Read the graphemes that will be covered in the book,
- Look at the common exception words and remind the pupils about what they say,
- Make a connection with the book: have we read anything like this before? Has anyone been to a farm before? I wonder if we are going to enjoy this book? Why?

## Group reading plan

### Read 1- Decoding the book – Before reading

Pupils use their phonic knowledge to decode the words on the pages. The focus is solely on this rather than comprehension and understanding.

### Read 2- Reading for speed / fluency - During reading

This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults should model prosody (intonation, expression, pausing and phrasing) when they read and children apply this skill.

### Read 3– Comprehension - After reading

This time, the pupils read the book again but, by now, they are quite familiar with the words. We ask the pupils what they think about what is happening as they read; do they understand what they are reading?

## Individual reading

Pupils are individually assessed on their phonics knowledge and a book is assigned to them to read at home. We ensure that each child has a reading a book that is accessible for them at their level, so that they can read it and enjoy it.

The books are changed every twice weekly. Our aim is to ensure enough time is given for all pupils to revisit the aspects covered in their reading sessions in school: decoding, fluency and comprehension. We want the child to read the book repeatedly, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read. Parents meetings and reminders through the year share how this can be done effectively at home.

All books are from our Rocket Phonics programme. This ensures that the phoneme/grapheme content progresses through the reading scheme. All reading books are fully decodable up to the end of P2.

Our publishers:

- **Rising Stars Rocket Phonics**
- Rocket Phonics TTS

Please note this is only a small part of our reading provision. We strongly encourage pupils to develop a love of reading through accessing our class and school libraries, where they will take out non-decodable books to enjoy with each other and parents. We do make it clear though that these books will not be fully decodable and not used to practise reading skills, such as decoding and prosody. A wide range of books leads whole class reading sessions and English lessons from fantastic authors, which our pupils love.

**Story Time**

To develop a love of reading, we promote high quality texts during daily English lessons and story time.

**Story Time Planning**

• Plan a bank of high-quality stories, which will be read over the course of the half term

• Teach new vocabulary in the context of the story

• Use story time as a time to develop pleasure in listening to stories, not an extra “comprehension” time

**Choosing the right book**

- The book elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest
- Has a strong narrative
- Extends vocabulary (but not too many new words at once)
- Connects with something they know / we're teaching
- Has intriguing illustrations

**Reading aloud**

Before reading aloud to the class, the adult reading:

1. Plans the voice they will use for the narrator and each main character
2. Decides how they will use expression—including pauses to build anticipation
3. Considers the asides they will use to show their reactions—facial expressions and quick comments
4. Plans how to give meaning to new vocabulary—a short explanation or how to vocally colour a word to give it meaning
5. Decides the special emphasis they will give to the "favourite phrases".

The same book is read a number of times to build familiarity and understanding.

Once the book has been used in story time, it goes into the class library for children to borrow and "read" for themselves

# Adapting phonics teaching approaches for SEND

Approximately 15% of the children in your setting could have an identified special educational need and/or disability (SEND). In order to meet the needs of every child in your setting effectively, you will need to adapt your teaching approach and the materials you use.

It is crucial to know your pupils well and treat them as individuals in order to meet their needs fully. This means that we cannot generalise when recommending adaptations to approaches or materials. We can merely make suggestions for you to consider in the context of knowing each child and their individual strengths and weaknesses.

## Curriculum provision for SEND children

It is important to ensure that the curriculum provision is properly sequenced and well matched to each child's needs. Some SEND pupils are unable to effectively communicate their educational abilities and needs, and they risk being misinterpreted. Careful assessment, analysis, observation and reflection should underpin decisions about what 'progress' and 'success' looks like for each child.

Some children with SEND may need longer to master particular areas of the curriculum, such as learning to read and write. Therefore, schools and parents have difficult decisions to make to ensure that the pupils are included in school life. They might need to follow the *Rocket Phonics* pace and progression at an even slower pace or revisit it more frequently to embed the knowledge and skills.

The aim of *Rocket Phonics* is that all pupils, regardless of SEND, are included in the main teaching input. Then, phonics provision for SEND pupils might include adapted lesson activities, additional resources, in-class teaching assistant support or out of class intervention teaching.

## The pitfalls of separate provision

Be aware that too much time being taught outside of the class working with a teaching assistant can lead to potential challenges, such as social exclusion and over-reliance on a single adult. Time spent almost exclusively with teaching assistants can inevitably mean less quality time spent with the main class teacher. To be successful, a strong collaboration is required between teachers and teaching assistants to ensure clarity of learning intentions for pupils. Out of class interventions can also result in other curriculum content, such as art or topic lessons, being missed – this is not an inclusive approach.

High expectations should be maintained for pupils with SEND and we should seek to develop pupil independence as much as possible.

## Adaptations to support cognition and learning needs

Here are some suggestions you could implement to support children with additional cognition and learning needs:

- Display a visual timetable or a 'now' and 'next' chart.
- Use a timer for the different parts of the phonics lesson.
- Revisit the digital resources in an additional smaller group or individual session.
- Review the digital resources using the audio for support.
- Slow the pace of teaching even further, to focus on e.g. one letter-sound per week.
- Use the *Reading Planet Lift-Off* wordless and *First Words* books to support learners who may need additional speech and language, and/or phonemic awareness activities.
- Implement regular speech-rhythm activities (five minutes a day, for example) to provide

additional support for children weak in speech processing (see Teacher's Guide pages 35–37 for more information).
- Engage learners and reinforce knowledge and skills using the *Rocket Phonics* online games.

NB: The *Rocket Phonics* decodable books (*Target Practice Readers* and *Rocket Phonics Readers*) are designed to be accessible and dyslexia-friendly with cream or pastel page backgrounds, child-friendly fonts and very clear layouts.

## Adaptations to support sensory and physical needs

- Adapt the size of resources e.g. use Sounds Mats in A3 size rather than A4.
- Reduce the size of the Frieze to make individual sets of flashcards.
- Use headphones to listen to digital audio at an individualised volume.
- Replicate main classroom phonics displays in breakout areas and quiet spaces.
- Use grapheme tiles at a suitable size for the individual child, laminated and with optional sticky magnets added.
- Use the digital resource tools to enlarge pages, enlarge text, frame or highlight words.
- Children unable to physically complete Pupil Practice Booklet activities could use keyboards or mini whiteboards to practise the same skills using the Pupil Practice Booklet content.
- Include additional multisensory items in lessons, such as editable large dice, phoneme frames, manipulable letters and colourful or plain flashcards (with or without picture mnemonics as appropriate).
- Use overlays, pencil grips and dyslexia screens as appropriate for each child.

## A case study: Jake, aged 6

Jake has autism and is largely non-verbal. He attends a mainstream primary school with the support of a 1:1 assistant. His teacher uses a 'now' and 'next' chart to remind him that it is time for the phonics lesson. Phonics is taught at the same time every day and follows the same routine, so Jake understands and anticipates what is expected.

Jake receives the input of the same lesson as the rest of the class, then works on individual practice at his own targeted level, guided by his teaching assistant. During a blending-focus lesson, Jake begins the session with his class as their teacher shows them the Big Book spread to introduce the new grapheme-phoneme correspondence. Jake sits near the front, but at the edge of the group so that if he becomes overwhelmed, he can leave the carpet area with ease.

His teaching assistant then uses the same Big Book spread on an individual tablet and Jake's individual set of flashcards to continue the lesson input. He engages with the digital blending and segmenting games. He responds to instructions, and with support, selects the answers on the screen. Jake and his assistant use the reverse of previously introduced flashcards to model and practise blending. (Although he does not independently blend words, his engagement and some vocal noises show that he is actively participating in the learning.) Later in the day, Jake uses headphones to listen to a *Target Practice Reader*.

In segmenting-focus lessons, Jake responds positively to using a mini whiteboard to practise writing letter shapes and words with support. He also responds positively to using his own set of laminated grapheme tiles to segment and spell words.

At home, Jake's family revisit the learning using his individual set of grapheme tiles, flashcards and *Target Practice Readers*. His family use a Pupil Practice Booklet for guidance on the knowledge content of activities they can try with him. Jake has access to the Frieze (on display on the wall) and laminated Sounds Mats, in the classroom, in a quiet breakout area outside the classroom, and at home.