



Castle View Primary School Early Reading Statement

Every child deserves reading success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do. We also know that to have the highest chance of success in reading, children need to learn to read from books with the sounds they know. With this in mind, all children are given books that carefully match their phonic reading ability according to the 'Essential Letters and Sounds' programme.

At Castle View, we teach children to read by following a phonics programme called 'Essential Letters and Sounds' (ELS). This programme ensures we follow a systematic and consistent approach to the teaching of phonics across each year group. Phonics lessons are taught daily at 9.00am from Reception to Year 2. We have a 'keep up not catch up' approach to phonics and so only a few identified children do not access this whole class session. These identified children follow a personalised learning programme instead. Children at risk of falling behind in whole class teaching are identified and these children receive additional, daily teaching. This additional teaching allows children to consolidate the mornings learning and immediately address any misconceptions observed.

The 'Essential Letters and Sounds' programme sets out a detailed and systematic programme for teaching phonic skills to children, with the aim of them becoming fluent readers. Children experience the same classroom routines within each ELS lesson which reduces cognitive load and maximises the chances of success. All children are supported within the lesson to use their new phonic knowledge independently, and in all ELS lessons children will make the direct application to reading.

Children are taught using the following phase progression:

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2



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Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Children are taught to read using the Essential Letters and Sounds programme phase 2 as soon as they enter our Reception class or, if appropriate for the child, in our Nursery class. Children learn to use and apply their phonic knowledge by reading books that match their phonic ability. Children are also taught to read high-frequency ‘harder to read’ words.

Children’s progress in developing and applying their phonic knowledge is carefully assessed and monitored. By the end of our Foundation Stage, children are expected to working within Phase 5. By the end of Year One, the expectation is for children to be secure in, and working beyond, Phase 5.

In Year One, the children complete the National Phonics Screening Check – a statutory assessment that was introduced in 2012 for all Year 1 pupils. It comprises a list of 40 real words and nonsense words that assess phonics skills and knowledge learnt through our Foundation Stage and year 1. The check is very similar to tasks that the children already complete during phonics lessons. Phonics teaching continues in Year 2. For children who have not met the phonics standard for Year 1, they receive daily intervention in order to meet the standard at the end of year 2.

At Castle View Primary, guided reading sessions across the entire school are carried out as a whole class, where all children are exposed to a range of texts. Our teachers plan interactive, workshop-style reading lessons where there is an element of shared reading; engagement with the text; teacher modelling interrogation of the text and exploration of their own inferences. There is always opportunity for open discussion and an independent element when



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responding to direct questions based on the focus text for that lesson. We find this approach allows for all children to develop their comprehension and inference skills, whilst not being held back because of their decoding ability. Through creative approaches to texts, children are fully immersed in quality literature and so find reading enjoyable.

Parents are kept informed of their child's personal reading targets through communication in their home/school reading books. Parents are also informed of their child's whole class reading objectives through the weekly homework sheet.

Essential Letters and Sounds Term by Term Progression Map:

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s> /a/ <a> /t/ <t> /p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>	/g/ <g> /o/ <o> /c/ <c> <k>	/k/ <ck> /e/ <e> /u/ <u> /t/ <t>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ /f/ <f> <ff> /l/ <l> <ll>
	I, the, no	put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Autumn 2: Phase 3					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word) Assess and review week R:2	Review week R:3
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 1: Phase 3-4*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>	Assess and review week R:5	Review week R:6
	they, all, are		ball, tall	when, what	



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Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /ot/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /ot/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>

Year 1/Primary 2 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /ot/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		



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Year 1/Primary 2 Spring 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/aɪ/ <a> (acorn) /aɪ/ <ey> (they) /aɪ/ <ea> (great) /aɪ/ <eigh> (weight) /ɑː/ <a> (father) /ee/ <e> (he) /ɪgh/ <i> (find) /ɪgh/ <y> (by)	/oʊ/ <o> (go) /ɒ/ <a> (was) /oo/ <u> (push) /y/+/oo/ <u> (music) /ɔ/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ɜː/ <or> (world) /ɜː/ <ear> (learn) /oo/ <ou> (soup) /oʊ/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /ɪ/ <y> (gym)	Assess and review week Y1:9	/aɪə/ <are> (care) /aɪə/ <ere> (there) /aɪə/ <ear> (pear) /tʃ/ <tch> (catch)
		here, sugar, friend	because		

Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ʊ/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> -tion (station)	Assess and review week Y1:11	/ɑː/ <al> (half) /ɔː/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti> -tious (scrumptious) /sh/ <ci> (delicious) -ous, -ion, -ian

Year 1/Primary 2 Summer 1, Summer 2 : all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs					