



"The whole and wholesome development of each child in a happy, caring and stimulating learning environment."

Phonics and Reading at May Bank (Updated September 2023)

At May Bank, we want our children to have a love of reading that will remain with them throughout their lives. Reading forms a foundation for future learning and remains an integral part of our curriculum. We believe that every child has the right to access a reading curriculum and environment which prioritises and enriches reading and that this is available to all children.

Throughout the school and particularly in the Early Years, we encourage the development of communication, language and vocabulary. We ensure that all children develop the skill of listening and have the confidence to respond to others. We encourage children to develop a rich vocabulary and to listen to, understand and respond to text across the curriculum.

Phonics is the tool by which most children can learn to read. We have a rigorous and sequential approach to the teaching of phonics. This begins in the Nursery and continues throughout the Early Years (Reception) and Key Stage 1.

In the 2022-23 curriculum year, we transitioned from the DfE validated Twinkl Phonics Scheme to FFT Success for All Phonics. The rationale for this was to completely align our phonics, reading and reading intervention to ensure a comprehensive and coherent programme which also incorporates reading assessment.

The FFT Success for All Phonics programme now includes Nursery, Reception and Key stage 1. For the 2023-24 school year, we are delivering FFT Success for All Phonics in Nursery, Reception and Year 1 and this programme is now embedded. The current Year 2 children (September 2023) will be the first year group to complete the new FFT programme Spelling with the Jungle Club. The Year 2 element of the FFT Success for All Phonics programme focuses on spelling.

What is FFT Success for All Phonics?

FFT 'Success for All' Phonics is a scheme validated by the Department of Education and Skills. The scheme sets out a detailed daily programme for the of teaching phonic skills together with resources to support our teaching. It aims to build pupils' speaking and listening skills, as well as prepare pupils to learn to read, by developing their phonic knowledge and skills. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound. The teaching of phonics is very important as it enables pupils to decode for reading and encode for spelling.

The programme is designed for daily use from the beginning of Nursery with the introduction of the FFT First Steps to Phonics programme and Reception with the introduction of the FFT Success for All Phonics enabling children to make a smooth transition from the EYFS to Key Stage 1. The daily lesson plans cover all the main Grapheme-Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonic knowledge and skills required to become competent readers and spellers and for success in the Year 1 Phonics Screening Check.

The programme continues in Year 2 with Spelling with the Jungle Club. The daily lesson plans cover the teaching of the Year 2 National Curriculum for Spelling.

The structure of each level is as follows:

Phase 1 (EYFS)	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting.
Phase 2 (Reception)	Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters.
Phase 3 (Reception)	Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced.
Phase 4 (Reception)	Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.
Phase 5 (Year 1)	Teaches remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 National Curriculum.
Phase 6 (Year 1)	Focuses on reviewing and consolidating all Year 1-level content.
Year 2 Spelling Curriculum (Year 2)	Focuses on the teaching of the Year 2 National Curriculum objectives for Spelling.

Children have a discrete, daily phonics session using the 'Revisit & Review, Teach, Practise and Apply' structure to each session.

Phonics is taught and supported by both teachers and teaching assistants using a range of multisensory strategies which enthuse and engage the children. Children work at an appropriate pace and are encouraged to apply their knowledge across the curriculum with any reading, writing and spelling activities.

Reading books

In the early stages of reading, books are closely matched to the child's phonics.

We use a variety of books including FFT Phonics Books, Twinkl Phonics, Big Cat, Rigby Rocket and Oxford Reading Tree. These books are all phonic based and the book is matched closely to the sound and the stage the child is working at. Where appropriate FFT digital books are also made available for children to read at home linked to the phonics that have been taught in class.

When a child's reading progresses beyond the stage of pure phonics (i.e. the child is reading independently and competently), they then select from a range of book-banded fiction and non-fiction books which are carefully tailored to the level at which the child is working. Although some children are competent readers, all children continue to access the phonic scheme to continue to develop the concept of spelling and alternative spellings & pronunciation.

We work closely with parents to support progress and encourage a love of books and life-long learning.

Assessment and Intervention

Phonics and reading are assessed regularly in Reception, Year 1 and Year 2. The FFT Reading Assessment Programme is based specifically on the content that has been delivered in each unit and the assessment targets phonics skills, decoding, reading accuracy, fluency and comprehension. From the assessments and summary reports gaps are addressed quickly and effectively for all pupils. Children requiring additional support in phonics or reading may receive additional support in a small intervention group or individually. Some children complete an intervention programme which supports the learning of key skills in phonics and reading. Intervention at May Bank includes:

- Additional reading with an adult
- Small group phonics intervention linked to the scheme
- 1:1 reading
- Tutoring with Lightning Squad (TWL) links directly to FFT Phonics
- FFT intervention (reading & writing) an intensive programme delivered on a 1:1 basis.

With all of our intervention programmes, we strongly encourage the support of parents at home to maximise progress for the child.

The Reading Environment

Alongside the teaching of phonics, children have access to a language rich environment where they are able to apply their skills. In the early years, phonics and reading are promoted across the areas of learning as well as inviting reading areas across the school. There are phonics displays in the classroom and key vocabulary displays related to learning and interests to immerse our children in language. Children access phonics resources and word mats when writing across the curriculum and these are freely available for the children to use at any time.

All children share books with their teacher or teaching assistant. Shared reading in class takes place daily in Reception, Year 1 and Year 2 as well as opportunities for children to read in small groups in guided reading. Sessions are completed as a class or in small groups when children are taught and practise a range of skills to develop decoding and reading comprehension. Children experience a range of genre.

On a weekly basis, children visit our well-stocked school Library where they can select from a range of fiction and non-fiction books to take home. Children are taught about the organisation of the library and supported in making their selection. Library books are also used in classrooms for children to research and learn more about their class topics and further their own interests.

Throughout our school we value books and the opportunities they bring to the children. We share whole school texts each term and staff read to the children on a daily basis. Some of our literacy planning is also text based which again promotes a range of genre and extensive vocabulary as well as promoting a love of reading.

This document will be reviewed again in September 2024.