



Thomas Russell Infants' School

'Our children blossom through nurture and challenge'

Early reading and phonics

Intent

At Thomas Russell Infants' School, we intend:

- for children to become enthusiastic and motivated readers
- to develop children's confidence in reading a wide variety of genres and text types
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read
- to encourage a love of literature and an enjoyment of reading for pleasure
- to use reading to provoke thought within children.
- to ensure that our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Implementation

What do we teach? What does this look like?

Our reading curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs to flourish to become the very best version of themselves that they can possibly be. In the Foundation Stage we follow the statutory framework for EYFS. In Year 1 and 2 we teach the National Curriculum, supported by a clear skills and knowledge progression and guidance from The Reading Framework July 2023. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

At Thomas Russell Infants' we have a skills based approach to reading ensuring that the children are explicitly taught each step, which enables them to become an effective, fluent and confident reader. During the week children in Reception read with an adult who can teach and develop the early reading skills that they need. This is in line with our chosen phonics scheme - ELS.

In Year 1 and 2 we follow the whole class reading approach. Each class has a timetabled 20 minute reading sessions each day. Whole-class reading sessions allow children of all attainment bands to be immersed in the same high-quality literature and the discussions that these texts promote. expand pupils' vocabulary and deepen their

understanding of the texts they are reading. Whole class reading sessions provide explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements which require further understanding, keeping in mind that children must learn to retrieve information, interpret meaning and comment on the author's choice of vocabulary or style. Questions check pupils' understanding of the text in order to enhance their memory.

During the week children will take home a phonetically decodable reading book (linked to the phonic phase they are working on), a sharing book (to be read with an adult at home) and a library book (for pleasure). Once children are secure with Phase 5 phonics they take home 2 age appropriate reading books a week.

In our school, our reading curriculum links closely with our writing curriculum; we use a text-based approach that enables us to create opportunities for reading, discussion and writing within English lessons. We ensure that reading objectives from the National Curriculum are also taught within our English lessons.

We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read. All staff actively promote reading for pleasure opportunities for children and parents. We have established links with our local library and we have a 'Book Nook' school community library outside the front of our school. Children are given opportunities to take part in a 'secret book club' during the week and bedtime story bags are sent home with Reception and Year 1 children during the week. Our home/school reading reward system is designed to engage parents with listening to and reading with their child at home. Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read.

- Across the school there is an emphasis placed on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, children have the opportunity to revisit previous learning, practise and apply new skills in structured but engaging ways. We follow the ELS Scheme for phonics which was chosen because of its clear progression and the rigorous and engaging lessons.

The tables below shows our expectations for the progression with phonics during children's time in our school.

ELS Term-by-term Progression

Reception/Primary 1 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/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 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

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/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/Primary 1 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/Primary 1 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 CCCVCC -er -est

Reception/Primary 1 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

Year 1/Primary 2 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/Primary 2 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/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acom) /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)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+/l/ <oul> (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, friend	because		

Year 1/Primary 2 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/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 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).					

Children's progress in phonics is monitored regularly through continuous and reactive assessments. There is robust interventions with the intention for children to 'keep up' rather than 'catch up'. Children in Year 2 who do reach the required score in the phonics screening check have a programme of phonic intervention during their time in Year 2.

Impact

Regardless of background, ability or additional needs, by the time children leave Thomas Russell Infants' they will:

- be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- have the skills to decode words in order to be able to read age appropriate books with a secure understanding of what they have read
- be inspired by literature and will read for pleasure.