



St Cuthbert's Primary School Phonics and Early Reading Policy

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)

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.

Phonics Lessons

High quality and consistent approaches are used to deliver Phonics across the school. Through careful planning, observation and teacher assessment, our phonics programme is delivered at a fast pace with all learners achieving success. We ensure all parts of the daily phonic lesson are fully interactive for all children.

Implementation

At St Cuthbert's CE Primary School, we follow the Essential Letters and Sounds Phonic Scheme. This is a fast-paced Systematic Synthetic Phonics Scheme that is delivered with rigour. It is used alongside a dedicated ELS Reading Scheme (Oxford University

Press) to provide complete fidelity. ELS is compatible with the teaching sequence of Letters and Sounds and was validated by the Department for Education in June 2021.

All members of staff are trained by our Reading/Phonics Lead to teach ELS ensuring that we have an expert team. As a staff team, we meet regularly to update 'best practice' and provide consistency and continuity in our approach to the teaching of Phonics and Early Reading. This ensures that all children receive high-quality Phonics teaching every day. Classrooms are well resourced to ensure that every child has the resources required to learn to read well.

Reading is a central part of every pupil's life at our school. We instil a love of reading from the very beginning of children's education. We believe all children can become confident readers during their time in Primary Education. Children's love of reading is evident through their continuous engagement, desire to read for pleasure and their understanding of a range of texts, authors and illustrators. This is further developed through our curriculum.

To ensure all children learn to read, we teach Phonics from the very start of EYFS. Phonics is explicitly taught every day. Children use their growing Phonic knowledge to support them in other areas of the curriculum and have many opportunities to practise reading decodable texts precisely matched to their phonic knowledge. This includes reading 1:1 with a member of staff, with a partner during paired reading and during small group and whole-class reading sessions. We recognise that reading is a fundamental life skill and aim to ensure that all children leave our school able to read well.

ELS is a whole-class teaching model. This means that every single pupil has the same opportunities when learning to read. Learning to read well, early, is a priority for every child. Children who may find it harder to learn how to read are given extra support from a trained member of staff every day. Daily Phonics lessons continue in Year 1 and Year 2 to ensure all children become confident, fluent readers.

We follow the ELS progression and sequence. This allows our children to practise their existing phonic knowledge whilst building their understanding of the 'code' of our language. As a result, children can tackle any unfamiliar words that they might discover. The main skills taught are as follows:

1. **Grapheme / Phoneme Correspondence (GPCs):** Children are taught to match letters or combinations of letters (Graphemes) with their corresponding vocal sounds (Phonemes). Some correspondences are represented by single letters. Other correspondences are represented by more than one letter such as; ch, sh, ai, ow, ay, or (digraph), igh, air, ear, ure (trigraph).
2. **Letter Formation:** This is taught alongside the introduction of each letter in the alphabet. It is crucial that our children are taught the correct formation of each

letter consistently. ELS have their own mnemonic rhyme to ensure that children are taught to follow the correct sequence of movements and orientation.

3. **Blending:** Children are taught to orally blend using robot arms and blending hands. They are taught to decode by blending CVC words by sound talking each phoneme and blending those sounds quickly in order to read the word.
4. **Segmenting:** Children are taught to encode words by stretching the phonemes in a word and segmenting those sounds using their robot fingers. This helps with the retention of sounds within a word so children can record/write the corresponding letters in the order in which they hear them.
5. **Harder to Read and Spell Words:** These are words with irregular parts, such as 'who' and 'I'. Children learn these as exceptions to the rules of Phonics. Introducing these HRSWs early in the year increases reading fluency as they frequently occur in early reading texts and enable children to become competent readers at the earliest opportunity.

Through the ELS progression we teach children more rarely used GPCs (Grapheme/Phoneme Correspondences). This means that they can decode and read more words with increased fluency.

ELS is supported by a wide range of fully decodable texts. These cover both fiction and non-fiction and are exciting and engaging for all our pupils. We match the home reading texts to each child's current phonic knowledge to ensure that they consolidate their most recent teaching and learning at home.

Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers. ELS teaches relevant, useful and ambitious vocabulary to support children's journey to becoming fluent and independent readers.

At St Cuthbert's, we begin by teaching the single letter sounds before moving to digraphs (two letters spelling one sound), trigraphs (three letters spelling one sound) and quadgraph (four letters spelling one sound).

We teach 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.

The structure of ELS lessons allows children to know what is coming next, what they need to do, and how to achieve success. This makes it easier for children to learn the GPCs we are teaching (the alphabetic code) and how to apply this when reading.

ELS is designed around the principle that children should 'keep up' rather than 'catch up'. Interventions are delivered within the lesson and any child who is struggling with the new knowledge is immediately targeted with appropriate support. Where further

support is required, targeted intervention is used. These interventions are short, specific and effective.

ELS is designed to make use of all the teaching time during the phonics lesson. Providing targeted support where required reduces the need for additional interventions meaning that there is minimal disruption to curriculum teaching time.

Children are assessed in Week 5 of each half term to ensure that any specific gaps can be targeted immediately.

We reinforce the link between reading and writing in every ELS lesson through the independent application of the children's understanding. We also ensure that all our teachers reference the learning from ELS lessons when writing as part of the wider curriculum.

Where further phonic support is required in Key Stage 2, this is timetabled daily to ensure that any child rapidly catches up.

Recording Children's Reading

Each child has a Home Reading Record which goes home and a Pupil Record Booklet which stays in school. This enables the teacher to monitor each child's reading progress and ensure that their book is carefully matched to their growing phonic knowledge. We recognise the importance of children reading a wide range of genres and are able to monitor this closely as well as tuning in to their individual reading preferences such as 'Super Hero' texts.

Encouraging regular reading

All children have at least one weekly session where they read their home reading book to their teacher. Daily reading opportunities both in and outside of the main Phonics session are clearly planned using texts that are matched to the GPCs taught so far. Children's books are changed on a weekly basis. This encourages children to revisit the same text several times at home to promote greater fluency and prosody

New reading books are introduced through a carefully planned reading session. This session will introduce children to key themes and principal characters within the text. It will also reinforce taught GPCs and focus on reading HRSWs and decodable words. This approach develops pupil's comprehension skills allowing them to make key interpretations through developing a deeper understanding.

Home Reading Record books are signed by a parent/carer after every reading session and Dojo Points are awarded to pupils to celebrate reading success at home. In addition, pupils are awarded Early Reading Certificates at the end of each half term. Parents/Carers are also regularly invited to attend our end of week whole-school Celebration Worship event so we can celebrate reading success collectively.

How are the Reading Books Organised?

Oxford Reading Books used at St Cuthberts to support the teaching of ELS:

- **Essential Phonic Readers** (in lilac cells) - variety fiction and non-fiction. These books are specifically aligned to each teaching week in the ELS progression.
- **Essential Blending Books** (in lilac cells) - beautifully simple books which feature small sets of letter-sound correspondences, designed to support the key skill of blending. They contain a series of words and some short phrases and sentences. These books are specifically aligned to each teaching week in the ELS progression.
- **Little Blending Books** - these beautifully simple books feature small sets of letter-sound correspondences, following the progression, and are designed to support the key skill of blending. They contain a series of words and some short phrases and sentences.
- **Hero Academy** - set in a school for superheroes, these books are great for hooking children's interest.
- **Traditional Tales** - these delightfully illustrated tales and fables can be used at the end of terms/phases for consolidation.

*In addition, further decodable books can be accessed at home via the ELS eBook Library and each child's unique class login.

The chart below shows at which point each of the books becomes UNLOCKED. This will be at the point the GPCs used in the books have been taught in the ELS teaching programme.

Reading Scheme Progression

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Aut 1	1	1	s, a, t, p	n/a
Rec	Aut 1	2	1+	m, i, n, d	l, the
Rec	Aut 1	3	1+	g, o, c, k	put, no
Rec	Aut 1	3	n/a	g, o, c, k	put, of, is
Rec	Aut 1	4	1+	ck, e, u, r	is, to, go, into
Rec	Aut 1	5	1+	ck, e, u, r	pull
Rec	Aut 1	6	1+	h, b, f, l, ff, ll, ss	pull, as, his

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Aut 2	1	2	j, v, w, x	his, he, she, buses

Rec	Aut 2	2	n/a	y, z, zz, qu, ch	we, me, be
Rec	Aut 2	3	2	sh, th, ng, nk	push, me, buses, was
Rec	Aut 2	4	3	ai, ee, igh, oa	her
Rec	Aut 2	5	3	Review (-es where there is no change to ending)	was, rushes
Rec	Aut 2	6	3	Review	my, you

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Spr 1	1	3	oo (book) and Review	n/a
Rec	Spr 1	2	3	oo, oo, ar, or, ur	my, they, all, are
Rec	Spr 1	3	3	ow, oi, ear, air	n/a
Rec	Spr 1	4	3	ure, er, ow (low)	ball, tall
Rec	Spr 1	5	3	Review	when, what
Rec	Spr 1	6	3	Review	(tall)

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Spr 2	1	3	Phase 3 Review	said, so, have, was, you, my, he, me, they, all
Rec	Spr 2	2	3	Phase 3 review	were, out, like, put
Rec	Spr 2	3	3	Phase 3 review	some, come, there
Rec	Spr 2	4	3	Phase 3 review	little, one, do
Rec	Spr 2	4	3	Review	little, one, do
Rec	Spr 2	5	3	Phase 3 review	children, love
Rec	Spr 2	6	3	Phase 3 Review	n/a

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Rec	Sum 1	1	4	cvcc -ed/ed/	said, so, have
Rec	Sum 1	2	4	ccvc	like, some, come, have
Rec	Sum 1	3	4	ccvcc -ed/d/	some, come, there
Rec	Sum 1	4	4	ccvc	little, one, do
Rec	Sum 1	5	4	Review	n/a
Rec	Sum 1	6	n/a	cccvcc (-er, -est)	children, love
Rec	Sum 1	6		ccvcc and ccvcc	were, there, little, one

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
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Rec	Sum 2	1	4	/ai/ <ay>, /ow/ <ou>, /igh/ <ie>, /ee/ <ea> -le	oh, their
Rec	Sum 2	2	4	/oi/ <oy> /ur/ <ir> /(&y)oo/ <ue> /or/ <aw>	people, Mr, Mrs
Rec	Sum 2	2	4	oa, er, ow, oo, ar, igh, oo, or, ee	out, said, what, there, like, some, so, little
Rec	Sum 2	3	4	/w/ <wh> /f/ <ph> /(&y)oo/ <ew> /oa/ <oe>	your, ask, should
Rec	Sum 2	4	4	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	would, could, asked
Rec	Sum 2	5	4	Review	house, mouse, water
Rec	Sum 2	6	4	/igh/ <i-e> /oa/ <o-e> /(&y)oo/ <u-e> /s/ <c>	want, very

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Aut 1	1	4	Review	n/a
Year 1	Aut 1	1	4	Review	n/a
Year 1	Aut 1	2	4	Review	n/a
Year 1	Aut 1	2	4	Review	n/a
Year 1	Aut 1	3	5	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	n/a
Year 1	Aut 1	3	5	/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	n/a

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Aut 1	4	5	/oi/ <oy> /ur/ <ir> /(&y)oo/ <ue> /or/ <aw>	n/a
Year 1	Aut 1	4	5	ay, ou, ie, ea, oy, ir, ue, aw	oh, their, people, Mrs
Year 1	Aut 1	5	5	Review	n/a
Year 1	Aut 1	6	5	/w/ <wh> /f/ <ph> /(&y)oo/ <ew> /oa/ <oe>	n/a

YEAR	TERM	WEEK	Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Aut 2	1	5	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	please, once
Year 1	Aut 2	2	5	/igh/ <i-e> /oa/ <o-e> /(&y)oo/ <u-e> /s/ <c>	any, many, again
Year 1	Aut 2	2	5	wh, ph, ew, oe, ey, a-e, i-e, o-e, u-e, e-e	Mr, Mrs, looked, called, asked, could, here
Year 1	Aut 2	3	5	/ee/ <y> /or/ <al> + Review	who, whole
Year 1	Aut 2	4	5	Review	where, two
Year 1	Aut 2	5	5	Review	once, many, again, whole, two

Year 1	Aut 2	6	5	Review	once, any, please
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YEAR	TERM	WEEK	Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Spr 1	1	5	Review	where, two
Year 1	Spr 1	2	6	/ai/ <a>, /ai/ <ey>, /ai/ <ea>, /ai/ <eigh>, /ar/ <a>, /ee/ <e>, /igh/ <i>, /igh/ <y>	n/a
Year 1	Spr 1	3	6	/oa/ <o>, /o/ <a>, /oo/ <u>, /y/+oo/ <u>, /c/ <ch>, /sh/ <ch>, /e/ <ea>	here, sugar, friend
Year 1	Spr 1	4	6	/ur/ <or>, /ur/ <ear>, /oo/ <ou>, /oa/ + /l/ <oul>, /ee/ <ie>, /v/ <ve>, /i/ <y>	because
Year 1	Spr 1	4	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/	called, could, looked
Year 1	Spr 1	4	5	a /ai/, /ar/, /o/, e /ee/, i /igh/, o /oa/, u /oo/, /y)oo/, ow /oa/, ie /ee/, ea /e/, er /ur/, ou /oo/, /o/, /oo/	I'm, don't
Year 1	Spr 1	6	6	/air/ <are>, /air/ <ere>, /air/ <ear>, /ch/ <tch>	n/a
Year 1	Spr 1	6	6	/air/ <are>, /air/ <ere>, /air/ <ear>, /ch/ <tch>	n/a

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Spr 2	1	6	/u/ <o> + Review	n/a
Year 1	Spr 2	2	6	/j/ <g>, /j/ <ge>, /j/ <dge>, /s/ <st>	n/a
Year 1	Spr 2	2	6	y /igh/, /ee/, /i/, ch /c/, /sh/, dg, g /j/, ey /ai/, /c/ c, k, ck, ch, /f/ ph, /v/ ve, /w/ wh, /e/ ea, ie, /ow/ ou	by, very, once
Year 1	Spr 2	3	6	/s/ <ce>, /s/ <se>, /n/ <gn>, /n/ <kn>, /r/ <wr>, /m/ <mb>	n/a
Year 1	Spr 2	3	5	/ai/ ai, a-e, ay, ey; /igh/ i, y; /ow/ ow, ou; /w/ wh; /j/ g; /ur/ (w)or; /ee/ ee, e, ie, y; /oa/ o; /or/ al, a, ough; /oo/ ue, ou; /e/ ea	looked, people

Year 1	Spr 2	3	5	/air/ ear, ere; /ai/ ai, ay, a-e, ey; /igh/ igh, i-e, y; /ow/ ow, ou; /yoo/ u-e; /w/ wh; /ch/ tch; /ee/ ee, e, ea, y; /oa/ oa, ow, o, oe; al; aw; /ur/ (w)o	oh, asked, their, called
Year 1	Spr 2	4	6	/z/ <se>, /z/ <ze>, /ear/ <eer>, /ear/ <ere>, /sh/ <ti>, /sh/ <ti> - tion	n/a
Year 1	Spr 2	4	6	/ch/ tch, /j/ g, /m/ mb, /n/ gn, kn, /r/ wr, /s/ st, se, /z/ se, /u/ o, /i/ y, /ear/ eer, ere, /o/ a	house, love, here
Year 1	Spr 2	4	5	/ai/ a-e, ay, ey; /igh/ i-e, y; /ow/ ow, ou; /w/ wh; /air/ ere, air; /ur/ ir; /e/ ea; /ee/ ea, ee, e, ey, y, ie; /oa/ ow; o-e, o, ou, /oi/ oy; /or/ aw, al, our; /z/ se	oh, Mr, Mrs, looked, called, people
Year 1	Spr 2	5	6	Review	n/a
Year 1	Spr 2	6	6	/ar/ <al>, /or/ <augh>, /sh/ <ss>, /zh/ <si>, /sh/ <ti> -tious, /sh/ <ci> -ous, -ion, -ian	n/a
Year 1	Spr 2	6	6	/ar/ <al>, /or/ <augh>, /sh/ <ss>, /zh/ <si>, /sh/ <ti> -tious, /sh/ <ci> -ous, -ion, -ian	n/a
Year 1	Spr 2	6	6	/ar/ a, /air/ are, ere, ear, /or/ a, our, augh, aw /ur/ or, ear, ir /oo/ u, oul, /ai/ ay, a-e, eigh, ey, /ee/ ie, ea, e-e, y, /igh/ y, ie, i-e, /oa/ ow, o-e, oe, o, /oo/ ew, ue, /sh/ ch, ti, ci, s/ss, /zh/ si, /(y)oo/ ew, u-e, ue	your, put

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Sum 1	1	6	Review	n/a
Year 1	Sum 1	2	6	Review	n/a
Year 1	Sum 1	3	6	Review	n/a
Year 1	Sum 1	4	6	Review	n/a
Year 1	Sum 1	5	6	Review	n/a
Year 1	Sum 1	6	6	Review	n/a

YEAR	TERM	WEEK	Oxford Level	GPCs introduced in this book	Tricky words/Harder to read and spell (HRS) words covered
Year 1	Sum 2	1	7	/s/<sc>, /n/<ne>, /g/<gh>, /g/<gu>	buy, busy

Year 1	Sum 2	2	7	/u/<ou>, /f/<gh>, /o/<ou>, /u/<oo>	scary, heart
Year 1	Sum 2	3	7	/oo/<o>, /h/<wh>, /w/<u>, /ee/<ei>	eye, through, more, straight
Year 1	Sum 2	3	7	/oo/<o>, /h/<wh>, /w/<u>, /ee/<ei>	through, more
Year 1	Sum 2	4	7	/ee/<i>, /oa/<ough>, /ur/<our>, /ur/<ure>	plough, plateau
Year 1	Sum 2	5	7	Review	juice, treasure
Year 1	Sum 2	6	7	/t/<te>, /or/<ar>, /or/<oar>, /or/<oor>	doubted, beauty, beautiful
Year 1	Sum 2	6	7	/t/<te>, /or/<ar>, /or/<oar>, /or/<oor>	n/a

Lost/damaged books

If a book is lost or damaged, a letter will be sent home asking parents to contribute £5.00 towards the cost of a replacement. The letters can be found in Home Reading files and class Phonics folders. This must be authorised by a member of SLT in case there are sensitive issues at home.

Supporting Parents/Carers in Hearing their Child Read

There is a phonics meeting for EYFS parents in the Autumn term. At this meeting, parents are introduced to our chosen SSP programme and provided with useful strategies to best support their child with reading. All of our families are supplied with a pack of useful resources to help support their child with Early Reading and Spelling/Writing at home. Parents are also reminded of these approaches at the 'Meet the Teacher' meeting held at the beginning of each school year.

Later in the year, we invite our KS1 parents/carers to a Phonics Workshop to share useful information in relation to the Year 1 Phonics Reading Screening that takes place in the Summer Term. This is an opportunity for parents to gain an insight into the format of the assessment and how this is used to ensure schools maintaining high standards in their approach to the teaching of high quality Phonics and early reading.

In addition, other supportive information in relation to the teaching of Phonics and early reading can be found on the EYFS/KS1 class pages on the school website. Regular updates of pupil participation during Phonics lessons and reading sessions are posted via Class Dojo.

Reading for Pleasure

Reading for Pleasure is given a high priority at St Cuthbert's. We have recently refurbished our EYFS/KS1 communal library space and this is used for group reading sessions. In EYFS we have adopted a library loan system whereby every pupil selects a

book of choice to share at home. This is a book for adults to share with their child and promotes a love of reading at home. Books are changed on a weekly basis and children are also enthusiastic to discuss their stories with an adult when they return it to school.

We also take part in other whole-school events such as World Book Day, Reading Buddy events and Mystery Reader. There is dedicated daily time within all class timetables for reading material for pleasure such as a class novel (see English webpage for selected key texts).

Class Reading Areas

Each classroom has a reading area which promotes Reading for Pleasure and provides children with a comfortable place to enjoy a good book.

Inclusion

Where a child has SEND or EAL, we take action to remove barriers to learning and put effective provision in place. This is the responsibility of the class teacher who liaises with the SENDCO to ensure tasks are adapted to meet the child's needs. Where gaps have been identified with English language (Wellcomm/ROSCO/British Picture Vocabulary), they receive a daily language session with our dedicated language practitioner. Additionally, children with SEND or those with EAL may also receive support through targeted intervention to address personal learning targets on a one-to-one basis.

Impact

By the **end of EYFS** children will be able to:

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the all HRSWs identified in ELS taught in EYFS.
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

By the end of Year 1 children will be able to:

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable.
- read many frequently-encountered words automatically.
- read phonically decodable three-syllable words.

- read a range of age-appropriate texts fluently.
- demonstrate understanding of age-appropriate texts.
- read decodable words that end -s, -es, -ing, -ed, -er, -est.
- recognise and read words containing all 40+ GPCs taught within ELS.

By the end of Year 2 children will be able to:

- read accurately most words of two or more syllables.
- read most words containing common suffixes.
- read and spell most common exception words for Year 2.
- read words accurately and fluently without overt decoding.
- sound out most unfamiliar words accurately, without hesitation.
- segment spoken words into phonemes and represent these by graphemes. U
- use suffixes to indicate tenses.
- learn the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y.
- learn plural spelling.
- use suffixes and prefixes to change words.
- use apostrophes for contractions.
- learn how to spell common homophones.

For the few children that require further support to consolidate their phonological understanding through Key Stage 2, support is delivered in small intervention groups.

Policy last reviewed: February 2025