

## Early Reading and Phonics

At Macaulay Primary Academy our approach to teaching early reading and synthetic phonics is systematic and ensures that children have the opportunity to learn how to read words and sentences accurately. For the teaching of phonics we use the DfE Letters and Sounds programme throughout the whole academy. In every session children have the opportunity to revisit, learn, practice and apply this new learning. Throughout this children are exposed to real and alien words using sounds buttons to aid with the decoding. Children are then encouraged to use phoneme frames within lessons to help them spell new words.

As a school we have a consistent approach to teaching phonics through our bespoke rhymes and characters. All classroom display the same alphabet and sound cards to ensure children's learning is a consistent journey throughout the whole school. Children also have access to our own sound mats to aid writing.

**Alongside our synthetic systematic phonics teaching we use a developmentally appropriate program called Launchpad for Literacy to support our most vulnerable learners to achieve our school aim that every child will leave Macaulay Primary Academy being able to read fluently. This program uses targeted assessment to support our children to narrow their gaps in their phonetic development to and runs alongside their tailored phonics teaching to help them make accelerated progress.**



## Foundation Stage

In nursery children will begin their phonic journey on phase 1. Phase 1 focuses on developing children's listening skills. **Alongside the children's daily phonics teaching the children are supported with an environment that promotes 'awe and wonder' and provides a language rich curriculum, heavily-focused on developing our children's communication skills to aid their phonetic development.**

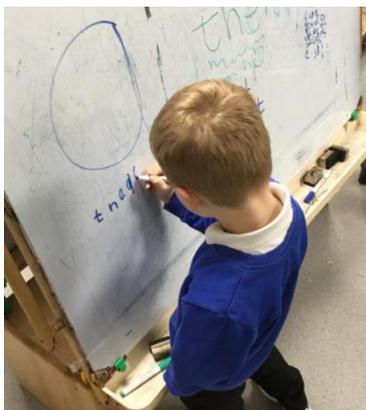
They will do this through listening for environmental and instrumental sounds, alliteration, rhythm and rhyme and voice sounds ultimately allowing the children to orally blend and segment words e.g. hearing

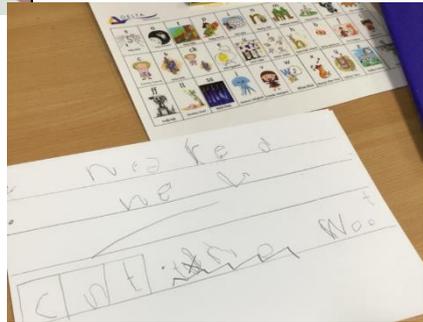
that c-a-t makes 'cat'. Children will then move onto Phase 2 at the start of the reception year. In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters (digraph), but **in Phase 2, children focus on learning the 19 most common single letter sounds**. By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.'

Phase 3 comes next with children being introduced to the remaining, more difficult and/or less commonly used phonemes mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/. Alongside this, **children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'**. They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song. By the end of Phase 3, they should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes and read 12 new tricky words.

When children are ready, they take home a phonics books which is precisely matched to their phonic ability. We have invested in a new book scheme from Oxford Reading Tree incorporating Floppy's Phonics, Hero Academy and Alien adventures. These books follow our planning exactly to ensure that children are reading with 90-95% accuracy. At Macaulay we understand the importance of celebrating children's reading achievements.

**Children's phonic groups are matched precisely to their needs and these groups are regularly assessed and so that the children receive the best start to their reading journey. Children receive 2 phonic sessions a day in Reception; one focusing on the teaching of new phoneme-grapheme-correspondence and 'tricky words' and the second session initially focusing on their phonological awareness and then later their reading fluency and writing skills. Alongside their taught phonic sessions, you will find the adults within the unit working with the children in their self-initiated play to further develop their communication skills to run alongside their reading fluency and further embedding their phonic skills through child-led writing and regular reading opportunities in the provision.**





## Key Stage One

Children in Year 1 continue their phonic journey on Phase 4. Phase 4 concentrates on consolidating and refining the children's knowledge, introducing more spelling patterns and tricky words. Children will practise reading and spelling CVCC words, read and spell high frequency words, practise reading and writing sentences and learn more tricky words including have and like. This allows children to become more confident when blending words together. Where needed, children take part in phonics intervention at the appropriate phase for their ability. This is offered as bespoke, high quality sessions four times a week to give children the opportunity to revisit and consolidate learning from the morning phonics session.

Children will then move onto Phase 5 where they learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'. They learn about split digraphs such as the a-e in 'name.' They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.' Phase 6 phonics takes place

throughout Year 2, with the aim of children becoming fluent readers and accurate spellers. By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Within Phase 6 children will learn how to use prefixes, suffixes, about past tense, new spelling rules and when to use apostrophes. As you will see (and hear) as you walk around our academy, reading is a huge priority at Macaulay and underpins everything we do, allowing children to access the full curriculum offer.

All children in Key Stage 1 take home a phonics book, which is precisely matched to their phonic ability. We have invested in a new book scheme from Oxford Reading Tree incorporating Floppy's Phonics, Hero Academy and Alien adventures. These books follow our planning exactly to ensure that children are reading with 90-95% accuracy. At Macaulay we understand the importance of celebrating children's reading achievements.



The teaching structure in KS1 is as follows:

<b>Revisit/Review</b>	Recap all sounds that have previously been taught. Flashcards or phonics play
<b>Teach</b>	Teach the sound of the day. Use a flashcard and a rhyme to go with it. Ask children to say the sound back to you using different voices.
<b>Practise</b>	Practise reading some words/flashcards with the sound of the day in. Children to have a go at independently reading some words with the sound of the day in. Include alien words. Children to write down words with the sound in, adding sounds buttons.
<b>Apply</b>	Reading or writing a sentence. A game or activity that allows the application of reading or writing.

All children in Year 1 receive additional phonics intervention through a phonics provision room. In this room they consolidate learning which has happened during the phonics teaching that week through a range of games and activities.



## Key Stage Two

Where needed, children take part in phonics intervention at the appropriate phase for their ability. This is offered as bespoke, high quality sessions twice a week ensuring that all children leave our academy as fluent readers. All children who are accessing phonics sessions take home a phonic decodable book which is precisely matched to their phonic ability. These books are changed on a weekly basis which allows parents and children to celebrate their reading success.

As you will see (and hear) as you walk around our academy, reading is a huge priority at Macaulay and underpins everything we do, allowing children to access the full curriculum offer. All displays around the academy have sound buttons on them to empower children to read them.



After a  
storm comes  
a rainbow...

How many digraphs can you spot in the title?