



HIPPINGS METHODIST PRIMARY SCHOOL

Early Reading and Phonics



'As a family we do our best with God in our hearts'
I can do all things through Christ who strengthens me: Philippians 4 verse 13

Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally.

At Hippings Methodist Primary School, we give high priority to reading and the teaching of phonics because we know that reading is a lifelong skill that unlocks all learning. We are, therefore, dedicated to ensuring that early reading, through phonics, is taught effectively every day.

The Hippings Approach

It is essential that our approach to teaching of phonics and reading is accessible to all learners, regardless of background. Our systematic, synthetic phonics programme follows **Red Rose Letters and Sounds** and begins very soon after the children start school in Reception. Red Rose Phonics provides a rigorous and thorough planning programme which strengthens the teaching and learning of phonics and ensures children become enthusiastic and successful readers and writers. Synthetic phonics is the process of sounding out individual sounds in an unknown word and then blending these sounds together in order to read the word. The programme teaches the sounds in an order which allows them to quickly begin to put sounds together to read words. For example, many words can be created from the letters SATPIN, where as very few can be built using the initial letters of the alphabet ABCDE.

Reading Scheme

At Hippings Methodist Primary School, we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books, children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading. In these crucial early stages of reading, we primarily use books from Ransom Reading Stars Phonics, to ensure complete fidelity to the Red Rose Phonics scheme.

Tricky Words

Alongside the skills of blending(putting sounds together to read) and segmenting(breaking words down to spell them), the children are also taught ‘tricky words’. These are words that cannot be sounded out, such as, ‘was , me,’. They learn to read and spell these from memory within each phonics phase.

Reception and Year 1

Our systematic, synthetic phonics programme provides a rigorous and thoroughly planned programme which strengthens the teaching and learning of phonics, and ensures that children become enthusiastic and successful readers and writers. Our approach to phonics includes specific daily lessons to meet and exceed expectations based on the Early Learning Goals(for Reception) and the National Curriculum (Year one). The progression has been organised so that pupils are taught from the simple to more complex grapheme phoneme correspondence and also considers the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and fully decodable books. Our Reading Scheme is organised according to the phonics phases so pupils read books that contain the grapheme phoneme correspondence that they are learning or have already learnt. Pupils review and revise grapheme phoneme correspondence and words daily, weekly, across terms and years in order to move this knowledge to long term memory. Any pupil who needs additional practice has daily additional support.

By the end of Year 1 pupils will have been taught all grapheme phoneme correspondence.

All pupils complete the National Phonics Screening at the end of Year 1 during a given week in June. Any pupils who do not pass the test or do not take the test in Year 1 will retake it in Year 2.

Those pupils who do not pass the screening in Year 2 will continue to receive focused Phonics teaching in Year 3 using Fast Track and Bounce Back Phonics.

Year 2

The pupils in Year 2 will continue to use all their phonic knowledge and alternative spellings for phonemes to develop their reading fluency and their accuracy in spelling. Pupils who did not pass the Year 1 phonics check will receive additional phonics sessions throughout Year 2.

Words your child might use when talking about phonics:

<u>Phoneme</u>	Phonemes are the smallest unit of speech – sounds which make up the word (younger children will hold their hand to their ear as if they are on the phone to remind themselves. It is the sounds they hear in words)
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	If you change a phoneme in a word, you would change it's meaning. For example, There are 3 phonemes in the word sit s/ i/ t/ If you change the phoneme S for F you will have a new word fit
<u>Grapheme</u>	Graphemes are the written representation of the sounds – the letters written down
<u>Digraph</u>	A grapheme containing 2 letters that make just one sound, eg, SH in shop, CH in chip
<u>Trigraph</u>	A grapheme containing 3 letters that makes just one sound eg, AIR in pair, IGH in light
<u>Split digraph</u>	A grapheme containing 2 letters that are separated by another eg, A_E in rate, I_P in ripe.
<u>Sound Buttons</u>	Teachers and children use these under words to indicate whether the sounds(phonemes) are single sounds or digraphs. Children use this when blending letters to make words. They will also put their fingers to their chin when segmenting words for spelling.