



## Early reading and phonics

Naunton Park is determined that every pupil will learn to read, regardless of their background, needs or abilities. Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and a love of reading.

By the end of KS1 our aim is for all children to:

- read easily, fluently and with good understanding
- acquire a wide vocabulary and to develop an understanding of linguistic conventions for reading and writing
- to appreciate our rich and varied literary heritage

## Sounds-Write linguistic phonics programme: EYFS, Year 1 and Year 2

The Sounds-Write linguistic phonics programme is taught from Reception through to Year 2. Through this programme children will learn, through a multi-sensory method, to read, spell and write independently with accuracy, understanding and confidence.

Sounds-Write begins with the sounds in the language and moves from the sounds to the written word. Sounds-Write has a systematic approach, teaching from simple 1-sound:1-letter correspondences to sounds represented by several different spellings. The order in which the code is presented should correlate with the complexity of the conceptual knowledge required to use it. Children will learn right from the start that the alphabet code, like any code, is reversible: if you can read it, you can spell it.

The intent of our phonics is for children to have the **conceptual knowledge**:

- that English speech is written in visual code where symbols, known as spellings or letters, are used to represent individual sounds (one at a time, from left to right across the page). Letters represent sounds.
- that a sound may be spelled by 1,2,3 or 4 letters.
- that the same sound can be spelled in more than one way.
- that many spellings can represent more than one sound.

The intent of our phonics is for children to have the **skills** of:

- blending (blending individual sounds to enable construction of meaningful words, such as /c/.. /a/.../t/... cat)
- segmenting (segmenting individual sounds in speech for both reading and spelling)
- phoneme manipulation (manipulating the individual sounds within words to enable one sound to be replaced by another). This skill is essential in order to deal with the problems of decoding that might arise when a spelling represents more than one sound. To be able to read quickly and fluently the reader needs to be able to manipulate sounds instantly, testing out alternatives for spellings that represent more than one sound.

By the end of Reception year pupils making average progress should:

- have completed the Initial Code
- be able to read any word from the Initial Code.
- be able to write a few sentences in length without adult support.



- be spelling words phonetically and they will use their resourcefulness as problem solvers to write words containing the vowel sounds they might not yet have encountered.
- read aloud accurately books that are consistent with their developing phonic knowledge.
- re-read these books to build up their fluency and confidence in word reading.

By the end of Year 1 pupils making average progress should:

- have completed the Extended Code up to and including unit 26.
- know that a sound can be represented by more than one spelling.
- know the most common first spellings which represent the target sound.
- know that a spelling can represent more than one sound.
- know the most common sounds represented by the target spelling.
- have passed the Year 1 Phonic Screening Check.
- be able to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds.
- be able to read words by first blending sounds into syllables, and then syllables, in turn, into words.
- know that some words are made up of more than one syllable.
- know the spelling of some common syllables, such as prefixes and suffixes.
- read aloud accurately books that are consistent with their developing phonic knowledge.
- re-read these books to build up their fluency and confidence in word reading.

By the end of Year 2 pupils making average progress should:

- have completed the Extended Code up to and including unit 49.
- know that a sound can be represented by more than one spelling.
- know all the most common spellings which represent the target sound.
- know that a spelling can represent more than one sound.
- know the most common sounds represented by the target spelling.
- be able to spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds.
- be able to read words by first blending sounds into syllables, and then syllables, in turn, into words.
- know that some words are made up of more than one syllable.
- know the spelling of some common syllables, such as prefixes and suffixes.
- know that polysyllabic words contain schwas.
- know 44 sounds in standard UK English.
- know all 175 common spellings for the 44 sounds.
- read easily, fluently and with good understanding.
- acquire a wide vocabulary and to develop an understanding of linguistic conventions for reading and writing.
- appreciate our rich and varied literary heritage.

(Taken from Sounds-Write manual 2021 edition)

### Phonics lessons

We follow the Sounds-Write linguistic phonics programme for teaching reading. All children in EYFS, Year 1 and Year 2 experience a daily whole-class, 30-minute lesson on linguistic phonics. All lessons are multi-sensory and will include 3 or 4 mini lessons that develop the 3 key skills (segmenting, blending and phoneme manipulation) while progressively developing conceptual knowledge. Lessons might include: word building, recognising and writing symbols (letters), sound swapping, reading and writing words, dictation. In Year 1 and 2 the Extended Code lessons



will also include: word puzzles, sound review, seek the sound, sorting and categorising words, building polysyllabic words, reading polysyllabic words and analysing polysyllabic words. The programme is cumulative: providing plentiful opportunities for rehearsal and consolidation.

Each unit will take between 1 to 3 weeks to teach (see the timeline and code progression in appendices).

Sounds-Write start points for the year 2023-2024	
Reception	Term 1 – Initial Code unit 1
Year 1	Term 1 – week 2 and 3: review of Unit 11 Initial Code Week 4: Extended Code unit 1
Year 2	Term 1 – week 2: Extended Code unit 27 more spellings
Year 3	Term 1 - week 2: Extended Code unit 27 more spellings at polysyllabic level

Parent curriculum information evenings are held for EYFS, Year 1 and Year 2 in Term 1 where the Sounds-Write programme is shared alongside resources on how phonics can be supported at home. This includes a link to the precise pronunciation of sounds and access to a free, one hour parent training on Sounds-Write. These are also available on our website.

Parent phonics and early reading workshops are held regularly during the school year.

## Reading books

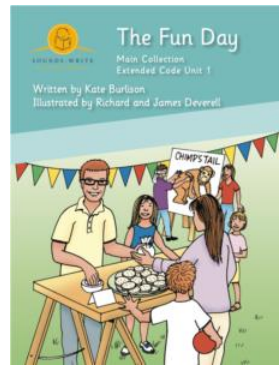
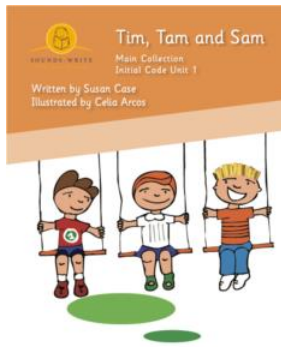
### Reception and Year 1

Our reading books match the Sounds-Write programme. These include Sounds-Write books, Dandelion Launchers, Dandelion Readers (Dandelion books follow the order of Sounds-Write programme) and additional stories from Sounds-Write.

All children will be taking home a decodable reading book linked to a unit (or on some occasions 2 or 3 units) below the current Sounds-Write unit they are working on. This is because it can take 2 to 4 weeks to apply the knowledge a child has learnt in their phonics lessons. The aim of these books/texts is for the child to apply their knowledge and skills, building fluency and to practise reading independently at that level.

Dandelion Launchers can be used for children who would benefit from less text on the page whilst still working at the same unit level as the rest of the class.

Dandelion Readers may be used to support the developing average reader to build fluency and reading stamina whilst still working at the same unit level as the rest of the class.

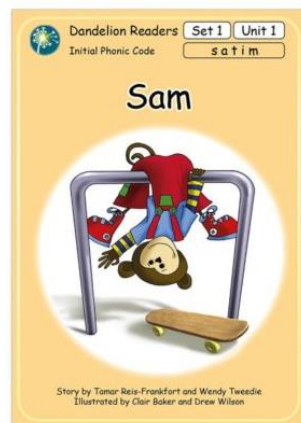
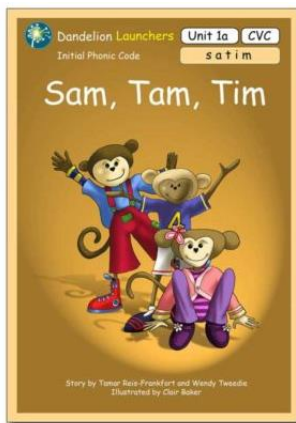


**Rainy day, sunny day**

If it rains, Kate and James stay in. They play and paint.

If the rain stops, they get snails from the path by the gate.

If it is a sunny day, Kate and James get some hay and play with the rabbit. His name is Cotton Tail.



More fluent readers may also take home an additional Sounds-Write story from the Sounds-Write manual or/and a levelled book band book from OUP. Where children are taking home an OUP book, teachers will choose the most appropriate levelled book band to the child's phonic knowledge and reading fluency.

All children will take home a 'free choice' age-appropriate book from our KS1 library. These books may be fiction, non-fiction or poetry. They are part of a daily 'richer read' diet to be shared and read by an adult at home. The aim of these books is to strengthen the children's vocabulary development and build their background knowledge.

The rationale behind this is taken from 'Scarborough's Reading Rope' (see below). A combination of decodable books (word recognition) and a 'richer read' (language comprehension) will develop both strands from the 'The Reading Rope' leading to skilled readers.

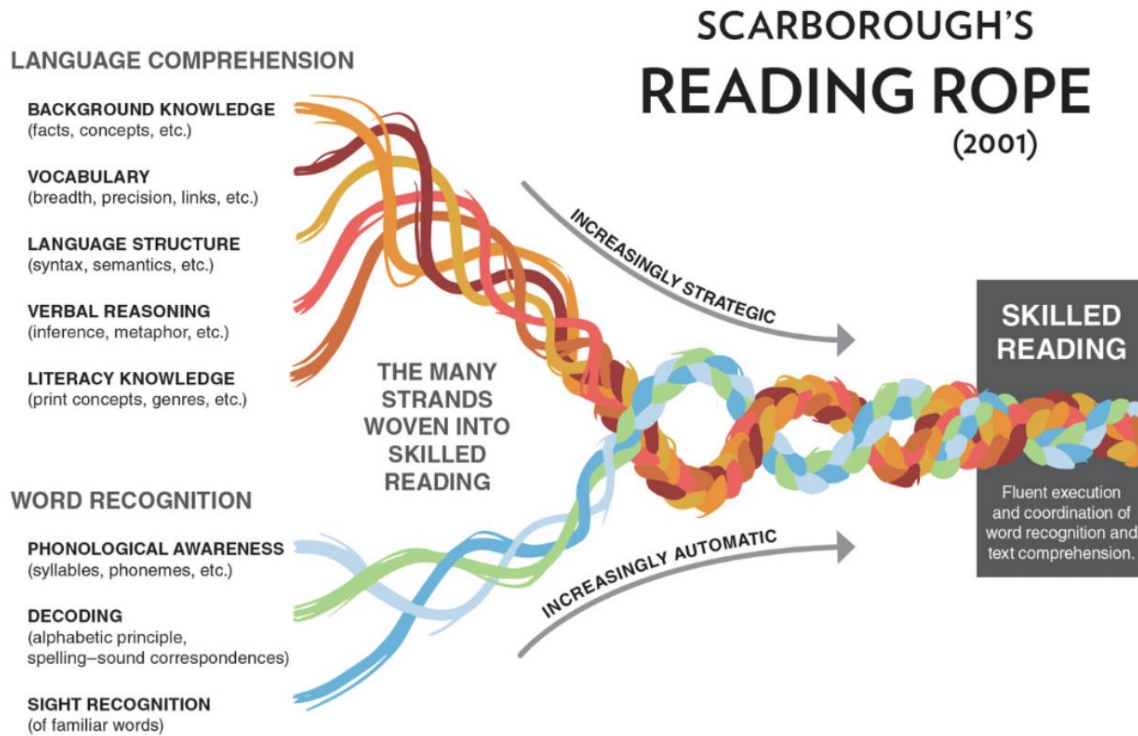


Image from <https://braintrusttutors.com/>

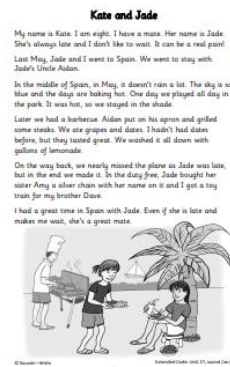
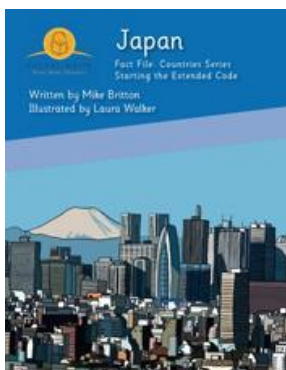
## Year 2

For children who did not pass the Year 1 Phonics Screening Check:

Children will take home a decodable reading book (either a Sounds-Write book, Dandelion Launcher or Dandelion Reader) at a level matching their current phonics skills and code knowledge. This will either relate to the whole-class phonic lesson unit or to the unit they are working on in intervention groups.

For children who did pass the Year 1 Phonics Screening Check and who are working at EXS (Expected) level in reading or above:

The class teacher may decide to send home a Sounds-Write Extended Code book or a story from the Sounds-Write manual linked to a unit (or on some occasions 2 or 3 units) below the current Sounds-Write unit they are working on.





Or/and a book from OUP levelled book bands. These move through the levels 6 to 12. Once a child reaches level 12 they will choose their own 'richer read' from a selection of age-appropriate Year 2 texts along with a level 12 OUP reading book.

All children will take home a 'free choice' age-appropriate book from our KS1 library. These books may be fiction, non-fiction or poetry.

### Interventions

Every lesson taught in Sounds-Write will provide formative assessment for the teacher. We are aiming for mastery so teachers will re-teach if need be. All children will join in with daily whole-class lessons. The Sounds-Write programme is cumulative: providing plentiful opportunities for rehearsal and consolidation. The aim is for children to have 75% to 80% accuracy before progressing to the next unit.

Differentiation within a lesson may look like:

- extending children by choosing words that have more sounds in them and are therefore more complex. For example: Initial Code adding an <s> to 5 sound words such as split becoming splits (cccvcc) or scraps (cccvcc).
- asking more-able children to come up to the front of the class and model saying the sounds and reading the word to develop the knowledge and confidence of less-secure children. Having the chance to repeat the sounds and read the word in a whole-class situation before having a go on their own will help to build confidence and fluency.
- supporting children who are not yet able to form letters by giving them their own set of sounds to word build.
- supporting EAL children by providing images to go with the word they are building.

Interventions, if needed, in Reception, Year 1 and Year 2 will involve small-group sessions with activities taken from the follow-up lessons linked to each Sounds-Write lesson. This is in addition to every child joining in with daily whole-class lessons.

In Years 3 to 6 the children who did not pass their repeated Phonic Screening Check in Year 2 or who are Working Towards with their reading will have a Sounds-Write diagnostic test. This information combined with YARC assessment and reading diary records will inform intervention required.

The teaching of this subject will be adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and through liaison with the school SENDCo.

From September 2023 Sounds-Write phonics lessons will be taught in Year 3. Year 3 children will be revisiting the Extended Code from unit 27 more spellings at the polysyllabic level.

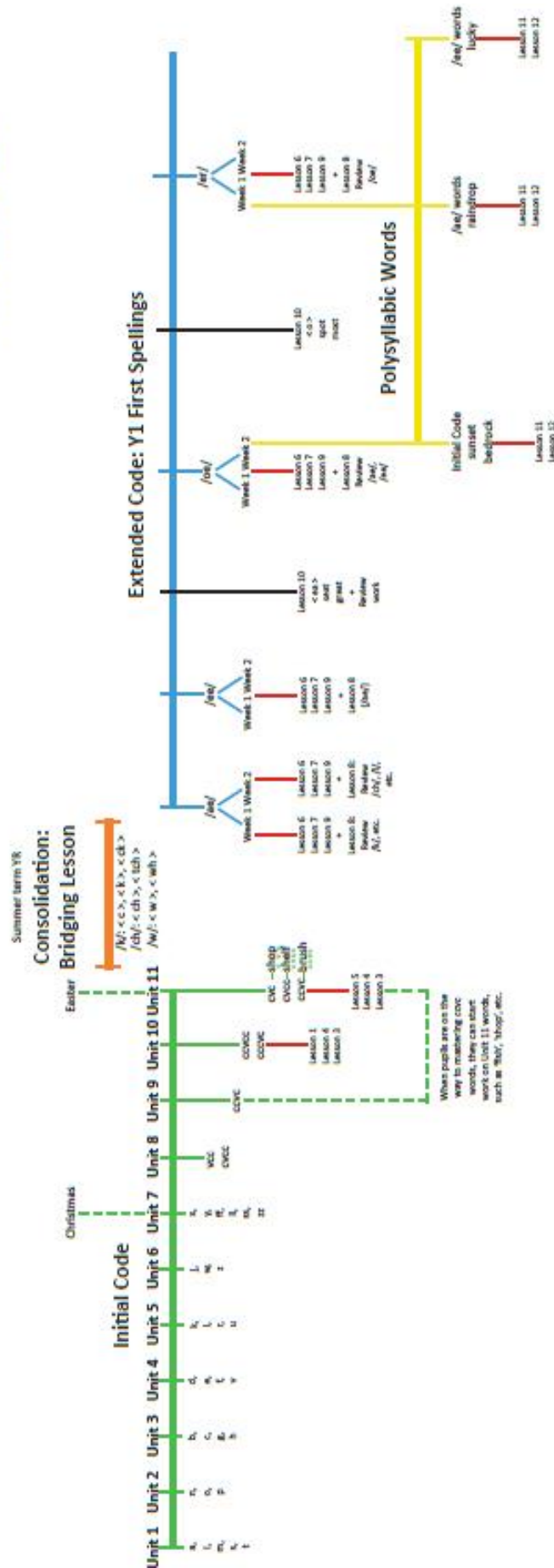
From September 2023 Sounds-Write spelling lessons will be taught in Years 4, 5 and 6.



### Appendices



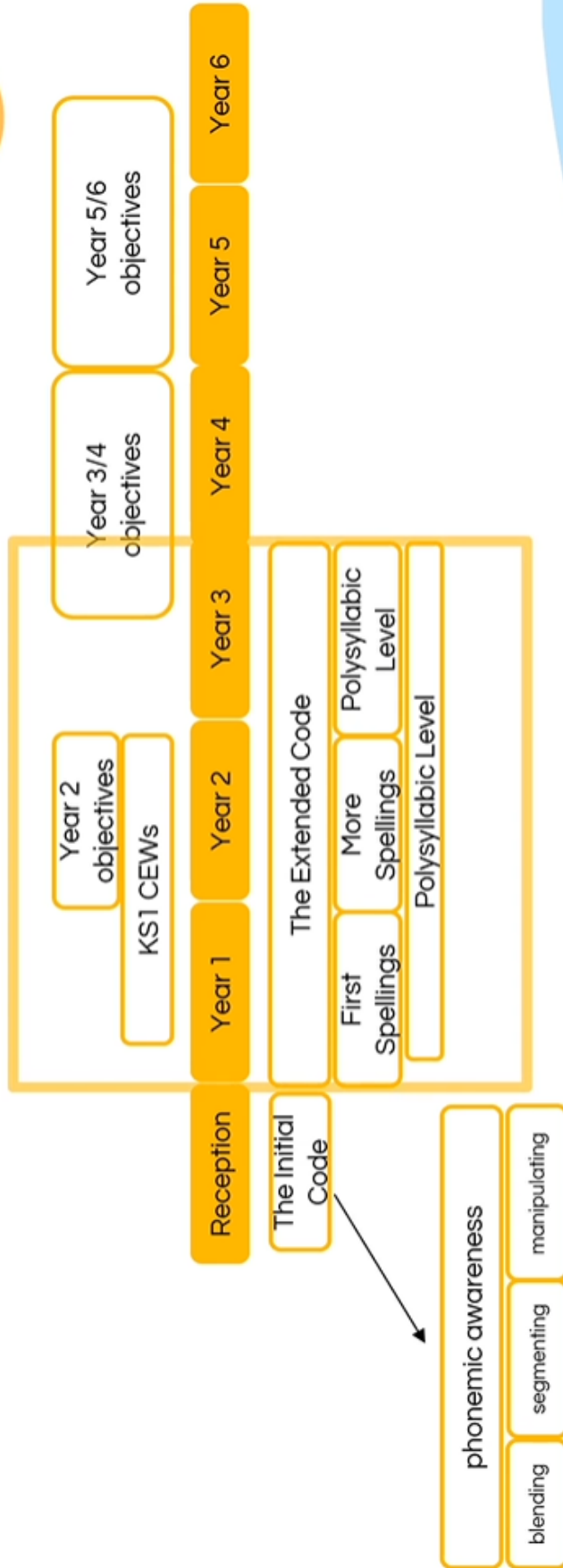
### Sounds-Write Timeline UK



## Whole School Implementation (UK)

Sounds-Write

# The Extended Code





### Sounds-Write progression EYFS The Initial Code

#### Learning objectives: The Initial Code

The Sounds~Write programme is cumulative. The chart below shows the new learning objectives introduced at each Unit. However, all the previously encountered objectives also continue.

LEARNING OBJECTIVES: THE INITIAL CODE			
UNIT	SKILLS	KNOWLEDGE	
	To segment, blend & manipulate sounds in words with the structure:	CODE	CONCEPTUAL
1	CVC	a, i, m, s, t	Sounds can be represented by spellings with one letter
2		n, o, p	} 2 weeks per unit
3		b, c, g, h	
4		d, e, f, v	
5		k, l, r, u	
6		j, w, z	
7	2 sounds Ksa 1 letter	(x) y, ff*, ll*, ss*zz*	Some spellings are written with a double consonant are CVC w.d. as ff = 1 sound
8	vcc and cvcc 2 consonants in final position 3- & 4-sound words	No new code knowledge	} 3 weeks
9	CCVC 2 consonants in initial position	No new code knowledge	
10	ccvcc, cvccc, and cccvc 3 adjacent consonants 5-sound words	No new code knowledge	
11	teach fch as well	sh*, ch*, th*, ck*, wh*, ng*, < q > < u >*	Some spellings are written with two different letters < q > and < u > represent the sounds /k/ and /w/

#### Choosing the Lessons 1-5:

- Almost all the Units are taught with **Lessons 1-4**. Choose a Unit on which to begin and teach all four lessons within that Unit.
- When teaching that some spellings are written with two letters\* (Units 7 and 11), **Lesson 5** takes the place of **Lesson 1**.
- Lesson 2** is taught only until pupils remember how to write the spellings.

#### For each teaching session:

- Choose a variety of lessons (from the Main Lessons or Follow-up Lessons).
- Choose words from the word lists to teach each lesson.
- Keep up a good pace. Some lessons only take a few minutes for each word. Move swiftly from one activity to the next to sustain pupils' motivation and interest.

but take your time

3 weeks

per unit

by Christmas

3 weeks

3/4 weeks

end May '12

### Sounds-Write progression Year 1 The Extended Code units 1 to 26 Year 2 The Extended Code units 27 to 50

THE EXTENDED CODE  
*beg of yr 1*

SOUNDS - WRITE

LEARNING OBJECTIVES: THE EXTENDED CODE

SKILLS:		SKILLS:	
<ul style="list-style-type: none"> <li><b>segment:</b> to spell words containing the target sound;</li> <li><b>blend:</b> to read words containing the target sound.</li> </ul>		<ul style="list-style-type: none"> <li>to <u>manipulate</u> alternative sounds in and out of words.</li> </ul>	
KNOWLEDGE:		KNOWLEDGE:	
<ul style="list-style-type: none"> <li>a sound can be represented by more than one spelling;</li> <li>the most common spellings which represent the target sound.</li> </ul>		<ul style="list-style-type: none"> <li>a spelling can represent more than one sound;</li> <li>the most common sounds represented by the target spelling.</li> </ul>	
<b>Sounds:</b> Teach with Lessons 6, 7, 8 and 9		<b>Spellings:</b> Teach with Lesson 10	
Unit		Unit	
1	Sound /ae/ first spellings - 2 (eek)		
2	Sound /ee/ first spellings - 2 (eek)	3	Spelling <ea>
4	Sound /oe/ first spellings	5	Spelling <o>
6	Sound /er/ first spellings	9	Spelling <ow>
7	Sound /e/		
8	Sound /ow/	13	Spelling <oo>
10	Sound /oo/ (as in 'moo') first spellings	15	Spelling <ou>
11	Sound /ie/	17	Spelling <s>
12	Sound /oo/ (as in 'boob') first spellings		
14	Sound /u/	22	Spelling <ew>
16	Sound /s/		
18	Sound /l/	26	Spelling <a>
19	Sound /or/ first spellings		
20	Sound /air/	31	Spelling <y>
21	Sound /ue/		
23	Sound /oy/		
24	Sound /ar/	39	Spellings <g>
25	Sound /o/	41	Spelling <gh>
27	Sound /ae/ more spellings		
28	Sound /d/		
29	Sound /ee/ more spellings		
30	Sound /i/		
32	Sound /oe/ more spellings		
33	Sound /n/		
34	Sound /er/ more spellings		
35	Sound /v/		
36	Sound /oo/ (as in 'moo') more spellings		
37	Sound /j/		
38	Sound /g/		
40	Sound /f/		
42	Sound /m/		
43	Sound /or/ more spellings		
44	Sound /h/		
45	Sound /k/		
46	Sound /r/		
47	Sound /t/		
48	Sound /z/		
49	Sound /eer/		
50	Sound schwa /a/		

\* 2nd week of teaching re intro phonic 135

A sample of how the Sounds-Write programme covers sounds in Year 1 Phonics Screening Check. Year 1 teachers may need to change the order that some sounds are taught to ensure that all are covered before the June check.

### Sounds and their spellings for Year 1 Phonics Check

Sound	Spelling	SW Unit	Sound	Spelling	SW Unit
/b/	<b>bad</b>	IC3	/ar/	<b>father, arm</b>	EC24
/d/	<b>dog</b>	IC4	/o/	<b>hot</b>	IC2
/th/	<b>this</b>	IC11	/a/	<b>cat</b>	IC1
/th/	<b>both, thin</b>	IC11	/e/	<b>hen, head</b>	IC4 EC7
/j/	<b>jug, gem</b>	IC6, EC37	/i/	<b>hit myth</b>	IC1 EC30
/f/	<b>if, puff, photo</b>	IC4, IC7, EC 40	/u/	<b>cup</b>	IC5
/g/	<b>gum</b>	IC3	/ie/	<b>mind, fine, pie, high</b>	EC11
/h/	<b>how</b>	IC3	/ow/	<b>cow, out</b>	EC8
/y/	<b>yes</b>	IC7	/ae/	<b>say, came, wait</b>	EC1
/k/	<b>cat, sack, key, school</b>	IC3, IC5, IC11, EC45	/oe/	<b>cold, boat, cone, mould, blow</b>	EC4 EC32
/ch/	<b>check</b>	IC11, EC45	/ee/	<b>she, bead, week, happy, scheme, chief</b>	EC2 EC29
/l/	<b>leg, hill</b>	IC5, IC7	/or/	<b>launch, raw, born</b>	EC19
/m/	<b>man</b>	IC1	/oy/	<b>coin, toy</b>	EC23
/n/	<b>man</b>	IC2	/oo/	<b>book, put</b>	EC12
/ng/	<b>sing</b>	IC11	/oo/	<b>blew, moon, you, glue, brute,</b>	EC10 EC36
/p/	<b>pet</b>	IC2	/er/	<b>fern, turn, girl</b>	EC6
/r/	<b>red</b>	IC5	/air/	<b>chair</b>	EC20
/s/	<b>sit, miss, cell</b>	IC1 & 7, EC16	/ue/*	<b>unit, few, huge, due</b>	EC21
/sh/	<b>she, chef</b>	IC11	<ch> - L 10 – chimp, chef, school <ph> - incidental teaching - phone <y> - myth, happy – L 10 <g> - gem, gum – incidental teaching /L10 <s> - hens, sun - incidental teaching /L 10		
/t/	<b>tea</b>	IC1			
/v/	<b>vet</b>	IC4			
/w/	<b>when, wet</b>	IC6, IC11			
/z/	<b>zip, hens, buzz</b>	IC6 & 7 EC48	* /ue/ is two sounds /y/ and /oo/		