



Our Intent

At Dalestorth Primary and Nursery School, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and that children who read regularly have increased chances later in life. We aim to deliver a high-quality education which teaches pupils to read accurately and with good comprehension so that they can effectively access the world in which they live. We want them to develop a love of reading, reading with good pace, fluency and expression in a range of contexts. We aim to deliver quality first teaching that follows a carefully planned sequence of lessons through exposure to high-quality texts. We provide the children with opportunities to explore precise and enriched vocabulary to use within the context of the lesson and to connect to wider subject areas. Reading is taught in each year group progressively, using a wide variety of quality texts. We want children to become independent readers who choose to read for pleasure. Teaching is designed to take account of our progression documents to ensure age appropriate content. Where appropriate, links are also made to ensure that children's social, moral, spiritual and cultural development is enhanced through their reading experiences.

At Dalestorth Primary and Nursery School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Dalestorth Primary and Nursery School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

The sequence of teaching involves:

- Selecting and reading high-quality texts which enrich children's knowledge and experiences.
- Teaching challenging vocabulary with cross curricular links.
- Developing pace, fluency and expression when reading.
- Teaching and developing the skills of understanding and using vocabulary, inferring, clarifying, summarising and sequencing, predicting, retrieving and questioning.

In the early stages of reading, we strongly advocate the use of phonics and children are given daily opportunities to blend and segment words to read and write. Alongside this, we provide children with a diet rich in high quality literature to foster and promote high quality vocabulary and a genuine love of reading. By the end of the EYFS, we want the children to have a strong phonological awareness and have the ability to hear and discriminate sounds within words. In reading, they should be able to say a sound for each letter in the alphabet and at least 10 digraphs. They should read words consistent with their phonic knowledge by sound-blending and read aloud simple sentences and books, including some common exception words ('tricky words'). In writing, they

should be able to write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; and write simple phrases and sentences that can be read by others.

By the end of Year 1, children should be able to state some of the more common alternative pronunciations for graphemes and read many familiar words without the need to blend the sounds out loud first. They should be increasingly able to apply their phonic knowledge to select the most plausible graphemes (using the 'best bet' strategy) when spelling new words. The majority should be able to read and write an additional 33 common exception words correctly. These are specifically taught to children. This is continued into Year 2 where children continue to explore alternative pronunciations and become increasingly adept at making the correct choice of grapheme when attempting new words. They learn an additional 64 common exception words so that, by the end of Year 2, most children are able to read and spell many words correctly, including those containing common suffixes.

Our Implementation

During FS1, children are given regular opportunities to develop their listening skills which forms the basis for their future learning in Phonics. High-quality continuous and enhanced provision enables children to develop and apply their skills through the seven aspects of Phase 1, alongside carefully planned small group time sessions. Phase 2 is introduced to the children later in the academic year, in readiness for FS2.

In FS2 and Year 1, children have a daily Phonics session which follows a structured sequence from Phase 2 – Phase 5 (see below). This ensures that children make rapid progress in systematically learning and revising phonemes and graphemes and common exception words.

In Year 2, children have a daily Phonics/spelling session, revising previously taught phonics content and teaching spelling rules and strategies as set out in the Spelling Shed scheme of work.

Assessments are carried out regularly to identify those children who may be falling behind. 1:1 and small group interventions are then put in place to enable these children to catch up. Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
-

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The *Little Wandle Letters and Sounds Revised* placement assessment is used with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- the *Little Wandle Letters and Sounds* placement assessment
- the appropriate half-termly assessments.

Children are given a reading book to read independently once they are able to recognise the first two sets of Phase 2 sounds and read some tricky words. The books given are initially phonic based and are matched closely to a child's phonic knowledge in order that they can be given opportunities to read words by blending the sounds that have already been taught. This then gives them early success in reading and prevents them having to 'guess' words. Children will progress through the 'phonic-banded' books from P2a – P5e in line with their learning in Phonics sessions. Children in FS2 and KS1 have phonically decodable books from Big Cat. Children in KS2 who still need phonically decodable books have books which have been selected to be more age-appropriate, and these are from both Big Cat and Rising Stars.

When children have a secure phonic knowledge, they then progress to 'colour banded' books (orange book band upwards). These are carefully selected books that are colour-coded according to their level of difficulty. We regularly assess children's reading, to check that the child is reading books with an appropriate level of difficulty (95%+ accuracy).

Children are exposed to a wide variety of literature covering different genres. This includes listening to stories read by adults, taking home reading for pleasure library books (carefully selected from 'recommended reads' lists by year group), studying books in more depth in reading lessons and having the opportunity to independently explore topic books and books by our 'Author of the term'.

Highly skilled teaching assistants hear children read their individual reading books weekly in FS2 and KS1 to check that books are of an appropriate level of challenge. Children who have been identified as being in the bottom 20%, being PP and WT the expected standard, or who may simply not read regularly at home, are identified as being priority readers and read 1:1 at least once a week with an adult.

In FS2 and KS1, reading books are changed once a week. We encourage children to re-read books at least three times before progressing onto the next book. In doing this, they can focus on Read 1 – Word accuracy, Read 2 – Reading fluency and Read 3 – More sophisticated reading comprehension.

In KS2, the children are likely to be reading longer, more challenging texts so are not expected to read the same text multiple times before changing. They are encouraged to change their books independently when they have finished one, but teaching assistants will hear all children regularly to ensure they are on the correct book band.

Alongside daily Phonics teaching in FS2 and KS1 (and for those children who still need it in KS2), children also have regular reading lessons. In FS2 and KS1, these are a combination of guided groups

which are matched to phonic levels, and whole class reading sessions which are focussed on using high-quality texts to develop vocabulary, fluency and comprehension. In KS2, children have whole class reading lessons twice a week.

Each class has a reading area that is filled with books suitable for their reading age as well as year group specific books which the children are encouraged to take home to read for pleasure alongside their banded reading books. We also use the Education Library Service and draw on their expertise to source a range of high-quality materials to enhance our topic work. Children are given opportunities to read throughout the day, including during topic lessons.

Our Impact

By the time children leave Key Stage 1, the vast majority are fluent readers who have a strong phonic awareness and can tackle unknown words confidently. In 2021 89% of the year 1 children met the requirements of the Phonic Check. Out of the 4 children who did not pass in June 21, 2 of them met the requirements by the time they left Year 2. Reading and Phonics data has been broadly in line with national average from 2019-22.

We firmly believe that reading is the key to all learning and our impact is demonstrated in our children's attitude to reading and their genuine love of books. This is modelled by all of our staff who regularly share their own enthusiasm for books. Our children can talk about their favourite books and authors and can recommend books to their peers. They evaluate an author's use of language and the effect this can have on the reader. Above all, the vast majority read for pleasure and understand the magical world that books can unlock for them.

Teaching Sequence

Children in FS1 will have regular small group time sessions focused around the seven aspects of Phase 1 throughout their time in Nursery. These will be supported by access to carefully planned, high-quality continuous and enhanced provision where they can further develop and enhance their early phonic skills.

Week	Book Band	Graphemes to be Taught
<p>Weeks 1-3 Autumn Term for all children in FS2. Phonological awareness is key to reading and writing development. Therefore, a focus on phonological awareness continues for the whole of EYFS.</p>	<p>Children in FS1 will bring home a reading for pleasure library book each week to share at home and help to develop a love of reading. Children in FS2 will bring home Lilac banded 'no text' books to develop their understanding of stories.</p>	<p>Environmental sounds – develop listening and awareness of sounds - listening and remembering sounds - talking about sounds.</p> <p>Instrumental sounds – develop awareness of instrument sounds - to appreciate the difference between instrument sounds and others - to use a wider vocabulary to talk about sounds</p> <p>Body Percussion – to develop awareness of sound and rhythms - to recall patterns of sounds - to talk about sounds we can make with our bodies</p> <p>Rhythm and Rhyme – to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech. - to increase awareness of rhyming words</p> <p>Alliteration - to develop understanding of alliteration - to hear the difference between different starting sounds within words - to explore how different sounds are articulated</p> <p>Voice Sounds - to distinguish between different vocal sounds (including oral blending and segmenting) - to explore speech sounds - to talk about different sounds we can make with our voices</p> <p>Oral Blending and Segmenting - to develop oral blending and segmenting of sounds in words - to listen to phonemes within words and to remember them in the order in which they occur - to talk about the different phonemes that make up a given word</p>

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Reception Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Reception Summer 2

	Phase 4	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root word ending in: -er, -est longer words	

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /ool/ /yool/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Year 1 Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

Year 1 Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Year 1 Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

Year 1 Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

Phase 6 Teaching Sequence – Year 2 (Spelling Shed)

Week	Graphemes / Spelling Rules to be Taught
1	The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds
2	The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the ‘short vowels.’
3	The /j/ sound spelled with a g.
4	The /s/ sound spelled c before e, i and y.
5	The /n/ sound spelled kn and gn at the beginning of words
6	Challenge Words
7	The /r/ sound spelled ‘wr’ at the beginning of words.
8	The /l/ or /ul/ sound spelled ‘-le’ at the end of words.
9	The /l/ or /ul/ sound spelled ‘-el’ at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10	The /l/ or /ul/ sound spelled ‘-al’ at the end of words.
11	Words ending in ‘-il.’
12	Challenge Words
13	The long vowel ‘i’ spelled with a y at the end of words.
14	Adding ‘-es’ to nouns and verbs ending in ‘y.’
15	Adding ‘-ed’ to words ending in y. The y is changed to an i.
16	Adding ‘-er’ to words ending in y. The y is changed to an i.
17	Adding ‘ing’ to words ending in ‘e’ with a consonant before it.
18	Challenge Words
19	Adding ‘er’ to words ending in ‘e’ with a consonant before it.
20	Adding ‘-ing’ to words of one syllable. The last letter is doubled to keep the short vowel sound.

21	Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound.
22	The ‘or’ sound spelled ‘a’ before ll and ll
23	The short vowel sound ‘o.’
24	Challenge Words
25	The /ee/ sound spelled ‘-ey’
26	Words with the spelling ‘a’ after w and qu.
27	The /er/ and /or/ sound spelled with or or ar.
28	The /z/ sound spelled s.
29	The suffixes ‘-ment’ and ‘-ness’
30	The suffixes ‘-ful’ and ‘-less’ If a suffix starts with a consonant letter. It is added straight onto most root words.
31	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings
32	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
33	Words ending in ‘-tion.’
34	Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.
35	The possessive apostrophe (singular)
36	Challenge Words