St Cuthbert's Primary School Phonics and Early Reading Rationale and Overview

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Rationale for the teaching of Phonics and Early Reading

Intent

At St Cuthbert's CE Primary School reading is at the very heart of our curriculum as we recognise it is the key to success in all subject areas. Emphasis is placed on Early Reading from the very moment the children enter our school in the Early Years Foundation Stage. Children are immersed in a language rich environment which places great value on listening to stories and rhymes from the very beginning. Children develop the key prerequisite skills required in order to develop solid phonological awareness. We recognise that having a good understanding of the auditory components enables children to develop the listening and attention skills required to distinguish between discrete units of spoken sound.

Through our ELS Systematic Synthetic Approach to the teaching of Phonics and Early Reading children acquire the critical knowledge that is essential, not only for reading, but for spelling. In addition, high quality Phonics teaching supports the development of Early Writing skills. The direct teaching of Phonics, Early Reading and Writing is a high priority and takes place on a daily basis with additional opportunities to apply their knowledge built in to the curriculum.

At St Cuthbert's we believe that through the satisfaction they gain from decoding words successfully, children develop a love of reading. Revisiting high quality decodable texts, which are carefully matched to each individual's growing phonic knowledge, enables children to develop the automaticity and fluency needed to comprehend and become immersed in stories. To allow this to happen, children are exposed to high quality Essential Letters and Sounds Oxford Reading Scheme books, covering a range of different genres and interests. The texts available to children for both school and home reading purposes are updated regularly. Half termly 1:1 assessments ensure that children's books are matched closely to individual levels of ability.

Our ELS phonics overview and termly progression is as follows:

ELS Overview – Phase 1 to Phase 5

Phase 1	Phase 2	Phase 3*
Nursery/Pre-School *ELS Foundation Stage* Seven aspects: • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending	*Reception/Primary 1 Autumn 1* • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words	*Reception/Primary 1 Autumn 2, Spring 1 and Spring 2* • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4*	**Phase 5 including alternatives and lesser-known GPCs**	**Beyond Phase 5**
Reception/Primary 1 Summer 1 • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3	*Reception/Primary 1 Summer 2* • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words *Year 1/Primary 2 Autumn 1 and 2* • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words *Year 1/Primary 2 Spring 1 and 2* • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4	*Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2* • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

**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.*

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/ <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> (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)	/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: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review	Review	Review	Review	Review	Review

Year 1/Primary 2 Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/<sc> /n/<ne> /g/<gh> /g/<gu>	/u/<ou> /f/<gh> /o/<ou> /u/<oo>	/oo/<o> /h/<wh> /w/<u> /ee/<ei>	/ee/<i> /oa/<ough> /ur/<our> /ur/<re>	Review	/t/<te> /or/<ar> /or/<oar> /or/<oor>

Reviewed: January 2025