

Our approach to Phonics and Reading at Thirsk Community Primary School

Summary Letters and Sounds Guidance

Phase One (Typically Nursery)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Typically Nursery/ Reception)	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Typically Reception)	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Typically Reception)	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Typically Reception/Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Typically Year 1/ 2)	Working on spelling, including prefixes and suffixes, doubling and dropping letters.

	Reading	Phonics
Nursery	<p>By the end of Nursery, children will be able to:</p> <ul style="list-style-type: none"> • Recognise rhythm in spoken words. • Listen to and joins in with stories and poems. • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Show an awareness of the way stories are structured. • Suggest how the story might end. • Listens to stories with increasing attention and recall. • Recite 3 Traditional Tales off by heart. • Describe main story settings, events, and principal characters. • Answer a who, what, where and why question in relation to what has been read to them. 	<p>By the end of Nursery, children will be able to:</p> <ul style="list-style-type: none"> • Identify a variety of sounds, and describe these in terms of volume, pitch, and length. • Use their own voice to make and match a variety of sounds, and describe these in terms of volume, pitch, and length. • Use an instrument to make and match variety of sounds, and describe these in terms of volume, pitch, and length. • Repeat back a simple sequence of sounds, with their voice and with an instrument. • Sing and recite 20 Nursery Rhymes. • Recognise rhyme in spoken words., match rhyming couplets and generate a rhyming string.

- Express an idea or an opinion about what has been read to them in relation to plot or information.
- Look at books independently.
- Show an interest in illustrations and print in books and print in the environment.
- Know information can be relayed in the form of print.
- Hold a book the correct way up and turns pages.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Recognise familiar words and signs such as own name and advertising logos.
- Read VC, CV and CVC words made from graphemes taught. (s a t p i n m d g o c k e u r)

To reach these goals, we will support children by:

- Choosing our stories for direct teaching very carefully, considering engagement, enjoyment, vocabulary, and teaching points.
- Story Telling every day, using one Focus Story a week.
- Using the McKie Mastery approach for our Story Telling - Text Detective, which incorporates three levels of question types.
 1. Copy That – Retrieval
 2. Detective – Inference
 3. You Judge – Inference and Deduction.
- Using ambitious vocabulary whilst Story Telling, underpinned by our six focus Wow Words.
- Using our Focus Story and Wow Words as the driver behind our medium and short-term planning, so that our continuous provision is embedded with opportunities for children to revisit teaching points and for high quality practitioner interaction.

- Group items that have the same initial sound.
- Continue an alliterative string of words.
- Give the initial sound for all words spoken to them.
- Sing the McKie alphabet chant using both letter sounds and letter names.
- Orally blend VC, CV and CVC words by using the 'Say it Speedy' method.
- Orally segment VC, CV and CVC words by using the 'Phoneme Fingers' / 'Spilt it Up' method.
- Count the phonemes in a VC, CV and CVC word.
- Name the grapheme for each phoneme taught. (s a t p i n m d g o c k e u r)
- Secure in Phase One Phonics and will have started Phase Two Phonics in preparation for Reception.
- Pass McKie Mastery Initial Phonic Assessment

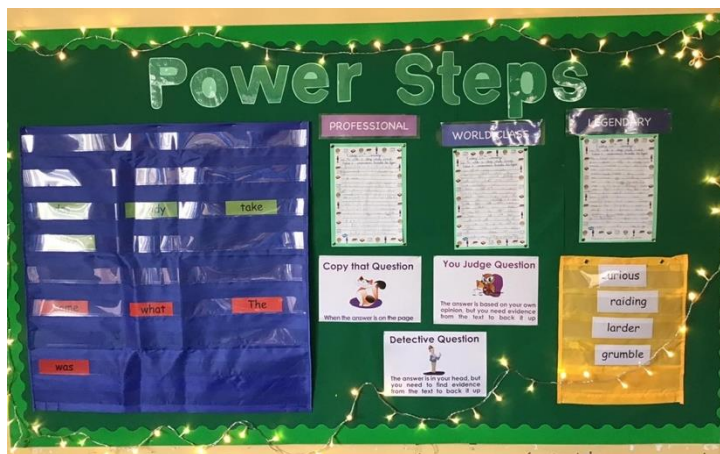
To reach these goals, we will support children by:

- Maintaining a clear focus on the underlying skills needed to be proficient at Phonics;
 - Aspect 1: General sound discrimination – environmental sounds
 - Aspect 2: General sound discrimination – instrumental sounds
 - Aspect 3: General sound discrimination – body percussion
 - Aspect 4: Rhythm and rhyme
 - Aspect 5: Alliteration
 - Aspect 6: Voice sounds
 - Aspect 7: Oral blending and segmenting
- Directly teaching Aspects 1- 7 of Phase One Phonics during the Autumn term.
- Having aspects 1 – 7 of Phase One Phonics embedded in our continuous practice and provision throughout the whole year.
- Assessing Aspects 1- 7 at our Baseline Assessment and again at Autumn 1, continuing throughout the year at every half term.
- Learning a new rhyme every week at Rhyme Time.

	<ul style="list-style-type: none"> • Having a book and language rich environment, with meaningful text threaded throughout all Nursery provision, enabling emergent reading and practitioner modelling. • Ensuring there is always an adult from our Helpful Huddle in our Reading Area, to share stories and rhymes. • Establishing Everyone, Every night, as supported by our Helpful Huddle who will Share a Story with any child who has not had a bedtime story the night before. • Organising special events that highlight the importance of stories and reading, for example our Bedtime Story Morning. • Sharing resources to take home daily with our families, including our Lending Library which focuses on Story Sharing and Telling, and our Rainbow Reading Resources which focuses on rhythm, rhyme, and emergent reading. • Providing decodable books for children to take home once the first set of graphemes are secure. 	<ul style="list-style-type: none"> • Teaching them to recite the McKie alphabet using the rhyme and from this recognise all the letter sounds and name of each letter. • Teaching them the McKie method of Say-It- Speedy (blending) • Teaching them the McKie method of Split- It- Up (segmenting) • Completing the McKie Initial Assessment (Phase Two) assessment every six weeks from Autumn 2 to address gaps and group children according to their gaps and next steps.
Reception	<p>By the end of Reception, children will be able to:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Talk about the stories and books that they like, showing an awareness of the range of books that there are. • Read words and simple sentences. • Use their phonic knowledge to decode regular words and read them aloud accurately. • Read some common exception words. • Demonstrate understanding when talking with others about what they have read. • Fluently read blue colour band books. • Be avid readers, using reading as a method to learn new things. 	<p>By the end of Reception, children will be able to:</p> <ul style="list-style-type: none"> • Sing the McKie alphabet chant using both letter sounds and letter names. • Orally blend CVCC and CCVC words by using the 'Say it Speedy' method. • Orally segment CVCC and CCVC words by using the 'Phoneme Fingers' / 'Spilt it Up' method. • Count the phonemes in CVCC and CCVC words. • Recognise each of the 42 phonemes taught by a grapheme. • Read words containing adjacent consonant, CCVCC, CCCVC and CCCVCC words. • Read polysyllabic words. • Read DfES Letters and Sounds Phase Three and Four common exception words- McKie red words. • Read the 45 DfES Letters and Sounds high frequency words – McKie green words. • Secure in Phase Four Phonics and will have started Phase Five Phonics in preparation for Year One.

	<p>To reach these goals, we will support children by:</p> <ul style="list-style-type: none"> • Choosing our stories for direct teaching very carefully, considering engagement, enjoyment, vocabulary, and teaching points. • Story Telling every day, using one Focus Story a week. • Using the McKie Mastery approach for our Story Telling - Text Detective, which incorporates three levels of question types. <ol style="list-style-type: none"> 1. Copy That – Retrieval 2. Detective – Inference 3. You Judge – Inference and Deduction. • Using ambitious vocabulary whilst Story Telling, underpinned by our six focus Wow Words. • Using our Focus Story and Wow Words as the driver behind our medium and short-term planning, so that our continuous provision is embedded with opportunities for children to revisit teaching points and for high quality practitioner interaction. • Carefully matching reading books to phonic knowledge, using our detailed plan, Phonic Scheme Following DfE Letters and Sounds, delivered through McKie Mastery teaching’. • Ensuring that all our children read at school every day – through our phonic practice, Guided Practice Partner Reading, and Paired Reading. • Ensuring that the bottom 20% of readers read everyday with the class teacher. 	<ul style="list-style-type: none"> • Pass McKie Long Phoneme Gap Finder (digraph and trigraph phoneme/grapheme) • 100% of children are on track to pass Year 1 Phonic Screening. <p>To reach these goals, we will support children by:</p> <ul style="list-style-type: none"> • All teaching staff including the reading team are experts in teaching Systematic Synthetic Phonics. • All lessons are well planned- sequenced using the McKie structure. • Repetition and recap at the start of every lesson. • Teaching a new phoneme everyday • Teaching stretch and read with the new phoneme • Teaching ‘spilt it up’ as a method to read with the new phoneme. • The teacher modelling through guided practice how to read the text with the new phoneme using all methods taught. • Employing Partner Reading- using Finger Detective to find the new grapheme. • Employing Paired Reading- training children to support one another and putting Split-It-Up and Say-It-Speedy into practice. • Teaching ‘Say- Clap-Say’ for common exception words - red words. • Teaching how to retell the text in their own words. • Teaching ‘read and return’ to enable fluent readers. • By assessing Phonics every four - six weeks to find gaps and next steps. • By grouping children according to gaps and next steps.
Power Steps	<p>By the end of Power Steps, children will be able to:</p> <ul style="list-style-type: none"> • Listen to and read stories, explain what has happened in the text, make predictions, and make inferences around key events and characters. • Listen to and read non-fiction texts and discuss the purpose and layout of these texts. 	<p>By the end of Power Steps, children will be able to:</p> <ul style="list-style-type: none"> • Recite the alphabet using the rhyme and from this recognise all the letter sounds and names for each letter in the alphabet. • Orally blend phase 5 words by using the ‘Say it Speedy’ method.

- Listen to and read books which they can relate to their own experiences.
- Listen to and read a range of genres and be able to talk about the genres they like and dislike.
- Use a broad vocabulary (Texts detectives extends children's vocab beyond what they could read independently)
- Answer a range of visually different style questions independently during Text Detectives
- Read turquoise books fluently.
- Be inquisitive readers by reading a range of different texts and learn new things.
- Access the library confidently and be able to find and choose books.
- Read most of the 100 books to read in KS1 by accessing the library.



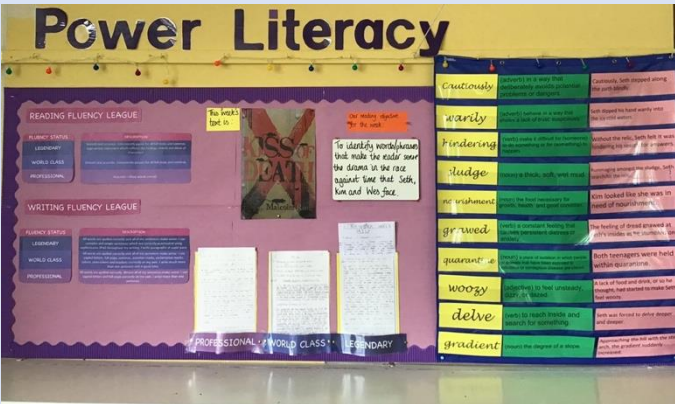
To reach these goals, we will support children by:

- Carefully match reading books to phonic knowledge, using our detailed plan, Phonic Scheme Following DfE Letters and Sounds, delivered through McKie Mastery teaching'.

- Orally segment phase 5 words by using 'Phoneme Fingers' / 'Spilt it Up' method
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- To recognise all phase 5 red words (tricky words) using say clap say.
- Securely blend and segment unfamiliar green words which contain GPCS already taught when reading texts.
- Read most common exception KS1 words.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings fluently within a text.
- Read words of more than one syllable that contain taught GPCs fluently within a text.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read books that are closely matched to their developing phonic knowledge.
- Present no GAPS in their McKie long Phoneme Gap finder by demonstrating a secure phonics knowledge of phase 3,4 and 5.
- Pass the stage 9 McKie Phonics assessment
- Pass the statutory Phonics Screening Check in Y1 or practise Phonics Screening tests.

To reach these goals we will support children by:

- All teaching staff including the reading team are experts in teaching Systematic Synthetic Phonics
- All lessons are well planned and sequenced using the McKie structure.
- Repetition of GPCS already taught at the start of every lesson.

	<ul style="list-style-type: none"> Ensuring that all our children read at school every day – through our phonic practice, Guided Practice Partner Reading, and Paired Reading. Ensuring that the bottom 20% of readers read every day with the class teacher or a member of the reading team. The reading team listen to the children read on a 1 to 1 basis prioritising the bottom 20% and PPG pupils. The reading team having daily focusses including comprehension, fluency, vocabulary, and story telling so that children develop all reading skills. Through Text Detectives children will be guided to answer the three strands of questions including: <ol style="list-style-type: none"> 1. Copy That – Retrieval 2. Detective – Inference 3. You Judge – Inference and Deduction. Once the children gain confidence in these strands with guidance they will answer questions independently and by the end of Power Steps will be able to do this confidently. use ambitious and challenging vocabulary when selecting Wow words from the text detective texts and encourage children to incorporate these wow words into their vocabulary. 	<ul style="list-style-type: none"> Teaching a new phoneme everyday Teaching stretch and read with the new phoneme Teaching ‘spilt it up’ as a method to read with the new phoneme. The teacher modelling through guided practice how to read the text with the new phoneme using the two Mckie Methods including echoing the teaching and read and return. Ensuring children support one another and putting Split-It-Up and Say-It-Speedy into practice and as a result develop their fluency. Reinforcing ‘Say- Clap-Say’ for common exception words and red words. Teaching children how to summarise during text detectives. By assessing Phonics every four - six weeks to find gaps and next steps. <ul style="list-style-type: none"> By grouping children according to gaps and next steps. <p>By ensuring phonically decodable texts are challenging for all pupils in the group. (At the beginning of the week children should be reading at struggle level and there should be rapid progress through the week to ensure fluency is built)</p>
Power Literacy	<p>By the end of Power Literacy, children will be able to:</p> <ul style="list-style-type: none"> read with fluency, accuracy and understanding develop a high standard of reading stamina develop an understanding and appreciation of literature read as writers and write as readers take inspiration from a wide range of authors become independent and confident readers use an ambitious vocabulary range in their verbal sentences as well as their written sentences. 	

- Assess own peers confidently and with justification using the assessment league.
- Transfer sophisticated SPaG learnt in the lesson to their writing
- Be able to answer a range of comprehension questions from the reading domains.

To reach these goals, we will support children by:

- acknowledge success through the points system
- teach children to be mini-teachers and to be independent learners
- engage with book choices
- promote success and enjoyment in reading
- encourage partner practice
- have a two year rolling programme of high quality texts for the whole group.
- empowering them to know which reading strategies will support them
- use ambitious and challenging vocabulary when selecting Wow words and encourage children to incorporate these wow words into their vocabulary.

PEER AND TEACHER ASSESSMENT LEAGUES	
READING FLUENCY LEAGUE	
FLUENCY STATUS	DESCRIPTION
LEGENDARY	Smooth and accurate. Consistently pause for all full stops and commas. Appropriate expression which reflects the feelings, events and ideas of characters.
WORLD CLASS	Smooth and accurate. Consistently pause for all full stops and commas.
PROFESSIONAL	Accurate - Most words correct