



Early Reading and Phonics progression at AAT

“Teach a child to read and keep that child reading and we will change everything.

And I mean everything.”

Jeanette Winterson

Early Reading

Our aim at our AAT is for our children to love books and reading. This is at the heart of everything we do. It lives and breathes in our curriculum and our schools from our beautiful book corner areas to the quality of texts and books being the hook in our termly learning underpinning our entire ethos. Getting the children reading by 7 is the ultimate aim and this is why we use the Read Write Inc phonics scheme as it endeavours to unlock their entire future. We want to unlock the exploration of new worlds and experiences through books and for them to be able to read, understand and comprehend the diverse vocabulary they will encounter.

To do this we have a rich and varied curriculum with books that have been carefully selected to deliver during lessons, story times and to enhance vocabulary that are year group specific. They are reflected on yearly using the windows and mirrors booklist in EYFS and KS1. Story time is timetabled at least once for all year groups. Each classroom has a dedicated book corner area and role play area for children to develop their reading, speaking and listening skills. Every child will take home a decodable book that is fully matched to their Read Write Inc class book to enhance and practice their phonics skills.

Reading for Pleasure

At each site in the Trust we have a beautiful Library where children regularly choose an additional book to take home called their ‘Reading for Pleasure’ book or magazine, comic or other reading material that interests them that can be shared with parents/carers at home. Fostering this life long love of books is imperative to us at AAT and we do so in multiple ways including reading and phonics workshops and curriculum evenings for parents/carers that model reading at home. We ensure we have ongoing CPD for staff to enhance current practice including the regular review of our choice of books both in the Curriculum and reading diet. We ensure we reading several times a day at different points in the day using our Curriculum book and carefully selected reading diet books.

What is phonics?

Phonics is for children in Reception, Y1 and Y2 who are learning to read. It is also for KS2 children in who haven’t met the KS1 reading expectations. **At our Trust we use the highly renowned phonics scheme, ‘Read Write Inc.’**

RWI teaches children to read and write sounds, practice reading and spelling words containing these sounds and then apply these skills learnt in decodable books. Children will learn Set 1, Set 2 and Set 3 sounds during their time in Rec and KS1.

How to do teach RWI phonics at our AAT?

FS1 - Abbey Ark

For our 3-4 year olds at our Bourne Abbey Primary site, from the Autumn Term we will focus on Aspects 1-3 and in the Spring Term focus on Aspects 4-7. Phonological awareness activities are introduced across the 7 aspects to support children to be able to 'tune in' to sounds, boost confidence in hearing familiar sounds from their play and prepare them for higher level vocabulary to become effective communicators.

Aspect 1: Environmental sounds
Aspect 2: Instrumental sounds
Aspect 3 : Body Percussion
Aspect 4: Rhythm and rhyme
Aspect 5: Alliteration
Aspect 6: Voice sounds
Aspect 7: Oral blending and segmenting

In order to prepare children for a smooth transition to Reception, in the Summer term we provide the opportunity for children to learn some letters and letter sounds through the RWI scheme. Children are exposed to the initial element of the Strong Starts guide whereby we introduce the children to the pictures that they will encounter on the RWI sound cards e.g yak. Children will also continue with Aspects 4-7 to further develop their confidence and competence with their phonological awareness.

Reception and KS1

From the Autumn term in Reception we follow the 'Making a strong start: a guide for Reception teachers.' Children learn to read 5 Set 1 sounds a week including letter formation, Fred talk games and learning to blend (word times.) Following this pattern will allow the majority of the children to confidently be able to read and write simple CVCs independently using Set 1 sounds. For children that need more support, 'Pinny time' is used effectively for children to see the sound multiple times to support their long-term retention of the sounds. ***'To learn something new, review, review, review'***. 1:1 Fast track phonics intervention is delivered by the class TA daily focussing on flashcards, Fred talk skills (segmenting) and blending so that our pupils, ***'Keep up, not catch up'***. In Reception, children learn their Set 1 and Set 2 (Special Friends) sounds by sight and also learn how to blend them together to read real and nonsense words.

For the first 15 minutes of the session (Reception build up to this following 'Making a strong start in Reception') all children will be part of a Speed Sound session where they will learn the appropriate sound in their challenge group. During this session the children will learn a new sound/review sounds. Learn to blend, develop fluency of words and use their phonetic knowledge to support their spelling using 'Fred fingers'. They will then spend 30 minutes applying their knowledge through their groups colour story book which is matched to their phonetic ability. The children read these books 3 times to develop fluency. Children take this book home along with a storybook bag book which is directly matched to the book they have had in class in terms of sounds and words pitching.

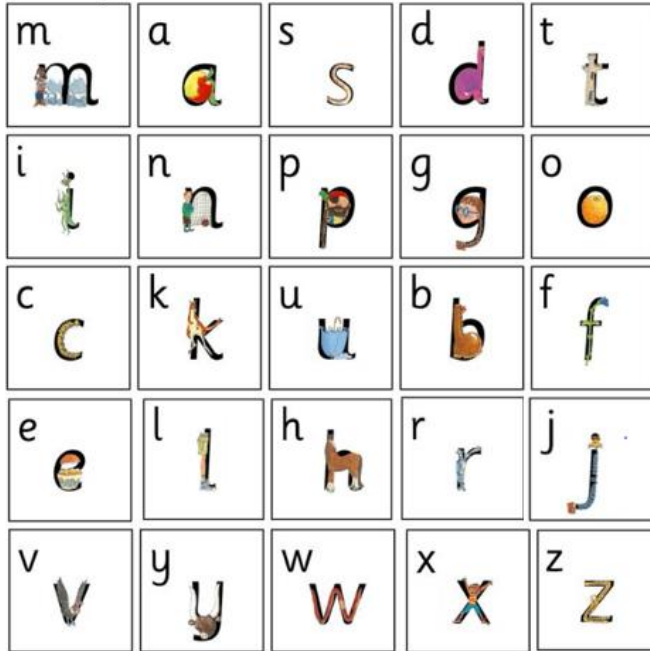
Developing fluency is a high priority at our AAT. Fluency is a in the daily Speed sound lesson where the children will learn 6 words daily that turn into 'speed words' where children have learnt how to decode

them and then to spot them by sight. From books yellow to grey children will develop their fluency which will in turn support their comprehension.

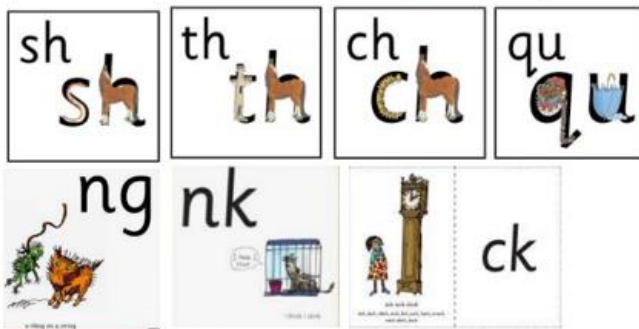
Sound Progression

This is the order of sounds we teach outlined from Strong Starts in Reception – End of Year 2. There are corresponding words that link to each set that are taught alongside.

Set 1 – 25 Single letter sounds



Set 1 Special friends and double constantans – ff, ss, ll (35 in total)



Set 2 – First Set (41 in total)



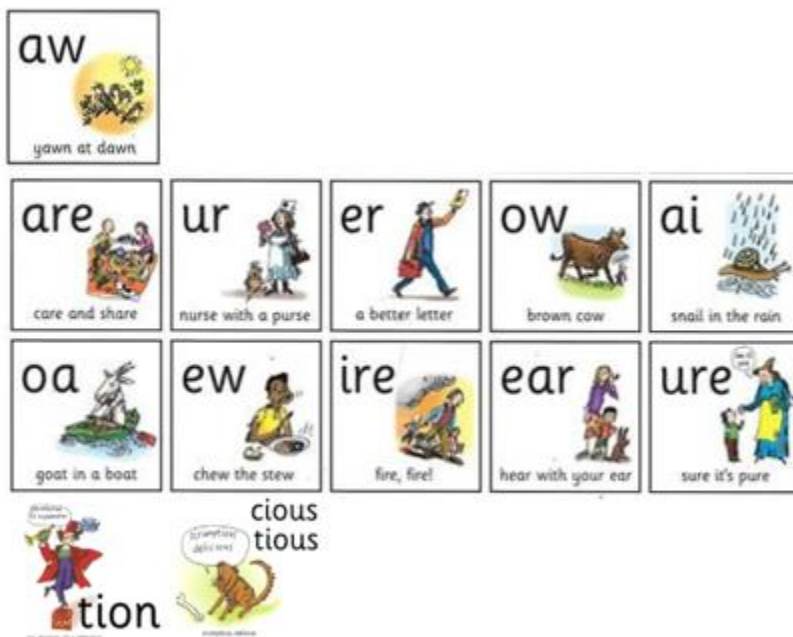
Set 2 – Second Set (47 in total)



Set 3 – First Set (53 in total)



Set 3 – Second Set (66 in total)



Set 3 – Additional Sounds (75 in total)



The Role of the Reading Leader

The reading leader has an imperative role where by using the online assessments, they use the data to track groups and individuals to ensure everyone is making minimum progress expectations and where that hasn't been possible, using the fast track tutoring programme effectively. They deliver regular CPD to staff to ensure all children, particularly the lowest 20% make steps in progress and to close the gap in their sound and word reading knowledge. The Trust reading leader ensures all children at all schools are making progress and are closing any gaps. Regular CPD is delivered, Fast track tutoring is monitored and reading leaders are supported to ensure we keep up, not catch up.

Assessments

Children are assessed using the RWI Online assessment in the penultimate week of each term to allow Reading leaders and staff to group the children into smaller groups that match their phonetic ability. Groups of streamed either across the year group or school to allow us to enable all children to be reading at their 'challenge level' for 45 minutes daily. These groups are fluid, especially the slowest progress groups to allow all children to be the best they can be. This allows the reading leader in the final week of term to ensure all reading teachers have any CPD needed for their group to make the best possible progress. Reading leaders also hold a data meeting with all reading teachers so we can see the journey of each group's progression to ensure everyone is on track. At this point reading leaders can also identify children for fast track tutoring.

Phonics Tutoring

Phonics tutoring runs alongside the 'What to teach when' document. For each group, there is a specific part that directly correlates to their gaps. The online assessments show us each individual child's sound gaps/word reading. Reading tutors can then for 5 minutes daily 1:1 a child their specific sound/word reading gaps. For children between yellow and grey, we use the 'Speeding up word reading' element to get them reading fluently to ensure they have a good comprehension level after they finish the phonics programme.

Phonics in KS2

As in our rationale it is our aim to have all children reading by 7 however we know that some children may need specific interventions at the end of Year 2. We use the RWI Phonics tutoring programme to close gaps as quickly as possible, assessing them 6 times a year or more until they reach the end of grey. We also use virtual videos from our school RWI portal that we use in school and send home which teaches the sounds gaps in addition to phonics tutoring.

Progression in RWI

In each group there is a guide for what the children are to learn and their next steps to ensure at the next assessment they make their expected progress. The children progress in order from 1A (learning set 1 sounds) through to Grey storybooks which focus on comprehension and fluency during their time in Rec and KS1 at our AAT. Each stage has a corresponding support plan in Fast track tutoring to ensure they keep up not catch up.

Stage	What to teach in the Speed Sound lesson:	To progress to the next stage:
1a	Read First 16 Set 1 sounds: M,a,s,d,t,l,b,p,g,o,c,k,u,b,f,e Learn to Blend: Word time 1.1-1.3 (oral blending and magnetic letters) Spell using Fred fingers	Be able to read the first 16 sounds speedily
1b	Read 25 Set 1 sounds: L,h,r,j,v,y,w,z,x Learn to Blend: Word time 1.1-1.4 (oral blending and magnetic letters) Spell using Fred fingers <i>Extra Step: Add the green card once they have blended the word on the magnetic board</i>	Read 25 Set 1 sounds speedily Blend sounds into words orally e.g d-o-g - dog
1c (Maximum 2 weeks)	Read 25 Set 1 sounds Blend independently using Phonics Green Word Cards : Word time 1.1-1.5 Spell using Fred fingers	Read all Set 1 single letter sounds speedily Read 1.1-1.5 words with Fred talk
Ditty (Photocopiable Masters)	Read Set 1 special friends: sh,th, ch, qu, ng, nk Read words with special friends: 1.6 Review word time: 1.1-1.6 Read 3 sound nonsense words Spell using Fred fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red	Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk

		Read previously taught words with Set 1 sounds speedily
Pink	<p>Read Set 2 sounds and matching Phonics Green Words including longer words.</p> <p>Review Set 1 and 2 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: focus on Set 2 words</p> <p>Once secure, read Set 3 sounds and matching Phonics Green Words</p>	<p>Read all Set 2 sounds speedily</p> <p>Read these sounds in real words and nonsense words with Fred Talk</p> <p>Read previously taught words with Set 1 and 2 sounds speedily</p>
Orange	<p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1 and 2 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: focus on Set 2 words</p>	<p>Read Set 1 and Set 2 sounds in longer words</p> <p>Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words</p> <p>Read previously taught words with Set 1 and Set 2 sounds speedily</p>
Yellow	<p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily</p> <p>Read these sounds in real words and nonsense words</p> <p>Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p>
Blue	<p>Read Set 3 sounds and matching Phonics Green Words including longer words</p> <p>Review Set 1, 2 and 3 Phonics Green Words</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: Set 2 and 3 words</p>	<p>Read all Set 3 sounds speedily</p> <p>Read Set 3 Sounds in real words and nonsense words</p> <p>Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>
Grey	<p>Read unfamiliar multi-syllabic words</p> <p>Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily</p> <p>Read nonsense words</p> <p>Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>	<p>Read all Set 3 sounds in nonsense words</p> <p>Read multi-syllabic words containing Set 1, 2 and 3 sounds</p> <p>Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>

“Learning to read begins the first time an infant is held and read a story. How often this happens, or fails to happen, in the first five years of childhood turns out to be one of the best predictors of later reading.”

— Maryanne Wolf, Proust and the Squid: The Story and Science of the Reading Brain

Documentation and Guidance

- Read, Write, Inc – Making a strong start in Reception
- Read, Write, Inc Portal and handbooks
- Early Reading framework
- RWI – Fast track tutoring handbook
- Letters and Sounds – Phases
- EYFS Statutory Framework
- Development Matters
- The National Curriculum: Primary Curriculum