

Overview

INTENT

At Over Hall, we recognise reading as a key life skill. Through the teaching of systematic synthetic phonics, we intend to provide the children with the foundations to become fluent readers and successful writers, able to access all areas of the curriculum.

IMPLEMENTATION

All children from Reception to Year Two have daily phonics lessons in school. We use Floppy's Phonics through which children are taught about letters and the sounds that they make using a variety of approaches. These sounds are taught in a specific order to equip children with the knowledge and skills they need to decode words and read them accurately. The content of the phonic scheme is split into stages, of which there are six across Early Years and Key Stage One. Children in Reception have daily phonics lessons as a class and are taught levels 1, 1+, 2 and 3. Children in Year 1 are taught levels 4 and 5. In Year 2, once children become secure in their phonic skills, they move on to a spelling focus. As part of the current programme, all children in Key Stage One are taught phonics together in their classes, as a whole class. Where appropriate, some children may access further support and intervention to meet their individual needs to ensure they are staying as close to the code as possible. This is regularly reviewed and updated following assessments. Children on level 4 have a daily phonics lesson, as well as three group reading sessions a week, using phonetically-decodable books. Children on level 5 have a daily phonics lesson and a daily Ready, Steady, Comprehension session. In Year 2, children who have gained a secure knowledge of level 5 phonics have a daily spelling lesson using Ready, Steady, Spell and a daily Ready, Steady, Comprehension session. This ensures all children are listened to read daily. The lowest attaining children are listened to daily in addition to this. Each child is sent home with a book matched to their phonic ability, as well as having a book in school. Each school book is then sent home the following week so that the children are familiar with it. Children also have the opportunity to take home a reading for pleasure book weekly. Staff ensure phonics is embedded and integrated into all aspects of school life, making links to focus sounds during daily routines and the wider curriculum. Children are assessed every two books within the scheme and interventions are provided daily to address any misconceptions and accelerate progress. Outcomes are monitored using Phonics Tracker. In the Summer of Year One, children will take a statutory phonic screen to assess how they are progressing with their knowledge of sounds and letters.

Teaching Sequence

Each phonics lesson uses the following teaching sequence, taught across session 1 and session 2:

1. Revisit and review
2. Teach
3. Practise
4. Apply
5. Consolidate
6. Read

Session 1 and session 2 are taught as separate sessions. Depending on the level the child is working, these sessions can take place over two or three consecutive days.

IMPACT

As a result of high quality phonics provision, children will make good progress from their starting points, achieving at least expected standards for their age. The vast majority of children will be prepared for the next stage in their education as they move into Key Stage 1 and Key Stage 2. Results in the national screening check will be at least in line with or above the national average. We recognise, however, that reading goes beyond statutory testing and is key to all learning, and that success will also be seen across the curriculum as they move through school.

Lesson Expectations

ENVIRONMENT

Every classroom will have the following displayed:

- Alphabetic code
- Letter formation alphabet frieze
- Previously taught sounds
- New focus sound highlighted
- Helpful words previously know/ learning next

RESOURCES

Every lesson, staff will use the following resources:

- Flashcards and helpful words
- Interactive resources at appropriate volume
- Cumulative texts
- Helpful word cards
- Photocopied sheets

SESSION 1

Approx. 25 mins

- Use flashcards – e.g. 'ea as in eat'. Teacher guides children who say this as soon as they see the flashcard. Complete for gaps in previous levels and last ten taught GPCs. Teacher to clarify any mispronunciations or misconceptions through modelling and repetition. Finish with today's GPC. (once children are familiar with grapheme/ phoneme, show reverse of flashcard so no picture prompt can be seen)
- Use back of flashcards to read words. Use 'point and sweep' approach, clarifying pronunciation where necessary. Once children have segmented and blended each word, they read whole words down the list. Use focus GPC for the day plus two additional GPC cards previously taught.
- Read previously taught helpful words and introduce new word if appropriate. Discuss which parts of the word are tricky to read. Mispronunciations should be addressed immediately.
- Move to the interactive screen. Handwriting practice of focus grapheme. Use air writing with forefinger of right hand to air write capital and lower case. Point out difference between the formation of these (only time capital formation is used or mentioned).
- Zoom in to focus on words down the left-hand side of the screen. 'Point and sweep' as children say the phoneme then blend to read the word.
- Move to letters along the bottom of the screen. Teacher to press each letter and children all draw the letter in the air using air writing (right hand).
- Press button in bottom right corner. Children use their 'spelling fingers' to sound out and blend the words (Spelling fingers – left hand, one sound per finger, blend together. Left-handed children should also use left hand for spelling fingers).
- Look at the picture. Teacher to find focus phoneme in the picture using the buttons to say the words. Teacher to ask where the focus sound is in each word and children to point to correct finger e.g. w-e-t children point to first finger/thumb).
- Using the picture, teacher says a sentence and the children repeat (teacher to point to themselves with both hands, then the children to indicate who should talk — My turn, your turn).
- Children to generate their own sentences using the pictures with a talk partner.
- Cumulative text sentences (stuck onto back of phonics sheet). Children to underline focus grapheme and write how many they found. Then identify and read helpful words. After that, children can read whole sentence. Next, they draw a picture to match the sentence showing their comprehension. They can be extended by labelling their picture with words containing focus GPC.
- Finish session 1 with focus GPC flashcard as a recap of sound. Give out sound stickers.

SESSION 2

Approx. 30 mins

- Recap flashcards used in session 1 – e.g. ‘ea as in eat’. (This can be the reverse of the flashcard so children do not rely on the picture prompt) Include all flashcards for the focus phoneme e.g. /ee/ /e_e/ /ie/
- Show words on the back of the flashcard. Children to segment and blend each word as teacher ‘points and sweeps’, then read the whole words fluently. Complete for focus sound plus 2 additional sounds that have been previously taught.
- Recap helpful words using word cards.
- Teacher to use enlarged copy of worksheet to model expectations when completing this.
- Begin with the word bank on the sheet – identify and draw a line under focus grapheme in each word, saying the phoneme as they find it.
- Segment and blend each word in the word bank. Use ‘point and sweep’ to aid this (sound buttons can be drawn).
- Model using unfamiliar vocabulary in a sentence and provide the meaning of these words. Children to repeat back the sentence (my turn, your turn).
- Children move to work on sheets.
- Children begin by tracing the focus grapheme. Then they are to underline the focus grapheme and say the phoneme aloud (only sound in the room should be children saying the sound as they move through the words).
- Children then read the words. They tick the word if they can read it and circle if they do not know the meaning. Teacher to move around the room and check children’s ability to read the word. Support to segment and blend if unable to.
- Children move on to picture/spelling/sentences/paragraph on sheet (depending on the level they are working on)
 - Level 1+, Level 2 and Level 3:
Look at the pictures and say what they are (word should include the focus GPC). Draw a picture of something including the focus GPC. Label this by writing the word using spelling fingers. They should first use spelling fingers to identify how many sounds are in the word. Children to draw the correct number of sound lines and then write the correct letters on each sound line to spell the word correctly. Then write the word again without sound lines. Children can then fold their sheets up and repeat spelling section for a few more words.
 - Level 4:
Look at the pictures and say what they are (word should include the focus GPC). Focus on first picture. Children to say the relating word. Use spelling fingers to segment the word then write each grapheme on the sound line. Reread to check they have included all sounds to spell the word correctly. Repeat for other pictures on sheet. Teacher to check children’s understanding and model using board model (enlarged sheet). Children can then fold their sheets up and repeat spelling section for a few more words.
 - Level 5:
Search for and underline the focus grapheme within sentence/paragraph and write how many they can find. Children to read the paragraph once they have found all the sounds. Teacher to check children’s reading of this throughout. Ask children how many words they found and model finding in the sentences/paragraph. Read the sentences/paragraph together as a group. Children to choose one or two of words from the word bank to write in a sentence. Check spelling accuracy. Children then fold up the bottom of the sheet and draw lines to create columns for each sound (give each column a number working from left to right). Teacher to say a word and children to say the number of the column with the correct grapheme for that word. Children to use spelling fingers to segment the word, then draw the correct number of sound lines in the correct column on their sheet. Children to write the correct grapheme on each sound line to spell the word correctly, then write whole word again without the sound lines. Teacher to check children’s understanding using board model (enlarged sheet).
- Children to return to the carpet. Recap the sounds covered and final practice of oral blending of some words.
- During session 1 or 2, children should be given the opportunity to write a sentence including one or two words with focus grapheme(s) in. Teacher to dictate this sentence for children to write.

To be completed by class staff, for children working in Reception. The main focus of these reading sessions is using phonics as the first approach to reading, alongside building stamina for reading sentences rather than reading single words. Children will be placed in groups of approximately six for these sessions. These sessions will begin as and when pupils are able to segment and blend words with GPCs they have learnt.

One focus text will be chosen for that week's guided reading session, so children are rereading the same book over the week. This will be chosen based on their phonic level and decoding skills.

Guided reading sessions will take place once a week for children who are working 'on-track' or 'above' during phonics lessons.

Guided reading sessions will take place two or three times a week for children who are working 'just below' or 'below'.

These sessions will take the following format:

- Teacher/TA to introduce the focus text (all children to have a copy of the book). Point and sweep to the title. Children to segment and blend this.
- Children spend time looking at the front cover. Teacher/TA to engage discussions about the front cover to ensure they understand the title and context of the story. Make links to their own knowledge of the world and put the story into a context in their life. (e.g. 'Snacks' book—what snacks do you like?)
- Children to make predictions about the book.
- Teacher/TA to read the blurb together as a group. Discuss this in relation to their predictions. If there are graphemes on the back of the book, point to these and children to say the phonemes. Link these GPCs back to the pictures on the flashcard (e.g. cks as in ducks)
- Teacher/TA to go through focus **vocabulary** and sounds on the inside cover of the book. Adult to segment each word and children to orally blend it. Adult repeat the whole word. (e.g. d-u-ck-s, ducks)
- Teacher/TA talk through the whole book to introduce/explain the story line (not reading word for word). As talking through the story, adult to orally segment some words for children to blend. As and when appropriate, give definitions of some (unknown) words and link to the pictures to provide context.
- Teacher/TA to look through book and find some helpful words. Point to these and ask the children to read them.
- Give each child a copy of the book. Children to read the book. Encourage them to point to the words as they are reading them. Teacher/TA to go round and listen to each child read, supporting as and when needed. Adult may need to orally blend some words to support children in segmenting and blending the word themselves. Adult can also model reading the sentence again with fluency.
- Bring the group back together. Ask questions about the text, linking to what they have read. Questions at the back of the book can inform these discussions.

Additional to the guided reading sessions:

- Children will read the same book as in their guided reading session when they are reading 1:1 with an adult or their 'reading buddy'.
- Children will take the guided reading book home the following week to reread and build fluency and comprehension of the text.

To be completed by class staff, for children working in Year 1 or Year 2 on Level 4 or below. Staff will use professional judgement to decide which pupils may need to continue with group read sessions as they work through the phonics levels or year groups. These sessions will take place at least three times a week, with an aspiration of five times a week. The main focus of these reading sessions is fluency and takes the following format:

Session One—Decoding Practice (Teacher)

- Teacher/TA to introduce the focus text (all children to have a copy).
- Children spend time looking at the front cover and read the blurb together as a group. Children to make a prediction about the book.
- Teacher/TA/children to go through focus **GPCs, helpful words** and **words containing focus GPCs** on the inside cover of the book.
- Teacher/TA ask children to turn to a specific page in the book. 'Can you find a word containing the ... grapheme?' Children point to the word they find with one of the focus GPCs in.
- Children to read, in turn, the word they have found. Celebrate words containing focus GPC and address any misconceptions.
- 'Can you find one of our focus helpful words in the book?' Which word is it?
- Teacher/TA reads through the first couple of pages of the book, modelling how to segment and blend words as appropriate. Then model rereading the text for fluency.
- Children to independently continue reading the book using decoding skills. Adult to go round and hear each child read.
- Teacher/TA then addresses any misconceptions/ focus they have observed when listening to the children read.

Session Two—Building Fluency (TA)

- Teacher/TA to recap the focus text (all children to have a copy) - What do we know about the story so far?
- Teacher/TA/children to go through focus **GPCs, helpful words** and **words containing focus GPCs** on the inside cover of the book.
- Today's focus is on **reading with fluency**.
- Teacher/TA ask children to turn to a specific page in the book. Model reading with **expression**. Discuss use of character's **voices**, emphasis on **key words** and use of **punctuation for pausing**.
- Teacher/TA to read through the book. Children track along the words as the teacher/TA is reading.
- Children to independently continue reading the book using expression. Adult to go round and hear each child read.
- Teacher/TA then addresses any misconceptions/ focus they have observed when listening to the children read. This could be modelling reading the text again with fluency and expression.

Session Three—Comprehension (Additional; Teacher/TA, one-to-one, reading buddy, at home)

- Teacher/TA to recap the focus text (all children to have a copy) - What do we know about the story so far?
- Teacher/TA/children to go through focus **GPCs, helpful words** and **words containing focus GPCs** on the inside cover of the book.
- Today's focus is on **comprehension**.
- Teacher/TA to model asking a question and using the text to find the answer. Model thinking the process/skill out loud to find the answer.
- Teacher/TA ask children to turn to a specific page in the book (page relating to questions at back of book). Ask children the question. They are to find and share the answer. Repeat for all questions at the back of the book.
- Children to independently continue reading the book using expression. Adult to go round and hear each child read and monitor, correct and model as appropriate.



At Over Hall, we recognise the importance and benefits of incorporating phonics into all aspects of school life in Key Stage One. **All staff are committed to supporting the rapid progress of all children with their phonics skills as a priority.**

Staff support children with rapid progress through:

- Good preparation of phonics sessions using their knowledge of the programme to ensure accurate, progressive teaching.
- Quality-first teaching of Floppy's Phonics sessions, showing fidelity to the programme and its outcomes and intentions.
- Pacey sessions, addressing children's misconceptions immediately.
- The use of quality phonics resources which are prepared in advance of sessions.
- A phonics-rich environment, including all teaching areas (see 'Environment').
- Supporting with segmenting and blending words as part of daily routines e.g. 'Please get your c-oa-t'
- Encouragement of children to practise their focus sound by providing each child with a sound sticker to wear for the day. All members of staff will then ask that child about their sound throughout the day.
- Sending completed phonics work home in a phonics folder to encourage parents to support their child with new sounds at home.
- Regular updates for parents on Class Dojo.
- Providing timely (daily and same day), accurate, pacey interventions to recap sounds for those children that need it
- Regular assessment of all children, and adaptation of groups based on these assessments.
- Engagement in regular, focused phonics training sessions in Key Stage or staff meetings (where necessary).

Assessments

- Assessments are carried out at the end of every two online books used within the teaching programme.
- Staff use the Floppy's Phonics assessments provided by Oxford University Press to assess the children. Each staff member is responsible for the assessment of the children in their groups. This information is passed to the children's class teachers, who will complete the assessment in class time in replacement of their 1:1 reading session.
- The assessments focus on the sounds the children have learned and the segmenting and blending of words containing those sounds.
- When carrying out the assessments, children have a paper copy of the assessment sheet in front of them. They are able to draw sound buttons on the sheet to help if necessary.
- Staff assess the children using the 'shorter' words first, and then continue across each row to 'medium' and 'longer' words if the children are able to read these. The main assessment is focused on the sound and the first word read, but medium and longer words can be included if they are able to read these.
- Assessments are then transferred to Phonics Tracker, which is aligned to the Floppy's Phonics assessments.
- Assessments are reviewed by each staff member to ensure they know the interventions that are needed for each child if necessary.
- The Phonics lead reviews assessments half-termly. A document is then generated to inform groupings, the level children are currently working on and the lowest 20% of each group are highlighted. Gaps in prior learning are also highlighted to be planned for during the revisit and review section of a lesson, alongside targeted interventions for identified children.
- Class teaching staff are responsible for ensuring interventions are provided for the children in their class throughout the day.

Floppy's Phonics Interventions

- Interventions will be carried out daily for the lowest 20% of each class and as and when appropriate for any children identified as falling behind.
- Interventions must show fidelity to the Floppy's phonics scheme and use Floppy's phonics resources.
- There are two types of interventions that may occur:
 - Flashcard interventions:

These are for children who have GPC gaps identified from their assessments. Children will use the flashcards to become more familiar and confident with the grapheme and the corresponding phoneme. They will practice saying the phoneme with the picture prompt until they are more confident and then the reverse of the flashcard will be used so children do not rely on the picture prompt. They will also practice segmenting and blending the words on the back of the flashcard. These interventions will need to be completed on a 1:1 basis depending on each child's gaps (there should be no more than three GPCs per intervention). This type of intervention is expected to last no longer than 5 minutes.
 - Word bank/ cumulative text interventions (using phonics worksheets or online screen/sound book):

These are to be used as a pre or post-teach. They are for children who are struggling to keep up in their phonics lessons and/or need additional time to practice their segmenting and blending skills. The word bank/ cumulative text chosen for their intervention should be the one they will read in their next phonics lesson (pre-teach) or the one they have already read earlier that day in their phonics lesson to recap the current GPC being learnt (post-teach). These interventions can be completed on a 1:1 basis or in small groups depending on the needs of each child. The children in this intervention may vary each day depending on how well they achieve in that day's phonics lesson.

Key Stage Two - Phonics International Interventions

- Interventions will be carried out as and when appropriate for individual children in Key Stage Two who need extra phonics support to develop their reading and/or spelling skills.
- Interventions may show fidelity to the Floppy's Phonics scheme of work (as identified on the previous slide) or they may be delivered using Phonics International resources.
- Phonics International interventions will take the following structure:
 - Revisit and review:
Show a selection of flashcards containing the GPCs that the child/children need to revisit. (These can be printed from Phonics International - Grapheme tiles). Adult to point to the letter(s) and children to say the sound.
 - Introduce focus sound/spelling:
Show flashcard. Discuss spelling and the sound it makes. Model orally segmenting and blending words with this sound in.
 - Reading activity - Cumulative, decodable text (**core** I can read):
Children to look for the focus sound in the text and underline it, saying the sound as they do this. They then read the whole text, with a particular focus on reading the words containing the focus sound correctly. Adult to go round and listen to each child and support where appropriate.
 - Spelling activity - Individual word spelling (**core** sounds book activity sheets):
Adult to say a word containing focus sound. Children to use 'spelling fingers' to segment the word and count how many sounds there are. They then use this to write the word. Children to reread the word and check they have included all sounds in the word and that they have spelt the focus sound correctly. Adult to go round and support where appropriate. Adult to model correct spelling of word and children check their spellings. Repeat for a few more words.
 - Spelling activity - Dictated sentences:
Children to fold up their spelling sheets so they can only see the focus sound. Adult to dictate a sentence for children to write. The sentence must include a couple of words with the focus sound in. Adult to go round and support where appropriate.

Ensure the key focus of the intervention is planned for:

Does the child need to develop their decoding skills to support their reading or do they need to apply their phonic knowledge to their spelling?