



Loving learning and loving one another, as God loves us.
Celebrating success in its many forms and overcoming challenges.
Praying for and caring for our whole community.
Learning to live in the light of Christ and as a light to others.

Phonics and Early Reading Policy

Aims of the policy:

- To provide structure and guidance to staff on the school's approach to the teaching of phonics and early reading
- To provide information to parents about the school's approach to the teaching of phonics and early reading

Rationale:

Learning to read confidently and fluently is fundamental to children's success at school and throughout life. A structured and coherent approach is essential to ensure that all children develop the necessary skills for reading. For most children this will be when they start school for the first time in the Reception class, but this is equally as important for children who join in other classes, perhaps never having been to school in the UK before, or for children with particular SEND whose skills are developing at a different pace.

Our Approach:

We have chosen 'Jolly Phonics' as our validated synthetic phonics scheme. Jolly Phonics is a multi-sensory approach to the teaching of phonics, incorporating stories/characters, pictures, songs and actions into the learning of letters and sounds. This approach compliments St John's Meads' approach in other areas, including our strength in singing and music, our work to develop speech and language (including the use of Makaton sign), and the Talk 4 Writing approach used in English lessons.

Order of sounds taught:



- 1 s a t i p n
- 2 c/k e h r m d
- 3 g o u l f b
- 4 ai j oa ie ee or
- 5 z w ng v oo oo
- 6 y x ch sh th th
- 7 qu ou oi ue er ar

Letter names are introduced after set 5.

Once the children have learnt the main way of writing each of the 42 sounds, they will be taught that some of the sounds can be written in a number of ways. For example, common

/ai/	<ay> (<i>play</i>)	<a_e> (<i>late</i>)	
/ee/	<ea> (<i>team</i>)	<e_e> (<i>these</i>)	
/ie/	<igh> (<i>sigh</i>)	<y> (<i>cry</i>)	<i_e> (<i>time</i>)
/oa/	<ow> (<i>slow</i>)	<o_e> (<i>hope</i>)	
/ue/	<ew> (<i>few</i>)	<u_e> (<i>tube</i>)	
/oo/	<ue> (<i>glue</i>)	<ew> (<i>flew</i>)	<u_e> (<i>rude</i>)
/er/	<ir> (<i>girl</i>)	<ur> (<i>burn</i>)	
/or/	<al> (<i>talk</i>)	<au> (<i>haunt</i>)	<aw> (<i>saw</i>)
/oi/	<oy> (<i>boy</i>)		
/ou/	<ow> (<i>how</i>)		
/f/	<ph> (<i>alphabet</i>)		

alternative spellings for the /ai/ sound include <ay>, as in day, and <a_e>, as in came.

Rate of Introduction: Children will be introduced to letters and their sounds from their first day at school. They will be introduced at a rate of one per day, whilst continually revising previous letter sounds. See Appendix 4 for the timetable.

5 essential skills are taught:

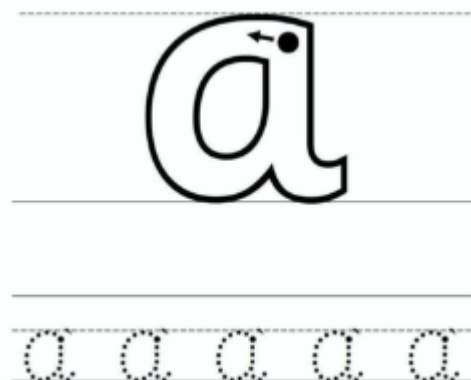
1. Sounds

Children are taught the sounds that the different letters name, and not the names of the letters. In Jolly Phonics, 42 different sounds are taught.

s a t i p n
 c k e h r m d
 g o u l f b
 ai j oa ie ee or
 z w ng v oo oo
 y x ch sh th th
 qu ou oi ue er ar

2. Letter Formation

Children are taught how to form (write) letters using a pencil. They are taught the “froggy legs” pencil grip to ensure that they have neat writing.



3. Blending

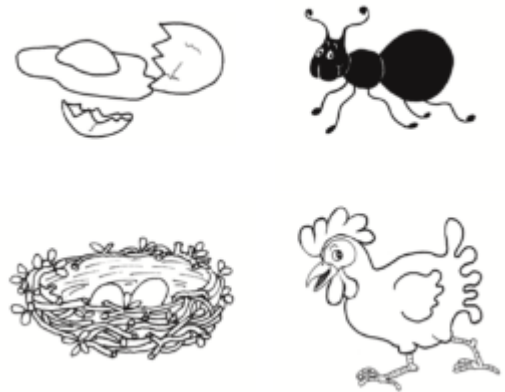
Children are taught how to blend individual sounds together in order to read full words. For example, “s” + “a” + “t” = sat. Lots of blending practice builds reading fluency.



4. Segmenting

Children are taught how to hear the individual sounds in full words so that they can break them down to write and spell them correctly. For example, hen = “h” + “e” + “n”

Three of these pictures have an /e/ sound in them. Cross out the one that does not.



5. Tricky Words

Some words do not follow the sound rules. Children are taught these words separately, alongside strategies to remember them. For example, “the” and “she”.



Lessons follow a sequence:

- Step 1 – story containing the sound
- Step 2 - action
- Step 3 - flashcard
- Step 4 – letter formation
- Step 5 - blending
- Step 6 – sounding
- Step 7 – dictation
- Step 8 - song

Generic Approaches:

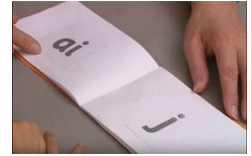
- Sound buttons
- Air writing
- Robot arms
- Stretch it out
- Auditory segmenting and blending
- Flashcards
- Silent blending
- Consonant blending

Learning to read books:

Children will be taught letter sounds and oral blending before being expected to read books.

Step 1:

Every child who is learning to read will take home a personal sounds book which includes the sounds they are being taught in school. Parents/carers will be asked to support their child by going through this book daily to help their child achieve instant recall of the sounds.



Step 2:

Once a child begins to be able to blend some of the sounds they have learnt together, they will take home word strips and keyrings (see appendix 1). Parents/carers will be asked to support their child by encouraging them to practise blending the sounds to read the words. This can be recorded in the child's reading record. Wordless books or pictures may also be taken home at this stage to encourage oral blending and segmenting from pictures, playing games such as I spy, and storytelling skills.

Step 3:

When ready, the child will be given a phonetically decodable Jolly Phonics reading scheme book (orange level/little word book/read and see – appendix 2). These will be given in the order of the letter sound groups (shown above).

In order for children to become confident and fluent, they need multiple exposures to the same book. Fluency includes speed (moving beyond decoding every single word every time), intonation of voice (known as prosody), and attention to punctuation. For this reason, children will keep their book for a whole week. Parents/carers will be asked to support their child by encouraging them to use their phonic knowledge to read the book daily, alongside the sounds books, word strips and keyrings. This should be recorded in the child's reading record.

Activities to develop fluency include:

- Your child decoding the book multiple times
- Echo reading - you read one sentence (following with your finger) and your child repeats it back to you (following with their finger), using exactly the same intonation and pace
- Choral reading - read the book, fluently, together (this is a development of echo reading)
- Discuss the story and ask your child questions about the book/pictures (there may be questions in the back of the book but these are not exhaustive)

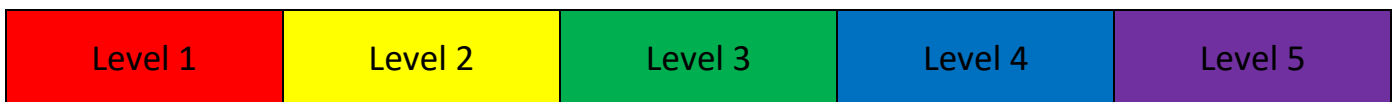


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As well as learning how to read, we want children to experience the pleasure of being read to, so that they are motivated to continue their journey of learning to read. Children will take home a reading for pleasure book from school to be enjoyed with parents/carers.

Once a child is secure in recognising and blending all 42 letter sounds, they will progress through the levelled Jolly Phonics scheme books as follows, where 'tricky words', number of sentences and alternative spellings are gradually increased. 'Tricky word' strips will also come home to practise at this point (appendix 3):

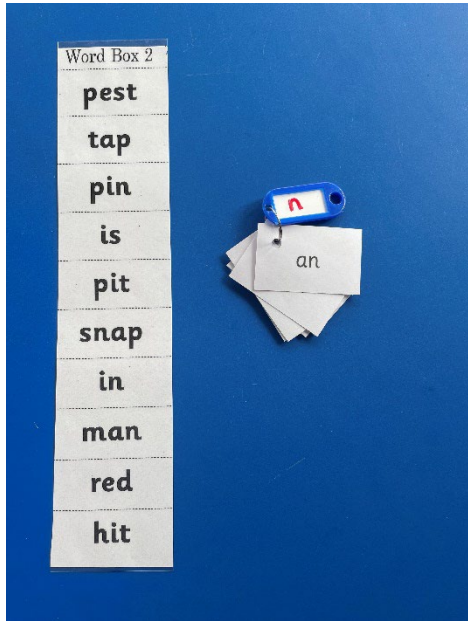


Points to note: children will progress through these steps and levels at different rates. Some children may take home books within the same level more than once to help them secure the sounds and practise blending them before moving on to the next letter group or reading level. When there is an identified need, children may be supported in school through additional time/groups/activities to learn and practise these early reading skills.

Once a child has progressed through the Jolly Phonics Reading scheme, they will complete 'star reader' assessments on Accelerated Reader, the results of which will guide them in choosing from a range of high quality books within our school library.

Further information on the teaching of reading skills can be found in our Reading for Life Policy document.

Appendix 1 – examples of word strips and keyrings



Appendix 2 – orange readers and little word books



Appendix 3: Tricky Word strips

Jolly Phonics Readers Red Level

- | | | | |
|----------------------------------|----------------------------------|---------------------------------|-----------------------------|
| <input type="checkbox"/> I (*) | <input type="checkbox"/> she (*) | <input type="checkbox"/> be (*) | <input type="checkbox"/> do |
| <input type="checkbox"/> the (*) | <input type="checkbox"/> me (*) | <input type="checkbox"/> was | <input type="checkbox"/> of |
| <input type="checkbox"/> he (*) | <input type="checkbox"/> we (*) | <input type="checkbox"/> to | |

Words marked with a (*) are also included within the final set of Orange Level Readers.

Jolly Phonics Readers Yellow Level

- | | | | |
|------------------------------|-------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> are | <input type="checkbox"/> your | <input type="checkbox"/> said | <input type="checkbox"/> there |
| <input type="checkbox"/> all | <input type="checkbox"/> come | <input type="checkbox"/> here | <input type="checkbox"/> they |
| <input type="checkbox"/> you | <input type="checkbox"/> some | | |

Jolly Phonics Readers Green Level

- | | | | |
|------------------------------|-------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> go | <input type="checkbox"/> by | <input type="checkbox"/> live | <input type="checkbox"/> when |
| <input type="checkbox"/> no | <input type="checkbox"/> only | <input type="checkbox"/> give | <input type="checkbox"/> why |
| <input type="checkbox"/> so | <input type="checkbox"/> old | <input type="checkbox"/> little | <input type="checkbox"/> where |
| <input type="checkbox"/> my | <input type="checkbox"/> like | <input type="checkbox"/> down | <input type="checkbox"/> who |
| <input type="checkbox"/> one | <input type="checkbox"/> have | <input type="checkbox"/> what | <input type="checkbox"/> which |

Jolly Phonics Readers Blue Level

- | | | | |
|---------------------------------|----------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> any | <input type="checkbox"/> were | <input type="checkbox"/> could | <input type="checkbox"/> four |
| <input type="checkbox"/> many | <input type="checkbox"/> because | <input type="checkbox"/> should | <input type="checkbox"/> goes |
| <input type="checkbox"/> more | <input type="checkbox"/> want | <input type="checkbox"/> would | <input type="checkbox"/> does |
| <input type="checkbox"/> before | <input type="checkbox"/> saw | <input type="checkbox"/> right | <input type="checkbox"/> made |
| <input type="checkbox"/> other | <input type="checkbox"/> put | <input type="checkbox"/> two | <input type="checkbox"/> their |

Jolly Phonics Readers Purple Level

- | | | | |
|---------------------------------|--------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> always | <input type="checkbox"/> cover | <input type="checkbox"/> once | <input type="checkbox"/> love |
| <input type="checkbox"/> father | <input type="checkbox"/> eight | <input type="checkbox"/> also | <input type="checkbox"/> mother |
| <input type="checkbox"/> upon | <input type="checkbox"/> every | <input type="checkbox"/> after | |

Appendix 4 Teaching Timetable

Terms 1&2 – teaching all of the 42 letter sounds

Teaching		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Weeks 9-12		
Letter Recognition	<ul style="list-style-type: none"> • Sound sheets & actions • Flash cards & games • Sound books • Alphabet frieze: put up section by section 	s a t i p	n c k e h r	m d g o u	l f b ai j	oa ie ee or z w	ng v oo oo y x	ch sh th th qu ou	oi ue er ar	Continue revising letter sounds		
		<ul style="list-style-type: none"> • Introduction of letter sounds and actions through stories, at a rate of one sound a day • Revision of letter sounds until the children know them well 								Learning the sounds of the capital letters in preparation for reading		
Letter Formation	<ul style="list-style-type: none"> • Multisensory practice: -pencil hold -correct formation 	<ul style="list-style-type: none"> • Feeling the letter shapes: air writing/ grooved letters in the <i>Finger Phonics</i> books 										
		<ul style="list-style-type: none"> • Neat letter formation practice: sound sheets, dry-wipe boards, lined paper 										
Blending	<ul style="list-style-type: none"> • Hearing the words after the sounds have been spoken by the: a) teacher b) children • Letter games/ activities • Word boxes 	<ul style="list-style-type: none"> • Aural blending: - adult says sounds in word - children identify word 			<ul style="list-style-type: none"> • Blending words with: - initial consonant blends, e.g. <u>st</u>op and <u>fl</u>ag - double letters, e.g. <u>du</u>ck and <u>hi</u>ll 			<ul style="list-style-type: none"> • Word boxes/strips: for children who can blend known letter sounds (introduce in groups 1-7) 				
					<ul style="list-style-type: none"> • Orange readers/little word books for children who can blend known letter sounds (work through in groups 1-7) 							
		<ul style="list-style-type: none"> • Blending simple words that use the known letter sounds, including words with digraphs 										
Identifying Sounds in Words	<ul style="list-style-type: none"> • Encoding regular words • Writing simple sentences • Dictation 	Identifying sounds in words: Is there a /s/ in nest? Is it at the beginning, the middle or the end?			<ul style="list-style-type: none"> • Dictation of letter sounds and simple regular words 		<ul style="list-style-type: none"> • Dictation of letter sounds and simple regular words with digraphs 					
					<ul style="list-style-type: none"> • Counting the sounds: - Teacher calls out simple words, e.g. dog, clap, sheep - Class responds with individual sounds, holding up a finger for each sound: /d-o-g/ (3 sounds, 3 fingers); /c-l-a-p/ (4 sounds, 4 fingers); /sh-ee-p/ (3 sounds, 3 fingers) 							
Tricky Words	<ul style="list-style-type: none"> • Reading tricky words • Learning the spelling of tricky words 	Learning to write first name						Learning to read and spell the first 12 tricky words: I, the, he, she, me, we, be, was, to, do, are, all				

Policy: Phonics and Early Reading

Date: September 2022

Review: September 2024

Terms 3&4 – teaching alternative spellings of letter sounds

Teaching	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Letter Recognition	<ul style="list-style-type: none"> Revision of the 42 letter sounds, plus the alternatives that have been taught 											
	<ul style="list-style-type: none"> Teaching the <y> spelling for the /ee/ sound Revision of the short vowels Teaching that, in some words with short vowels, the consonant is doubled, or <ck> is used 				Teaching split digraphs: a_e, e_e, i_e, o_e, u_e		Teach <ay> for /ai/ & <oy> for /oi/		Teach <ea> for the /ee/ sound	Teach <y> for the /ie/ sound	Teach <ow> for the /oa/ sound	Teach <ir> and <ur> for the /er/ sound
Letter Formation	<ul style="list-style-type: none"> Revision of the lower case letters, plus the capital letters that have been taught Introduction of the letter names through reciting/singing the alphabet 											
	Teaching capitals: SATIPN	Teaching capitals: CKEHRMD	Teaching capitals: GOULFB	Capital: J Revise digraphs: ai, ee, ie, oa, ue	Capitals: ZWV Revise ng, oo	Capitals: YXQ Revise digraphs: ch, sh, th	Revision: -alphabet -capitals	Revision: -capitals A to M formation b&d	Revision: capitals N to Z	Revision: caterpillar letters c a d o g q	Revision: tall letters b d h k l t	Revision: letters with tails f g j p q y
Blending/ Reading	<ul style="list-style-type: none"> Reading words, phrases and sentences as frequently as possible, and using blending for unknown words 											
	Blending words with <y> for /ee/ sound		Blending words with <ck>	Revision: double letters and <ck>	Blending words with split digraphs		Blend <ay> & <oy> words	Blend <ea> words	Blend <y> as /ie/ words	Blend <ow> as /oa/	Blend <ir> & <ur> words	Blend <ew> words
Blending words with double letters				Comprehending sentences								
Identifying Sounds in Words	<ul style="list-style-type: none"> * Calling out sounds in given words and holding up a finger for each sound * Writing words and sentences from dictation *Modelling the writing of sentences with the children *Encouraging independent writing 											
	doubling rule for words ending in <y> as /ee/	identifying short vowels in words	short vowel and <ck> rule	spelling words with double letters	spelling words with split digraph a_e, e_e, i_e, o_e, u_es	spelling /ai/ & /oi/ words using correct alternative	writing & <d> words using correct formations	spelling words that use digraphs	spelling <ir> and <ur> wordss	spelling <ew> words		
Tricky Words	<ul style="list-style-type: none"> Revision: reading and spelling the tricky words that have been taught 											
	you, your	come, some	said, here, there	they	go, no, so	my, one, by	only, old	like, have	live, give	little, down	what, when, why	where, who, which

Terms 5&6– teaching alternative spellings of letter sounds

Teaching	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Letter Recognition	Revision of the 42 letter sounds, plus the alternatives that have been taught If letter-sound knowledge is secure, introduce the common spelling patters for reading e.g. <ph> for /f/, soft <c> and <g>, <ear>, <air> and <are> for /air/											
	Teach: <ow> for the /ou/ sound	Teach: <igh> for the /ie/ sound	Teach <aw> for the /or/ sound	Revise /ai/ as in <ai>, <ay>, <a_e> Teach <wh> for /w/ sound	Revise: /ee/ as <ee>, <ea>, <e_e>	Revise /ie/ as <ie>, <y>, <igh>, <i_e>	Revise /oa/ as <oa>, <ow>, <o_e>	Revise /ue/ & /oo/ as <ue>, <ew>, <u_e>	Teach <au> and <al> for the /or/ sound	Revise: /oa/ & /ou/ as <ow>	Revise: /er/ as <er>, <ir>, <ur>	Revise: /or/ as <aw>, <au> and <al>
Letter Formation	<ul style="list-style-type: none"> Revision of the lower case and capital letters, encouraging neat and accurate handwriting 											
	Revision of the alphabet in 4 groups: Aa-Ee, Ff-Mm, Nn-Ss, Tt-Zz				Matching capitals to lower case letters	Revising digraphs: oa, ng	Revising digraphs: oo, or	Revising digraphs: ie, ee, ue	Revising digraphs: sh, ch, th	Revising digraphs: er, ar, ai	Revising digraphs: oi, ou	Revising digraph: qu
Blending/ Reading	<ul style="list-style-type: none"> Reading words, phrases and sentences as frequently as possible (using blending for unknown words), and developing the children’s comprehension skills 											
	Blending words with <ow> for the /ou/ sound	Blending words with <igh> for the /ie/ sound	Blending words with <aw> for the /or/ sound	Blending words with <wh> and alternatives for /ai/	Blending words with alternative spellings for /ee/	Blending words with alternative spellings for /ie/	Blending words with alternative spellings for /oa/	Blending words with alternative spellings for /ue/	Blending words with <au> and <al> for /or/	Blending words with <ow> as /oa/ and /ou/	Blending words with alternative spellings for /er/	blending words with alternative spellings for /or/
Identifying Sounds in Words	<ul style="list-style-type: none"> Teaching the short and long vowel sounds, with regular revision Calling out sounds in given words and holding up a finger for each sound <ul style="list-style-type: none"> Writing longer words and sentences from dictation Writing independently on a chosen theme 											
Tricky Words	<ul style="list-style-type: none"> Revision: reading and spelling the tricky words that have been taught 											
	any, many	more, before	other, were	because, want	saw, put	could, should, would	right, two, four, goes	does, made, their	once, upon, always	also, of, eight	love, cover, after	every, mother, father

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