



Phonics

At All Saints, Datchworth, we follow the *Letters and Sound* programme. The Letters and Sounds programme is designed to help practitioners and teachers teach children how the alphabet works for reading and spelling by:

- fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills;
- teaching high quality phonic work at the point they judge children should begin the programme. For most children, this will be by the age of five with the intention of equipping them with the phonic knowledge and skills they need to become fluent readers by the age of seven.

The Letters and Sounds programme is structured in six phases. However, the boundaries between the phases deliberately overlap so that no children are held back, or unduly pressured to move on before they are equipped to do so. It follows that practitioners and teachers will need to make principled decisions based on reliable assessments of children's learning to inform planning for progression within and across the phases. The 'typical' age/phase progression is as follows:

Year Group	Phase	Plus:	Word List
Reception	2, 3 (revisit 1)	Tricky/Unfamiliar words	100 High Frequency
Year 1	4, 5 (revisit 2-3)	Tricky/Unfamiliar words	100 High Frequency
Year 2	6 (revisit 5)	Tricky/Unfamiliar words	200 Next Common Words

Phonics is taught daily in Reception and KS1 classes, and for groups who still require support in KS2. Class teachers spend time at the beginning of the school year revisiting phonics from the previous phases. Children are assessed in phonics at the end of every term and pupil progress across the phases is tracked. Weekly spellings and word boxes in the Reception class are linked to phonics sounds taught and words taken from the list of 100 high frequency word list (as outlined in the Letters and Sounds Programme). In Year 2, alongside studying phonics from phases 5 and 6, children learn to read and write words from the 'next common 200 words' during spelling, handwriting and English sessions. Weekly spellings focus on current phonics patterns, such as prefixes and suffixes.

If at the end of Year 2, children are not secure in Phase 5 and 6 they will benefit from small group phonics sessions in KS2, if necessary. Spelling patterns are studied and



explored throughout KS2, ensuring that spelling conventions are understood and not simply learnt by rote for a test. This is with the intention that children apply in their independent writing.

Reading Schemes

At All Saints, Datchworth, we have a wide range of reading books organised within our reading scheme. We have spent considerable time and resources to ensure that children are provided with the opportunity to read a range of different text types, styles and genres. As a school we follow the Letters and Sounds scheme for phonics and we support this with Bug Phonics, Rapid Phonics, Oxford Reading Tree Phonics, Floppy's Phonics Sounds & Letters, as well as Songbirds Phonics. Our Reading Scheme includes various Oxford Reading Tree books such as Songbirds and Snapdragons and is supplemented by a range of other schemes such as Collins Big Cat, Early Readers, PM Starters, Project X and a selection of books that have been appropriately levelled to provide variety and breadth to each level. Books have been organised into colour-banded boxes which show clear progression and are kept in the most appropriately-aged classes, but can be accessed by other year groups as appropriate. All boxes in our reading scheme have been matched with a reading level, which sees children move from pink band to Lime. When children reach beyond this, they are able to choose books from our free reader collections in class. There is also an array of non-fiction books and graphic novels to appeal to a wide range of interests and reading preferences. These are housed in a non-fiction library in the school hall, which is accessed by all of our classes, either independently or with adult support.

Reception Class children work through key words and blending words using Word Boxes and also have a mini reading scheme within their classroom which is colour coded. *Pink* and *pre-pink* books are linked with the Foundation Stage. The teacher will match their starting box to their current reading level.

Children who have been recognised as making slow progress in reading are targeted for additional reading support with the teacher, the Teaching Assistant or an additional adult. The child will be heard read between 2-5 times per week, depending on timetables and need.