



Teaching Early Reading and Phonics at Fryern

At Fryern Federation early reading is a priority and we highly value it as a life skill. It is part of our culture, not just a lesson and we are dedicated to enabling our pupils to become life long readers. We have a rigorous phonics programme within a broad and language rich curriculum. Practically this looks like short, discrete daily sessions with a brisk pace and clear structure. We have fidelity to our programme developed alongside Springhill English Hub and our Early Reading leads continue to monitor and support coaching for all staff to ensure they are experts of phonics.

In the Early Years Foundation Stage and Key Stage 1 discrete phonics lessons are taught. Children are grouped according to the phase they are working at. All of our staff have received phonics training from the English Hub as well as ongoing inhouse training to ensure they promote excellent progress for children of all abilities. All children participate in speaking, listening and spelling activities that are matched to their developing needs. Children work through the different phases, learning and developing their phonics sounds and knowledge. All children also take part in Guided Reading sessions with their teacher and support staff. In Key Stage two this is further underpinned by whole class additional reading comprehension lessons.

The overview grid below illustrates where we would expect children to be working at each stage of the academic year. Although this is the expectation, we understand that children develop at different speeds and this is taken into account using streamed phonics groups in each year group. The progression of GPCs and common words that we teach term-by-term is identified in our overview. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and fully decodable books. Children review and revise GPCs and high frequency words daily, weekly and across terms and years in order to move this knowledge into long term memory. Our expectations of progression are aspirational yet achievable if we maintain pace, practise and participation by all pupils. Children are assessed every half term and children who are not keeping up are given additional practice through intervention sessions. Any children who still need phonics teaching in Key Stage 2 take part in a dedicated intervention programme to enable them to make progress. Reading is not a 'one size fits all approach' however it is adapted and focused to ensure all learners, no matter of their starting points, make progress.

Reviewed: September 2023

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Phonic Progress Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Phase 2	Phase 3 set A	Phase 3 set B	Review Phase 3	Phase 4 set A	Phase 4 set B
Year 1	Review phase 3 and 4	Phase 5 starter	Phase 5 up to set E		Phase 5 set E complete	Review phase 5
Year 2	Recap of Phase 5 Phonics for spelling		Phonics for Spelling			
Year 3	Revisit of phases where needed					