

# St Charles Primary School



# Reading Policy



**Date policy adopted by the Governing Body: January 2023**  
**Date policy to be reviewed: January 2025**

# Contents:

<b>Mission Statement:</b>	<b>Page 3</b>
<b>Intent</b>	<b>Page 4</b>
<b>Implementation:</b>	<b>Page 4</b>
<b>Foundations for Phonics</b>	<b>Page 5</b>
<b>Essential Letters and Sounds Phonics Programme</b>	<b>Page 5</b>
<b>Terminology:</b>	<b>Page 6</b>
<b>Consistent Approach</b>	<b>Page 6</b>
<b>Whole Class Approach</b>	<b>Page 7</b>
<b>Assessments</b>	<b>Page 7</b>
<b>Interventions and Support</b>	<b>Page 8</b>
<b>Decodable Books</b>	<b>Page 8</b>
<b>Reading for Pleasure and Purpose</b>	<b>Page 8</b>

## Reading in Years 2-6

<b>Assessments</b>	<b>Page 8</b>
<b>Guided Reading</b>	<b>Page 8</b>
<b>Class Reading</b>	<b>Page 9</b>
<b>Reading Books</b>	<b>Page 10</b>
<b>Spoken language</b>	<b>Page 10</b>
<b>Interventions for Yr2 and Beyond</b>	<b>Page 10</b>
<b>Parental Involvement</b>	<b>Page 10</b>
<b>Impact</b>	<b>Page 10</b>
<b>Useful Links</b>	<b>Page 11</b>

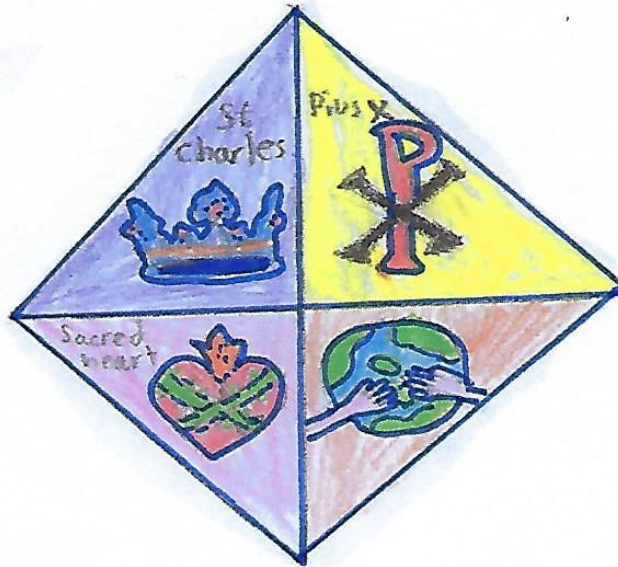
## Appendices

<b>Appendix 1 Phonics Progression Charts</b>	<b>Page 12</b>
<b>Appendix 2 Mnemonics and Rhymes to Support ELS</b>	<b>Page 16</b>

St Charles Catholic Primary school

# Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

*Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.*

*We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.*

*In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.*

## **Our Aims**

- *To appreciate that we are all uniquely created and loved by God.*
- *To deepen each child's understanding of the Catholic faith.*

*To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*

- *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
  - *To provide an excellent education so children learn and achieve their potential.*
  - *To respect and care for one another in a happy, welcoming and nurturing community.*
- *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens*

## **Intent:**

*"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." — Stephen King*

At St Charles Primary School, we believe that all our children can become confident, fluent and independent readers and writers. This is why we teach reading through Essential Letters and Sounds, which is a validated systematic and synthetic phonics programme. This is predominantly taught in Early Years and KS1 and for those that require interventions in KS2.

We start teaching phonics in Nursery/Reception and follow the Essential Letters and Sounds 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 equipped with skills and knowledge to tackle any unfamiliar words as they read.

At St Charles Primary 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.

We value reading as a crucial life skill. We aim for our pupils to develop a love for reading. We recognise that reading allows our children to develop culturally, emotionally, intellectually, socially and spiritually. Reading is a gateway to learning and enables them to understand the world around them. It enables children to both acquire new knowledge and build on what they already know.

We want all of our pupils here at St Charles to read confidently for meaning and regularly enjoy reading for pleasure with the correct tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Our aim is for all of our pupils to be able to read fluently and comprehend what they are reading, building a rich vocabulary and a cultural capital that will transfer into their learning and their lives.

## **Implementation:**

Our curriculum is created and designed to meet the National Curriculum Programme of Study. Reading focuses on the following strands:

### Word Reading:

- Phonics and Decoding
- Common Exception Words / Harder to Read and Spell Words
- Fluency Prediction

### Comprehension:

- Understanding and correcting inaccuracies
- Comparing, contrasting and commenting
- Words in context and authorial choice
- Inference and prediction
- Poetry and Performance
- Non-fiction

### **Foundations for phonics in Nursery:**

We provide a balance of adult-led and child-led experiences for all children to allow them to meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin their learning of the grapheme-phoneme correspondences (GPCs) and blending in Reception.

### **Daily phonics lessons in Reception and Year 1**

We build up phonics teaching for up to 60 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the Essential Letters and Sounds expectations of progress: (See appendix 1)

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 2, 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Throughout both year groups, children are exposed to the Harder to Read and Spell Words (Common Exception Words) and spelling patterns.

### **Essential Letters and Sounds:**

Essential Letters and Sounds teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.

#### **Essential Letters and Sounds teaches children to:**

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

We know that for children at the end of Key Stage 1 to achieve the age-related expectations, they need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency.

For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read.

To do this, they need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds. Through the rigorous teaching programme,

children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

Every lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. Children will get the same high-quality first teaching every lesson, every day throughout the programme.

**Terminology:**

It is crucial that adults use consistent terminology with children so that they do not become confused and their working memory is at optimum use.

<b>Terminology</b>	<b>Definition</b>
Pure sounds	The correct pronunciation of phonemes so that children can more easily blend to read words.
Phoneme	The smallest unit of sound in a word.
Grapheme	A written letter or group of letters representing one sound e.g. t, ck, igh
Digraph	A combination of two letters representing one sound, as in 'ai' and 'ph'.
Consonant Digraph	Two consonants which make one sound e.g. sh, ch, th
Vowel Digraph	A digraph in which at least one of the letters is a vowel e.g. oa, ar
Split Digraph	A digraph that is split by a consonant. Usually a long vowel sound e.g. 'a-e' (cake), u-e (rule).
Trigraph	Three letters which together make one sound e.g. igh
Blending	The process of using phonics for reading. Children identify and synthesise the phonemes in order to make a word. E.g. s-n-a-p, blended together, reads snap.
Segmenting	Separating words into their constituent phonemes to spell.
Pseudo Words	Tool to assess phonetic decoding - shows that the word hasn't been memorised or learnt by sight.
Harder to Read and Spell Words	Words in which the English spelling code works in an unusual or uncommon way e.g. the, you, was. (Common Exception Words)
CVC, CCVCC,	The abbreviations used for consonant- vowel consonant and consonant-consonant-vowel - consonant- consonant words, used to describe the order of sounds.

**Consistent Approach:**

Commitment to the 'Essential Letters and Sounds' programme is imperative. Everyone in the school follows the same programme, using the same terms and tracks progress in the same way to ensure pupils do not fall through any gaps. Consistency is key so that children are given a clear approach from all staff and year groups so that children retain learning and working memory is not overloaded. The following methods should be used.

<b>Concept:</b>	<b>Method:</b>
Lesson Structure	Staff follow the five-part lesson sequence: <b>revisit, teach, practise, apply, review.</b> If teachers need support materials these can be



	found in the Phonics subject folder on the staff G- drive.
Introducing a new sound	Children encouraged to listen and repeat several times. Children are shown the letter with a rhyme for letter formation. (See appendix 2)
When Blending Words	Robot arm and hands together to blend.
When Segmenting Words	Robot arm and hands together to blend.
Sound Buttons	Buttons for single sounds and longer buttons for digraphs and trigraphs.  <div style="text-align: center;"> <p>Cat    ship    light</p> <p>...        -..        . - .</p> </div>
Pure Sounds	All adults must pronounce the letters in the correct way e.g. 'mmm' not 'muh'. This makes it easier for children to blend words to read.
Frequency and Duration	Each class in Reception and Year 1 will lead up to a 60 minute phonics lesson per day.
Harder to read and Spell Words	Following Essential Letters & Sounds HRS word progression. (See Progression Document attached - Appendix 1)

### **Whole Class Approach:**

As of January 2022, we started to move phonics teaching to whole class groups, rather than by ability. A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled. ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support, usually during the Apply activity.

### **Assessment:**

Formative assessment occurs in daily phonics sessions and children are given appropriate challenge at the correct phonics level. Children are taught in a whole class approach. Interventions happen swiftly during the apply section. Children who are falling behind, (lowest 20% of pupils) are quickly identified and strategies are put in place to ensure that they receive extra intervention.

Summative assessment using the 'Essential Letters and Sounds' assessment is used every half term (usually during week 5) and this should be used to inform planning and raise any concerns with senior leaders.

Phonics screening practise tests should occur at the end of each half term. This information is collated by the English Coordinator and the results of these will be discussed at Pupil progress meetings alongside the Executive Head, Head of School, Assistant Head and SENCO. Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

### **Interventions and Support:**

We know that children - especially those with educational difficulties - learn better in a mixed-ability environment where their learning is scaffolded, not only by the teacher and support staff but also by their peers. If children require further support to achieve the outcomes of the lesson and keep up with the pace, we immediately have three interventions that are delivered on a one-to-one/small group basis. These focus on oral blending, GPC recognition and blending for reading. These interventions are short and concise and last no longer than ten minutes. They are delivered either in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom, or in over-scheduled group intervention sessions, where they are removed from the rest of the curriculum.

### **Decodable Books**

Children practise early reading with fully decodable books that:

- are matched to phonic knowledge and which do not require use of alternative strategies.
- are matched to the phonics phases.
- are decodable at the child's current level and not mixed with non-decodable books for independent reading.
- include a small number of the most common 'HRS' words, which will aid children's fluency.
- are continued in the progressive sequence of 'Essential letters and sounds' phases until a child can confidently decode words involving most common grapheme representations of all phonemes.

We have a wide variety of books for children with differing reading stamina's whilst simultaneously allowing them to access the current taught sounds.

### **Reading for Pleasure and Purpose:**

Our pupils are given opportunities to read in other curriculum subjects e.g. RE, science, history, geography, design & technology etc. There is a designated class library in every classroom, which is well stocked with an array of fantastic books that promote a love of reading. Library books have been carefully chosen to support our curriculum, offer a wide range of cultural influences and cover a range of genres.

### **Reading in Year 2-6**

#### **Assessments:**

At the end of each term, pupils will sit a Headstart Assessment paper, which allows teachers to assess the pupils' independent comprehension abilities. These assessments will help teachers form an overall 'point in time' assessment at the end of each term to inform future planning. These cover all content domain strands (See below )

#### **Guided Reading:**

During guided reading sessions, the children will answer questions based on the reading content domains appropriate to their key stage. The content domain sets out the relevant elements from the National Curriculum Programme of Study (2014).

For English at Key Stage 1 and 2, these are assessed in English reading tests. The tests will, over time, sample from each area of the content domain.

**The Key Stage 1 English reading tests will focus on the comprehension elements of the National Curriculum.**



Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

Source: 2016 key stage 1 English reading test framework: national curriculum tests from 2016 STA/15/7338/e ISBN: 978-1-78315-823-2

**The Key Stage 2 English reading tests will focus on the comprehension elements of the national curriculum.**

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3

### **Class Reading**

We want our pupils to listen to a range of high-quality texts being read to them each day. The texts that are read to our pupils have been carefully chosen to provide a range of high-quality material that we believe every child should experience. There is a selection of modern and classic texts from a range of genres, written by a range of authors and poets on a variety of topics and from a variety of cultures.

Class texts are deliberately pitched at a more challenging level than the pupils would be able to read independently to provide challenge and expose advanced vocabulary, plots, characters and concepts. We want our pupils to appreciate the best literature that has been written and develop a rich vocabulary as they grow up. Teachers are free to choose additional texts to read to their class beyond the texts set out in the Curriculum Map.

Children need to be heard read regularly at school. Teachers will hear each child read regularly, so that they can assess whether they are making progress with word reading, expression, intonation and comprehension. Children that need more support with reading will be heard reading more often by supporting adults at school.

Children are given the opportunity to change their reading book each week.

## **Reading Books**

We recognise that parents are the primary educators of their children. We ask parents to develop a 'Reading for Pleasure' culture at home from the earliest age. Once issued with a reading book from school, we ask that parents read with their child each day and record this in a Reading Record. In Reception and Year 1 class, each child is issued with a reading book from the Essential Letters and Sounds programme within the first few weeks of term. These books support the phonics being taught in the classroom and each child will always have a fully decodable book as well as a pupil chosen book to be shared with parents/carers at home. Nursery children take home weekly wordless books to develop that language skills as well as a self-chosen book.

Our reading scheme uses publications, organised into reading levels, which run from Reception to when pupils are ready to choose their own reading books appropriately as a 'Free Reader'. This is usually when children reach Year 3.

As a 'Free Reader', children are encouraged to choose a book from the class library or bring a book in from home. Each class library has a wonderful range of well-chosen books at the children's appropriate level. They also include books that support their curriculum topics taught in their year group.

### **Spoken Language:**

This underpins the development of reading and writing. Teachers will ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils' should be able to explain their understanding of texts, summarise what they have understood and articulate their thoughts clearly. They must make their thinking clear before they write; discussions and debates will aid this further.

### **Interventions for Year 2 and Beyond:**

The children who do not pass the phonics screening check in Year 1, will re-sit this in Year 2. Children are either taken out on a one-to-one or small group basis to aid their phonic learning. In Key Stage 1 and 2, fluency and comprehension skills are taught through Interventions/Booster Groups at various points of the day to enable them to progress. Consultation with the school SENCO is essential to ensure children are placed on programmes appropriate to their needs.

### **Parental Involvement:**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St Charles, we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual Reading Record books. Parents are invited into school to attend workshops to learn about how reading is taught and developed.

### **Impact:**

Due to the rich reading diet that our pupils receive, they are fluent, expressive readers with excellent understanding and a highly developed vocabulary.

We monitor the impact of our Reading approach through:

- Half termly phonic progression tracking for EYFS and KS1.
- End of EYFS, KS1 and KS2 Statutory Assessments and the Year 1 phonics check.

- Termly assessment tracking information being shared with SLT (including key areas of concern).
- Learning walks and observations.
- Pupil enjoyment and confidence in reading.
- Whole staff moderation sessions focussed on progression of one area of reading across the school.
- Termly pupil progress meetings with the head and SENDCO with key children requiring support or challenge identified and shared with SLT prior to the session.
- Head Teacher and SLT monitoring.

(Essential Letters and Sounds, developed by Knowledge Schools Trust, 2021)

### **Useful Links:**

Essential Letters and Sounds Website:

<https://essentiallettersandsounds.org/ssp-programme/#item-introduction>

Phonics Play:

<https://www.phonicsplay.co.uk>

Oxford Owl:

<https://www.oxfordowl.co.uk>

**Appendices:**

Appendix 1: Phonics Progression in Essential Letters and Sounds

# ELS Term-by-term Progression

## Reception Autumn 1: Phase 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

## Reception Autumn 2: Phase 3

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

## Reception Spring 1: Phase 3-4\*

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo>	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	

## Reception Spring 2: Phase 3-4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

### Reception Summer 1: Phase 4

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC -er -est

### Reception Summer 2: Phase 5 introduction

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

# Essential Letters and Sounds

## Term By Term Progression - Year 1

Year 1 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		



### Year 1 Spring 1: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head) /e/ <ie> (friend)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar	because		

### Year 1 Spring 2: Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian
			mother, brother		

### Year 1 Summer 1, Summer 2: all phases

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

## Appendix 2: Mnemonics and Rhymes to Support ELS

### RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2

s - snake - swerve around the snake

a - ant - around the head, down the body

t - teacher - down her body and cross her shoulders

p - parrot - down his body, around his face

i - inventor - down her body, spot her idea

n - nest - down the bird and over her nest

m - meerkat - meerkat, mound, mound

d - duck - over his back and around the tail, up his neck and down to his feet

g - goat - start at his ear, around the face and down the beard

o - ostrich - around the ostrich's body

c - camel - curl around the camel's back

k - kid - down the body, up the arm, down the leg

ck - a camel and a kid - the camel stood by the kid

e - elephant - around the head and down the trunk

u - umbrella - under the umbrella and down to the tip

r - runner - down her body, up over the arm

ss - two snakes - sunbathing snakes

h - heron - from his head to his feet, up and over his back

b - bike - down the person and around the wheel

f - fox - over the ear, down to the tail and across the jaw

ff - two foxes - two foxes facing forwards

l - ladder - down the long ladder

ll - two ladders - ladders in a line

Plus: words with /s/ at the end (sits, fits, cats, bats)

### RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3

j - jellyfish - swoop down the tentacles and dot the head

v - viper - down the tongue, up the tongue

w - wallaby - hop to the top, land and hop, land and hop

x - x x x - criss-cross the kiss

y - yacht - under the hull and down to the anchor

z - zigzag - zig and zag zz - two zigzags - a zigzag duet

qu - quill - around the feather and down the pen

ch            chew the chunky chips

sh	the shabby ship shook
th	they were thirsty
ng	ping pong
nk	oooh! a pink sink
ai	wait for the train
ee	bee on my knee
igh	light up the night
oa	float on the moat

Plus: words with /z/ at the end (dogs, beds, bees, zigzags)

Words ending in s and -es

### **RECEPTION/PRIMARY 1 SPRING 1: PHASE 3-4**

oo	the book nook
ar	a far star
ur	turn in the surf
oo	scoop with a spoon
or	order some popcorn
ow	prowl and growl
oi	coin in the soil
ear	clear that smear
air	a pair in the lair
ure	sure it's the cure
er	a bitter winter
ow	go slow in the snow

Words containing adjacent consonants can be used as part of this teaching sequence (e.g. green, bright, paint, bloat, clown).

### **RECEPTION/PRIMARY 1 SPRING 2: PHASE 3-4**

Review Spring 1

Plus: review words with double consonants

### **RECEPTION/PRIMARY 1 SUMMER 1: PHASE 4**

Short and long vowels with adjacent consonants, building on previous exposure

CVCC, CCVC, CCVCC, CCCVC, CCCVCC

Words ending in suffixes -ing, -ed /ed/, -ed /t/, -ed /d/, -er, -est

Compound words

## RECEPTION/PRIMARY 1 SUMMER 2: PHASE 5 INTRODUCTION

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe
<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /(y)oo/	tune on the flute
<c> /s/	cycle in the city

## YEAR 1/PRIMARY 2 AUTUMN 1: PHASE 5

Review all previous learning.

Alternative spellings:

<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn

<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe

### YEAR 1/PRIMARY 2 AUTUMN 2: PHASE 5

#### Alternative spellings:

<au> /or/	pause the launch
<ey> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /(y)oo/	tune on the flute
<c> /s/	cycle in the city
<y> /ee/	a lovely baby
<al> /or/	walk along the wall

### YEAR 1/PRIMARY 2 SPRING 1: PHASE 5

#### Alternative pronunciations:

/ai/ <a>	apricot on your apron
/ai/ <ey>	they chose grey paint
/ai/ <ea>	a great break!
/ai/ <eigh>	my neighbour has a sleigh
/ar/ <a>	follow after my father
/ee/ <e>	she waved to me
/igh/ <i>	tiger in the wild
/igh/ <y>	fly in the sky
/oa/ <o>	let's both host
/o/ <a>	swallows and swans
/oo/ <u>	a bush full of berries
/y/+/oo/ <u>	a unicorn in uniform
/c/ <ch>	the school orchestra
/sh/ <ch>	the chef has a machine
/e/ <ea>	heather in the meadow
/e/ <ie>	a good friend

/ur/ <or>	the worthy artwork
/ur/ <ear>	search for a pearl
/oo/ <ou>	you make the soup
/o+/l/ <oul>	boulder on his shoulder
/ee/ <ie>	a shield in the field
/v/ <ve>	move and groove
/i/ <y>	a cygnet under the sycamore
/air/ <are>	share the fare
/air/ <ere>	"Where?" "Over there!"
/air/ <ear>	a bear ate the pear
/ch/ <tch>	catch on the latch

### YEAR 1/PRIMARY 2 SPRING 2: PHASE 5

#### Alternative pronunciations:

/u/ <o>	the monkey and his mother
/j/ <g>	an energetic giraffe
/j/ <ge>	take charge of the barge
/j/ <dge>	squidge on the bridge
/s/ <st>	listen to the whistle
/s/ <ce>	dance on the fence
/s/ <se>	a mouse in the house!
/n/ <gn>	a gnome with a sign
/n/ <kn>	kneel on your knees
/r/ <wr>	wrap it round your wrist
/m/ <mb>	the lamb climbed up
/z/ <se>	pass the cheese, please
/z/ <ze>	freeze in the breeze!
/ear/ <eer>	peer at the deer
/ear/ <ere>	here is the sphere
/sh/ <ti>	waiting patiently at the station
/ar/ <al>	balm on your palm
/or/ <augh>	she taught her daughter
/sh/ <ss>	permission for the mission
/zh/ <si>	the illusion caused confusion
/sh+/u+/s/ <tious>	scrumptious and nutritious
/sh/ <ci>	a special and precious relic



## YEAR 1/PRIMARY 2 SUMMER 1: ALL PHASES

No new GPCs.

Revise all sounds and spellings taught so far in preparation for Phonics Screening Check.

## YEAR 1/PRIMARY 2 SUMMER 2: ALL PHASES

Revisit and revise all previous learning.

Exposure to all previously taught GPCs through longer text extracts to support reading fluency and comprehension.

By continuing to use the decodable readers children will have exposure to these more rarely used GPCs:

/s/ <sc>	science				
/t/ <bt>	doubt				
/i/ <y>	crystal				
/i/ <u>	busy				
/n/ <ne>	gone				
/m/ <mn>	column				
/g/ <gh>	ghastly	<gu>	guard		
/o/ <ou>	cough				
/u/ <ou>	tough	<oo>	flood		
/h/ <wh>	whole				
/f/ <gh>	rough				
/w/ <u>	penguin				
/ai/ <aigh>	straight				
/ee/ <ei>	ceiling	<i>	police		
/igh/ <eye>	eyelash	<is>	island	<uy>	buy
/oa/ <ough>	dough	<eau>	plateau		
/ar/ <ear>	heart				
/ur/ <our>	colour	<re>	centre		
/oo/ <o>	move	<ou>	group		
/oo/ <ui>	juice	<oe>	shoe		
/yoo/ <eau>	beautiful				
/or/ <ar>	warm	<oar>	roar	<oor>	floor <ore>
more					
/ow/ <ough>	plough				
/air/ <ar>	scary				

(Essential Letters and Sounds, developed by Knowledge Schools Trust, 2021)