



Pye Bank Phonics and Early Reading Agreements



Our Aim:

At Pye Bank, we use the Rocket Phonics Validated programme to lead our Phonics and reading provision. We value reading as a life skill therefore we want our children to learn to read quickly and effectively so that they can access all areas of the curriculum. To ensure that this happens we prioritise early reading and phonics. Our rigorous phonics curriculum is engaging and purposeful which embeds knowledge and skills. Children work through the phonics stages at a good pace which ensures that children keep up rather than catch up and children have regular opportunities to apply and deepen their knowledge of phonics by reading fully decodable books. Through our consistent approach to the teaching of phonics and early reading children become confident, fluent and passionate readers by the time they leave Key Stage 1.

Phonics:

Key Principals

- Phonics is taught through daily 30 minutes phonics sessions in Foundation Stage, Year 1 and the first half term of Y2.
- Where children are not yet at the expected level they will receive additional phonics sessions targeted to their specific needs at least 3x a week.
- Any children joining school throughout the year will be assessed on entry and phonics provision will be planned for where appropriate.

1) Planning and teaching

- The validated SSP programme Rocket Phonics is used to plan phonics teaching through Stages 1 – 6. Our phonics curriculum has a steady pace which is mapped out across each term and year. By following our pace, with regular monitoring children are able to keep up rather than catch up with the demands of the English alphabetic code.
- Within the weekly planning there are opportunities to revisit and review taught phonemes, high frequency and common exception words. This is an integral part of the session as repetition enables children to establish fluency, particularly as many of our children are EAL learners and commits learning to the long-term memory. This is followed by the teaching of a new phoneme with application to reading and dictated sentences.
- During sessions children will learn the skills of oral segmenting and blending. When teaching these skills there are opportunities for modelled, supported and independent practise of them.
- When blending for reading, the adult points beneath each grapheme using a consistent hand routine (index finger to point and swipe) whilst saying the sounds and then swipes from left to right when reading the whole word. They also use dots and dashes to identify individual phonemes.
- When encoding, teachers use a consistent hand routine to count the sounds. They use their left hand (palm facing) to pinch the sounds from the thumb across the fingers to help children to work out how many sounds they can hear in a word before attempting to write it.
- Throughout the day flashcards will be used for consolidation and further reinforcement of new phonemes.
- Phonemes are applied to nonsense words (alien words) throughout the teaching to give children the opportunity to apply in a non-context basis. This shows whether the children can really apply the taught phonemes accurately and allows them to reinforce phonics knowledge over time.
- In FS2+Y1 children will learn 2 phonemes a week. Each phoneme is taught over two days. The first day focusses on decoding and the second on encoding. At the beginning of FS2 there will be a balance between reading and writing activities with a specific focus each day. The focus for Friday's session will be chosen by the teacher in response to the learning throughout the week or to focus on a particular skill e.g. oral blending and segmenting using the new phonemes.
- In FS2 children will also use the Rocket Phonics Pupil Practice Booklets daily to further embed the phonemes taught. They will complete activities to revisit and review taught sounds, search and identify new phonemes, blending and segmenting practice, reading sentences and writing dictated sentences using the new phonemes. Children in KS1 and KS2 who are at risk of falling behind or arrive new to Phonics will also have the opportunity to use the Rocket Phonics Pupil Practice Booklets to further embed their Phonics knowledge.

2) Assessment – Phonics Assessment Booklet

- Assessment is an important part of teaching to help ensure that children stay on track and do not fall behind. Assessment is a natural part of our teaching and it is helpful and informative.
- Individual assessment booklets are used for each individual child that is learning phonics.
- Ongoing formative assessment takes place daily and weekly within sessions of each stage.
- Summative assessments take place at the end of each half term after a six-week block of teaching.
- The assessment has two parts: reading and writing.
 - In the reading section, children will:
 - Say the sound for each new phoneme.
 - Read words with the new phoneme in.
 - Read high frequency words taught over the half term.
 - Read a sentence and answer a comprehension question based on that sentence. They have to recognise the new phonemes, read words containing them, read tricky words, read new phonemes, high frequency words, tricky words, application of phonemes taught in both reading and writing.
 - In the writing section, children will:
 - Write given words containing the new phonemes.
 - Write tricky words taught over the half term.
 - Write a dictated sentence.
- All of this assessment data is then inputted onto the whole class tracker (FS+KS1) or Key Stage 2 tracker. This information is then used to identify whether children are secure in that stage, ready to move on or to identify gaps and plan appropriate intervention for this.
- Children in KS2 who are phonics learners will also be assessed termly using the Y1 phonics screening materials to assess whether they have reached the expected standard in phonics.
- The Insight tracker is updated with these scores and the stages that children are secure at.
- Any children that are new to school or still receiving phonics teaching in Y2+ will be baselined using a previous Y1 phonics screening and the Rocket Phonics baseline assessment. The Y1 phonics screening will be repeated at appropriate intervals to assess progress and achievement against the EXS.

Reception – Stage 3b WK32+33

	Monday	Tuesday	Wednesday	Thursday	Friday
Review the sounds	Alphabet song j v w x y z qu ch sh th ng ai ee oa oo ar or ur ow oi ear air ure er igh	Alphabet song j v w x y z qu ch sh th ng ai ee oa oo ar or ur ow oi ear air ure er igh	Alphabet song j v w x y z qu ch sh th ng ai ee oa oo ar or ur ow oi ear air ure er igh	Alphabet song j v w x y z qu ch sh th ng ai ee oa oo ar or ur ow oi ear air ure er igh	Alphabet song j v w x y z qu ch sh th ng ai ee oa oo ar or ur ow oi ear air ure er igh
Word Time- Reading	went it's from children just help have like so do come were little one what said some when Sounds talk I'm put asked old out Tricky words some, one, said come, do, so	went it's from children just help have like so do come were little one what said some when Sounds talk I'm put asked old out Tricky words some, one, said come, do, so	went it's from children just help have like so do come were little one what said some when Sounds talk I'm put asked old out Tricky words some, one, said come, do, so	went it's from children just help have like so do come were little one what said some when Sounds talk I'm put asked old out Tricky words some, one, said come, do, so	went it's from children just help have like so do come were little one what said some when Sounds talk I'm put asked old out Tricky words some, one, said come, do, so
Word Time- Writing	What said some when little	What said some when little	What said some when little	What said some when little	What said some when little
5 seconds to clean your board.					
Teach	wh what when why whisper while	ph phonics dolphin prophet phantom elephant alphabet	ay day May Sunday stay delay tray archway betray	Split digraph a_e bake made make blame same take	when whisper phonics dolphin say lay pray cake make lake phal wheck phade slake grate
Apply Reading	My sister needed to use a wheelchair.	When we do phonics we sing the alphabet song.	I pray when we go to church.	I had to bake a cake for my mum's birthday.	A whale ate a dolphin
Apply writing	wheel whip whisker whirlpool whether whim	phonics dolphin elephant alphabet	ay or ai? (ay at end of word) sway play away airway rain main tail hail	made make same fake rake	Elephant wheel play fake away when phonics
5 seconds to clean your board.					
Hold sentences	I can see a big wheel on the truck. The foxes whiskers were short.	The dolphin swam in the sea. I love elephants.	I like to play in my bedroom when it is raining. It was a fun day.	I need to bake a cake. He made a robot.	The elephant had to play with the wheel. I made a railway.
5 seconds to clean your board.					

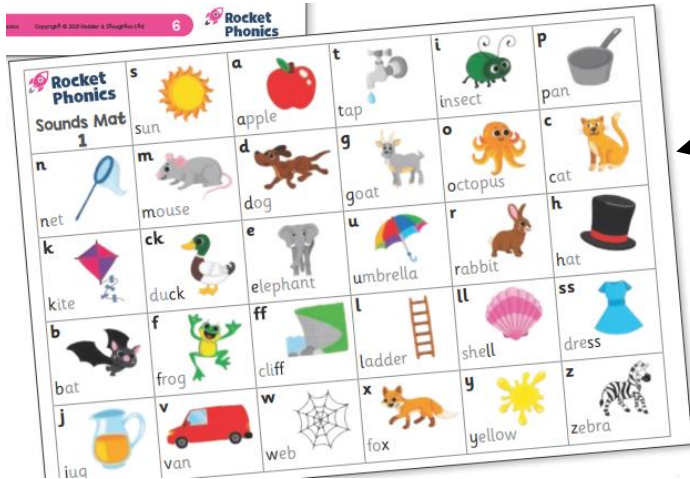
Phonics Weekly and Daily Plan:

Phonics Glossary:

adjacent consonants	Two (or three) consonant letters representing two (or three) sounds, e.g. tw, str, bl. (Also known as a consonant cluster or blend.)
blending	The process of using phonics for reading. Children identify and blend the phonemes in order to hear and say (discern) a whole word. (Also known as decoding or synthesising.)
code	The English Alphabetic Code is the correlation between the sounds of speech and the individual letters or groups of letters used to represent those sounds in print. A 'piece of code' refers to a letter-sound correspondence or grapheme-phoneme correspondence.
common exception word (CEW)	A high frequency word with an unusual letter-sound correspondence, e.g. one, their, because. These words are taught by decoding the familiar part and pointing out the unusual part.
consonant digraph	Two consonant letters which represent one sound.
CVC, CCVC, CCVCC	These represent the consonant and vowel sounds in word structures. For example, a CVC word = h-e-n, b-oa-t or ch-i-p.
decoding	See blending
digraph	Two letters which together represent one sound, e.g. ai, ea, mb. There are different types of digraph – vowel, consonant and split.
encoding	See segmenting
grapheme	A letter or group of letters representing one sound (phoneme).
phoneme	The smallest unit of sound in a word. Represented in print using slash marks, e.g. /a/.
quadgraph	Four letters which together represent one sound, e.g. igh, ough.
schwa	An unstressed syllable. It is common for people to pronounce various graphemes as an /uh/ sound in natural speech.
segmenting	The process of using phonics for spelling and writing. Children listen to the whole word and break it down into constituent phonemes, choosing the corresponding grapheme to represent each phoneme. For example, 'lunch' can be segmented as l-u-n-ch. (Also known as encoding.)
split digraph	Two letters, which work as a pair to represent one sound, but are separated within the word, e.g. a-e in cake; o-e in note.
synthesising	See blending
trigraph	Three letters which together represent one sound, e.g. igh, eer.
vowel digraph	A digraph in which at least one of the letters is a vowel, e.g. ee, oi, or.

Resources:

The following resources are provided and used to teach phonics and early reading.

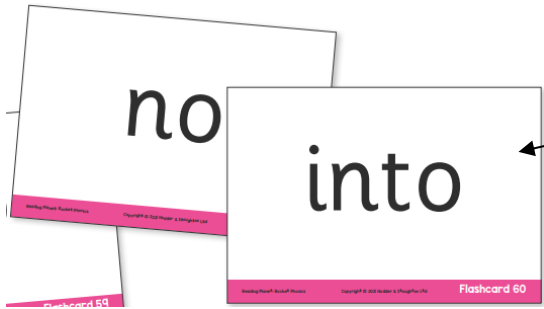


Sound mats.
These should be printed off and used to support children.

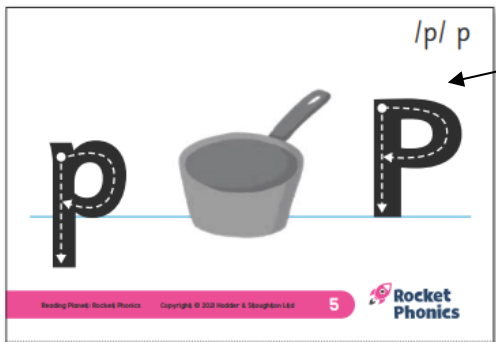
Fully decodable books.
These are used for whole class reading and guided reading. It tells you here the phonics stage and book band colour.



Fully decodable books.
Target letter-sounds are listed on the back cover.



Flashcards.
These can be used for reviewing previously taught letter-sounds and common exception words as well as introducing new ones. The letter-sound flashcards also include a picture mnemonic.



Frieze
These can be displayed on the wall to support children with their learning.

Phonics in FS

In order to align with Rocket phonics FS phonics teaches 2 phonemes per week.

The structure of lessons is as follows:

Lesson 1/3: Reading focus

- Sing ABC song
- Review of sounds
- Read speedy words, sound talk, tricky words
- Teach – new phoneme
- Blending focus - sound buttons

PM session

English lesson

- Sing rhymes linked to pencil grip + fine motor skills
- Review sounds – flashcards
- Review tricky words / high frequency words - Flashcards
- Word time writing – speedy words
- Apply reading - cut up sentence to rearrange

Follow up — Introduce first page of the practice booklet.

- Children in focus groups complete reading/writing activity linked to phonemes learnt that day. Revisit and review - recognising the sound, Grapheme search - counting how many of a sound in a sentence, Pre-blending practise – matching the initial sound – leading to blending practice, Apply - read a sentence, match pictures to words/captions/sentences.

Lesson 2/4: Writing focus

- Sing ABC song
- Review of sounds
- Read speedy words, sound talk, tricky words
- Teach – new phoneme – air write, letter formation focus
- Encoding focus – segment to write

PM session

English session

- Sing rhymes linked to pencil grip + fine motor skills
- Review sounds – flashcards
- Review tricky words / high frequency words - Flashcards
- Word time writing – speedy words
- Apply sentence – Hold a sentence (pm)

Follow up – Introduce second page of practice booklet.

- Children in focus groups complete reading/writing activity linked to phonemes learnt that day. Revisit and Review – sounds so far, Grapheme write – letter formation, Pre-segmenting practice – initial sound leading to segmenting practice, Apply – write a caption/sentence.

Lesson 5: Reading and Writing focus.

- Sing ABC song
- Review of sounds
- Read speedy words, sound talk, tricky words
- Word time writing – speedy words
- Apply in reading and writing using phonemes taught on lessons 1-4 including nonsense words.

Early Reading:

Alongside our phonics teaching we use Rising Stars Rocket Phonics reading books. These books, which are used for whole class reading sessions and home reading are fully decodable. By reading fully decodable books, children have the opportunity to practise their early reading skills so that they become confident and independent readers by the end of Key Stage 1.

Shared reading, which involves looking at a book as a whole class and children having individual copies of the same text, is used to teach reading for children in Year 1 and the Autumn Term in Year 2. These sessions take place in children’s phonics groups as the book which will be studied will be at a phonetically decodable level accessible to children. By remaining as a large group for shared reading, it exposes all children to all teaching and enables the teacher to have a good overview of attainment and teaching.

The teacher, over the course of the week will introduce the title, focus sounds and common exception words that will be in the text. The book is broken down into smaller chunks so that children have the opportunity to make predictions, clarify vocabulary, practise decoding and build fluency over the week. There are also opportunities to develop their comprehension through targeted questioning and completing simple activities about the book. Each reading practice session has a key reading behaviour to focus on so that the demands of the session do not overload the children’s working memory. Children take their fully decodable book, which has been used in the shared reading sessions, home to further practice skills learnt in school.

The Structure of the Reading Sessions:

Day 1: Decoding: The first session focuses on children applying their phonics knowledge and developing fluency when reading.

Before Reading:	
<p>Focus:</p> <ul style="list-style-type: none"> ✓ The focus for the session is established. ✓ The book is introduced. ✓ Key common exception words are taught. <p>My turn/your turn.</p> <ul style="list-style-type: none"> ✓ Key phonics learning is revisited. ✓ New vocabulary which may be encountered are taught and put into context. 	<p>Notes:</p> <ul style="list-style-type: none"> ✓ Show graphemes on the grapheme cards and children say them out loud. Address any misconceptions and model correct pronunciation. ✓ Show common exception words on flashcards and re-teach where necessary.
During Reading:	
<ul style="list-style-type: none"> ✓ Children read using a variety of strategies e.g. paired reading, echo reading etc (seeing reading strategies sheet). ✓ Teacher tap into children’s reading and listen carefully to ensure that they are reading every word. ✓ Children will be asked retrieval questions to support the development of their comprehension. 	<p>Notes:</p> <ul style="list-style-type: none"> ✓ Children should be encouraged to read without sounding out every word. ✓ Children point to each word using the lolly pop sticks or their fingers. ✓ When tapping in, ensure that any child who had difficulty in with particular graphemes in the pre-read are now reading successfully. ✓ Check that decoding is the only strategy used. ✓ Check that children are using evidence from the text and not just relying on memory.
After Reading:	
<ul style="list-style-type: none"> ✓ Children take the same text home. ✓ Address any common errors identified when tapping in with GPCs, common exception words etc. 	

Day 2-4: Further decoding practise, Speed and Prosody: Each session provides an opportunity to read/hear the text read again and then they will read the next part of the book. Staff will model reading with prosody and children will echo this. The sessions also give children the chance to explore character's feelings, what words mean and how punctuation adds to meaning.

Before Reading:	
<p>Focus:</p> <ul style="list-style-type: none"> ✓ Show grapheme and common exception flash cards again and children say them out loud. ✓ Check children have remembered the meanings of any new vocabulary taught in the previous session. ✓ Revisit what happened the previous session. 	<p>Notes:</p> <ul style="list-style-type: none"> ✓ As this is a review of the previous session, this could be short and quick if children are confident. Repetition is valuable however as it secures learning in the long term memory. ✓ Focus on any sounds/words children found tricky in the previous session. ✓ Ensure good participation from any child at risk of falling behind.
During Reading:	
<ul style="list-style-type: none"> ✓ Ask children to take part in short, independent reading practice. As the children re-read the text, tap in to each child reading independently. ✓ I do/We do/You do. Model reading a pre-selected double page spread with prosody. Discuss characters feeling, word meaning and punctuation. ✓ As a group, read the pages with prosody then give the children time to read these independently with the teacher tapping in. ✓ Children will be asked retrieval questions to support the development of their comprehension. 	<ul style="list-style-type: none"> ✓ Ensure the only strategy being used is decoding. ✓ Children point to each word using the lolly pop sticks when they read. ✓ Check that any child having difficulties in the previous session has overcome these. ✓ Ensure children are able to read with prosody. ✓ Check that children are using evidence from the text and not just relying on memory.
After Reading:	
<ul style="list-style-type: none"> ✓ Children will take the same text home. 	

Day 5: Comprehension: In the final session, children should be automatically applying their decoding skills to read with greater accuracy and fluency enabling their working memory to be freed up to focus on comprehension.

Before Reading:	
<p>Focus:</p> <ul style="list-style-type: none"> ✓ Quick review of any GPCs, words and common exception words that children need practise with. 	<p>Notes:</p> <ul style="list-style-type: none"> ✓ Children should read these words quickly and commit them to long term memory. ✓ Children who are not able to read the words with automaticity should have further support outside of the lesson.
During Reading:	
<ul style="list-style-type: none"> ✓ Children read the book independently practising their phonic skills. ✓ Questions linked to the reading domains will be asked and children will read aloud to find the answer. ✓ Discussions around the answer will take place and precision in answer will be encouraged. 	<p>Notes:</p> <ul style="list-style-type: none"> ✓ Questions must be prepared before the session. ✓ Ensure that a variety of content domains are covered throughout the term. ✓ In the early stages, you may want to direct children to a particular page or section of a book to look for an answer.

	<ul style="list-style-type: none"> ✓ Encourage children to answer in sentences and be precise in their answers. ✓ Encourage the use of skimming and scanning for answers.
After Reading:	
<ul style="list-style-type: none"> ✓ Children take the same text home. 	Children will complete short comprehension activities including answering multiple choice questions about what they have read.

Phonics learners in KS2:

In years 3-6, we aim to swiftly identify children who are experiencing difficulties in their reading attainment. Children requiring phonics will take part in daily phonics lessons which will take place at least four times a week. This will be planned for by the Phonics and Early Literacy lead using the assessment records to identify gaps and plan sessions for an adult to deliver in order to address this. The intervention will be for a 6 week block. Following this, the children will be re-assessed and the senior leaders will use this to make a judgement on the child's next steps.

Any child currently learning phonics will also be allocated a reading stage which will be precisely matched to their phonics stage. Children who are phonics learners in KS2 will attend an Early Reading intervention, matched to their phonics stage, to ensure that they have regular opportunities to apply and deepen their knowledge of phonics by reading fully decodable books. Teachers plan the interventions and which books are to be taught in the interventions and the adult leading the intervention changes their book regularly in accordance with the plan. The adult leading the intervention, over the course of three days guides the children through the decodable book using a combination of reading strategies which include paired reading and modelled reading. Children take their fully decodable book, which has been used in the intervention sessions, home to further practice skills learnt in school. These children will be heard reading aloud at least three times a week (at least twice as part of the intervention and at least once a week during whole class reading with the class teacher).

Reading Strategies:

Strategy	What is it?	What are the children doing?	What are the adults doing?
Modelled reading	Children listen to the 'expert' reader and the teacher may ask the children to join in reading at particular points to emphasise key information.	<ul style="list-style-type: none"> - Following the text using a lollypop stick. - Joining when asked ensuring that they match the same pace as the teacher has set. 	<ul style="list-style-type: none"> - The adult models correct pronunciation and pace. The adult models how to decode accurately.
Echo Reading (Teacher Modelling)	The children listen first to the teacher reading and then echo back what the teacher reads mimicking his or hers pace and inflections.	<ul style="list-style-type: none"> - Listening initially and following the teacher as they read the text using a lollypop stick. - Reading aloud as a class at a similar pace to the teacher ensuring that they use the same intonation as the teacher did. 	<ul style="list-style-type: none"> - The adult is to circulate checking that children are following focusing on tapping into children's reading to check that decoding is the only strategy used by children.
Paired Reading	Children label themselves A and B. A points to the word using the lollypop stick whilst B reads the text. The partners then swap once they get to the bottom of the page.	<ul style="list-style-type: none"> - Children are sat facing each other. - Supporting and correcting each other's mistakes respectfully and politely. - Taking it in turns to read a page each. 	Circulating tapping into children's reading to check that decoding is the only strategy used by children.
Individual Aloud Reading	Children read aloud to a given point at their own pace pointing at each individual word using the lollypop stick.	<ul style="list-style-type: none"> - Children reading aloud. - Using a lollypop stick to follow the text. 	Circulating tapping into children's reading to check that decoding is the only strategy used by children.
Control the Game	The teacher asks the children to read in an unpredictable order.	<ul style="list-style-type: none"> - Children will be following the text using their lollypop sticks. - Children who are asked to read will read aloud at a pace that is comfortable for them. 	Circulating tapping into children's reading to check that decoding is the only strategy used by children.

Reviewed: June 2026