



# STEPHEN HAWKING SCHOOL

## Early Reading and Phonics Policy

| Document Control |                    |                                    |
|------------------|--------------------|------------------------------------|
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A positive reading culture is imperative to cultivating the reading skills of all pupils. At Stephen Hawking School this is something that we have embedded throughout our school. We are committed to teaching our pupils to become successful readers by providing ample opportunities to develop reading skills in a carefully sequenced and systematic way, taking into account each pupil's individual needs, knowledge and skills, identifying where they are, where they need to be and how to get them there. The acquisition of reading skills is embedded both in the curriculum and in practice and teachers ensure that sufficient time and emphasis is given to all pupils in developing their pre-reading and early reading skills in a variety of ways.

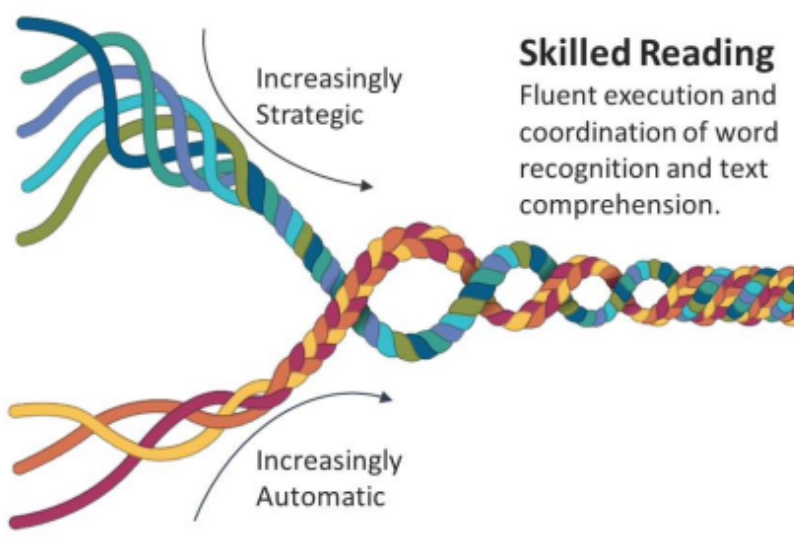
Learning to read is complex and multi-faceted. It relies on the effective acquisition and use of a wide range of skills (visual, auditory, language, cognitive) so it is paramount that all children are taught these skills in a coherent and systematic way, even when adapted for the individual needs of each child. The simple view of reading (Gough and Tunmer, 1989) describes reading as the product of word decoding and language comprehension. However, these are broad concepts and it is, therefore, useful to visualise the myriad of skills that are required for each of these aspects using the reading rope model (below) which recognises the importance of language comprehension alongside word recognition skills to ensure pupils become skilled readers that can read and comprehend text. Moreover, by providing a language rich environment and developing language comprehension (knowledge and understanding of vocabulary; background knowledge; recall and reasoning skills; syntax and semantics; conventions of reading and conceptual and contextual understanding) in parallel with word recognition (phonological awareness, decoding and encoding and sight recognition), we ensure that children can make sense of the world around them and are better placed to comprehend what they read and infer meaning from what they read. This will develop their love of reading and will cultivate confident and fluent readers.

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of Early Literacy*. NY: Guilford Press.

# Language Comprehension

We know that becoming a fluent, skilled and attentive reader starts at the earliest stages, driven by exposure to good quality 'talk' which expands their exposure to and understanding of vocabulary (DfE, 2022). At Stephen Hawking School, we realise that our pupils may not have had the quantity or quality of interactions in comparison to some of their mainstream peers. This could be due to a range of factors such as hospitalisation, access issues with regard to provision/learning environments, poor attitudes, communication barriers, cognitive understanding etc. Therefore, it is important that we expose our pupils to the following areas in order to promote the pupils' receptive and expressive language, to ensure they can understand and engage with the world around them.

|   |   |  |
|---|---|--|
| <h2>Background knowledge</h2> <p>Children rely on background knowledge to make sense of what they are reading, the more knowledge they have about a variety of subjects, topics and ideas, the more likely they will be able to comprehend what they are reading which will, in turn, add to their knowledge of the world around them. This will, ultimately, make reading more enjoyable. When a reader has background knowledge to draw on, they are more likely to remain focussed on a text. This reduces the likelihood of cognitive overload which is particularly important for those students who are working on word decoding (or symbol recognition).</p> <p>It is important to determine the pupils' understanding of the world around them and prior knowledge and include discussions to ensure pupils develop their contextual understanding and apply it to what they are reading.</p> | <h2>Vocabulary knowledge</h2> <p>Having a broad and rich vocabulary supports readers to make sense of what they are reading. It enables them to match a word to an idea, thought or concept. The richer a reader's receptive and expressive vocabulary, the easier they will find it to link words to their existing knowledge. In addition, by having a broad vocabulary, students can start to make links and assign multiple words to one thing. Pupils at Stephen Hawking School use AAC aids to support their receptive and expressive development and to express their understanding and communicate what they know, think or feel. Therefore, explicit learning of vocabulary is important at Stephen Hawking School as is, being able to navigate both low tech and high tech AAC devices to find and use vocabulary spontaneously and tell us what they know, think or feel.</p> | <h2>Language structures</h2> <p>Language structure refers to syntax, or the arrangement of words in a phrase or sentence. Children learn syntax structures through meaningful exposure to spoken, written or visual language i.e sentence structures. Semantics is concerned with meaning, carried in a word, phrase, sentence or text. It refers to how the punctuation and chosen words relate to each other. Understanding a language's structure allows the reader to make sure they comprehend the text in the way the author intends.</p> <p>Pupils at Stephen Hawking School are encouraged to use their AAC to create sentence/language structures in order for others to comprehend exactly what they are saying. This will, in turn, help them understand sentence/language structures when reading which will aid in their reading comprehension.</p> |
| <h2>Verbal reasoning and inference</h2> <p>Verbal reasoning and inference relates to the ability to infer meaning from what is being read. It allows the reader to connect and integrate information read with background knowledge in order to interpret what the words on the page are intending to say i.e being used literally or figuratively.</p> <p>Therefore, it is important to develop and practise verbal reasoning skills by talking about the meaning of words, phrases, tone of voice, body language etc in day to day observations. This will aid students to generalise this knowledge when they are reading and can infer meaning from what is being read vs what is meant.</p>  | <h2>Literacy Knowledge</h2> <p>Literacy knowledge provides the reader with knowledge of the conventions of reading. For example, they need to know how to hold a book; turn the pages; identify which page to look at first; look at the pages left to right, top to bottom; identify pictures and text; read words on the page from left to right and understand sentence structures. Pupils also need to understand different genres of text so they know what to expect and how to interpret it.</p> <p>At Stephen Hawking School, we expose pupils to a variety of literary styles to expand their knowledge of books, vocabulary and the world around them.</p>  | <h2>Summary</h2> <p>Supporting children to develop their vocabulary, their background knowledge, literacy knowledge, inference and language structures collectively will aid in their receptive and expressive understanding of language, which is paramount in developing good reading skills. Well matched language comprehension when listening to, or decoding, text, reduces cognitive load. This should be cultivated throughout the day in a myriad of contexts, but particularly when cognitive demands are lower, such as playtimes, snack, meal times. Many pupils are not yet at a stage of formal decoding and word recognition, so language comprehension is an essential element of early reading and is paramount for all children at Stephen Hawking School.</p>   |

# Word Recognition

When pupils have word recognition skills they have the skills they need to be able to read and write. Coupled with language comprehension (previous page), they possess the skills they need to be able to comprehend what they read and think about what they want to write. For children who have speech and language difficulties, being able to decode and comprehend what they read is essential for equality, because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves. In correlation, encoding words to express themselves ensures our students' voices, their thoughts, feelings, wants and needs are heard. To develop their students decoding and encoding skills, word recognition is broken down into the following areas:

## Phonological awareness (incl. skills in early sound discrimination)

Phonological awareness is promoted throughout the day, teachers and teaching assistants are skilled in identifying and providing frequent opportunities to develop the identification of and the manipulation of units of oral language such as words, syllables, onsets and rimes within both structured and unstructured parts of the school day e.g. planned use of oral language during lesson time and also unplanned at transition/break times. This offers increased opportunities for exposure to the Level 1 TWINKL phonics programme and develops awareness of and reinforces the 7 aspects (listed below). By offering planned and unplanned opportunities to listen carefully to sounds they reinforce the students ability to discriminate between sounds, remember and sequence sounds and overall develop the students' vocabulary, contextual understanding and language comprehension. The overarching aim is for children to experience regular, planned and unplanned opportunities to listen carefully and communicate what they hear, see and do. The way teachers and support staff talk to, interact with and model language to the students is critical to develop effective speaking and listening skills. In Level 1 of the TWINKL SSP programme, activities within the 7 aspects are designed to help children listen attentively to sounds, expand their vocabulary, communicate confidently to others, discriminate phonemes, reproduce phonemes they hear and segment words into phonemes. Within each aspect, teachers are encouraged to teach that aspect in 3 different strands. Firstly, we want the students to be acknowledging and tuning in to the different sounds around them and discriminate what they are. Secondly, we want the students to recall the sounds that they hear and lastly, we want to talk about the sounds we hear in order to develop our vocabulary and language comprehension.

| Aspect 1  | Aspect 2            | Aspect 3   | Aspect 4         | Aspect 5   | Aspect 6     | Aspect 7                     |
|---|---------------------|--|------------------|--|--------------|------------------------------|
| Environmental Sounds                                      | Instrumental Sounds | Body Percussion  | Rhythm and Rhyme | Alliteration   | Voice Sounds | Oral blending and segmenting |
| Strand 1: Tuning into sounds<br>(auditory discrimination) |                     | Strand 2: Listening and remembering sounds<br>(auditory memory and sequencing) |                  | Strand 3: Talking about sounds<br>(developing vocabulary and language comprehension) |              |                              |

## Decoding (and encoding)

Decoding is the ability to apply knowledge of grapheme-phoneme correspondence to correctly read and write words as text. Decoding is taught in a carefully sequenced and structured way through the TWINKL phonics programme. Once children have acquired sound discrimination skills, visual discrimination skills and early phonological awareness, they start to learn grapheme-phoneme correspondence and the associated skills of blending and segmenting to read and write words, they do this through levels 2-6 of the TWINKL phonics programme. Encoding (spelling) is the reverse of decoding (reading). Before students can write independently, they need to be able to decide what they want to write. Therefore, a language rich environment is paramount. By giving the students more exposure to language, we develop their receptive and expressive understanding so students are able to store more words in their mental lexicon and in turn, use more words to express themselves and repair misunderstandings.

## Sight recognition

When a child begins to recognise words by sight, it means they no longer have to work to decode the word whenever they come across it and they begin to store the word visually in their long term memory. This means they can recall it automatically. Most children develop sight word memory as their decoding skills develop, committing high frequency and important words (such as names) to memory, so they can be read accurately and effortlessly.

With reference to the TWINKL phonics programme, this relates to the common exception words at each level. However, most children at Stephen Hawking School will be developing this skill before they are at the stage of recognising some words in print, for example, sight recognition of symbols (when using AAC aids), environmental print (such as shop names etc) and other words that are important to them.

## Approaches to reading, for all children

A respect for and a love of books is encouraged for all children. Children at Stephen Hawking School are offered exposure to a wide range of texts through school and classroom environments, the curriculum and special events such as World Book Day. We encourage reading across the school by providing a language, symbolic and word rich environment.

Reading is promoted in every classroom, all of which have a designated reading area containing a breadth of high quality literature which provide both 'mirrors' and 'windows'. Mirror stories reflect their own culture and help to build identity by being able to relate to a character, familiar theme or language. Mirror stories allow children to see themselves reflected in the language, imagery, characters and events allowing for deeper engagement and empowerment as a reader. Window stories offer a view into someone else's life or experiences e.g. a character that is different from them or a setting that is far away in time or space.

Fiction and non-fiction texts are also readily available in structured lessons (shared reading) and at unstructured times (in book corners) to ensure all pupils have the opportunity to develop their understanding of the world around them, their understanding of concepts and facts and also to develop their creative thought through a range of different fictional genres.

Teachers plan and deliver sessions which promote reading and exposure to text in a multitude of ways:

- ❖ Shared/Guided reading-planned sessions focus on developing reading comprehension and literacy skills
- ❖ Library sessions-children are encouraged to explore and engage in literature.
- ❖ Class reading-whole class guided reading is encouraged to increase exposure to more challenging texts, allowing for the deep exploration of a text and discussion around vocabulary and contextual understanding etc.
- ❖ Independent reading-allows children to explore books, develop their literacy knowledge and skills i.e. turning pages, reading left to right etc, explore text and illustration.
- ❖ Sensory stories-convey simple narratives using some text and a mixture of associated movement, action and sensory experiences to make reading come to life.

In addition, the pupils that access the TWINKL SSP programme have access to the phonics led reading scheme, Rhino Readers. Students read specific books in relation to the sounds and common exception words they have learnt. Progression through the scheme is devised as part of the TWINKL phonics programme (see page 14 for further guidance).

Additional planned cross curricular lessons and planned exposure to high quality language, text and vocabulary relating to topics or subjects encourage language comprehension and word recognition and can be presented in a myriad of ways, for example (but not limited to):

- ❖ High quality fiction and non-fiction texts-a range of genres
- ❖ Story writing
- ❖ Poems
- ❖ Letters
- ❖ Recipes
- ❖ Lists
- ❖ Postcards
- ❖ Posters
- ❖ Predictive chart writing
- ❖ Rhymes, action rhymes, songs
- ❖ Activities which develop focussed listening and attention, incl. oral blending
- ❖ Instructional text
- ❖ Drama-based activities
- ❖ Art based activities

The **literacy lead** supports and promotes the schools approach to early reading and phonics by:

- developing own subject knowledge by liaising with other professionals and visiting other SEND settings to develop and share good practice.
- engaging in and disseminating research, policy and good practice in early reading
- identifying gaps or trends in practice and working with teachers and support staff to ensure they are confident in promoting early reading and phonics acquisition
- strategically planning school level interventions and training to improve the quality of practice
- identifying and supporting future CPD needs of all staff
- implementing and overseeing the schools SSP programme, TWINKL phonics.
- ensuring children have access to a wide range of high quality texts in the library and in classrooms.
- working with teachers to ensure the medium term plans have adequate and diverse reading lists which match topics and are regularly reviewed.
- supporting teachers in how to promote reading in a variety of ways in a range of lessons.
- celebrating reading through special events such as world book week.
- oversee and monitor assessment in early reading and phonics across the school and develop assessment practice in reading and phonics.

The **teachers** at Stephen Hawking School lead teaching in early reading and phonics by:

- thinking about how language comprehension can be included in structured and non structured sessions, directing the support staff as necessary
- Using a range of mediums (fiction, non fiction, letters, recipes poems, rhymes etc) that allow pupils to develop their literacy knowledge and a rich vocabulary
- ensuring all lessons are well planned and allow for exposure to: key vocabulary incl. subject specific and topic specific vocabulary, offering explanations of each word, contrasts and comparisons to ensure students expand their mental lexicon.
- ensuring all staff are aware of the need to promote the students phonological awareness and incorporate this into the school day as much as possible.
- ensure all learning draws on background knowledge and provide opportunities for discussion
- ensuring that all class staff model language structures (verbally, through sign or AAC aids) and encourage students to respond in this way to develop their understanding of sentence/language structures.
- ensuring all class staff model verbal reasoning and inference by 'thinking out loud' and explicitly explain the meaning of words, phrases and tones.

- modelling and explicitly teaching literacy knowledge and the conventions of reading such as: how to hold a book; turn the pages; identify which page to look at first; look at the pages left to right, top to bottom; identify pictures and text; read words on the page from left to right.
- identifying pupils who are working at the pre-requisite level and provide lessons to support this development.
- following the TWINKL SSP programme and assessing progress accordingly.

The **teaching assistants** at Stephen Hawking School support early reading skills and phonics by:

- being receptive to training and workshops in order to develop their own knowledge and practice to support children in developing their early reading skills.
- are trained in the TWINKL SSP (Synthetic Systematic Phonics) programme and support the teacher in its application.
- knowing the importance of reading aloud to children everyday, in both structured learning sessions and at unstructured times of the day
- using the environment as a catalyst for phonological awareness and phonics teaching i.e being aware of things in the environment that link to what has been taught
- sounding environmental signs out to reinforce both conceptual and contextual understanding
- discussing how the same words can mean different things depending on the context that they are in.
- use carefully selected and well matched texts that enable pupils to use and apply their phonic knowledge, as directed by the teacher.
- using a rich vocabulary and providing deeper explanations when necessary
- model and convey enthusiasm, opinion and appreciation of text.
- discuss and talk about books in a way that supports comprehension at a deeper level, offering comparisons and contrasts when needed and encouraging students to think about what they read, see, hear and apply it to their own lives.
- build on children's prior knowledge, encourage recall of, sequencing and make predictions about the narrative of a story.
- link reading to other areas of the curriculum and look for incidental opportunities to promote or reinforce reading.
- Staff understand the technical language required to teach phonics and use 'pure sounds'.

## Technical Vocabulary

|   |   |
|---|---|
| <b>Phoneme</b>                                  | Smallest unit of sound in words represented by one or more letters (t, igh, ay) |
| <b>Grapheme</b>                                 | The written representation of a phoneme (m)                                     |
| <b>Digraph</b>                                  | Two letters making one sound (ay-day). Can be consonant or vowel.               |
| <b>Trigraph</b>                                 | Three letters making one sound (igh-sigh)                                       |
| <b>Quadgraph</b>                                | Four letters making one sound (ough-dough, eigh-weight)                         |
| <b>Split digraph</b>                            | Two letters making one sound which are divided by a consonant c-a(k)e           |
| <b>GPC</b><br>(grapheme-phoneme correspondence) | Being able to match a phoneme with the correct grapheme and vice versa          |
| <b>Blend</b>                                    | Joining individual speech sounds together to read a word                        |
| <b>Segment</b>                                  | Breaking a word down into individual speech sounds in order to spell a word     |

### Prerequisites needed to follow an SSP programme

At Stephen Hawking School, we recognise that some of our students may not have the skills needed to embark on a formal SSP programme, therefore, we have identified some prerequisites needed in order to successfully follow a formal SSP programme. These are:

- ★ Listen and attend to an adult-led activity and agenda for at least 5 minutes.
- ★ have an established communication system (words, signs or symbols).
- ★ be able to answer questions to demonstrate their knowledge and understanding.
- ★ have an appropriate level of receptive language skills in order to access a SSP programme.
- ★ be able to follow at least 1 key word instruction (nouns, verbs and adjectives consistently and with no other cues present).

Pupils that have not met this criteria will not embark on the TWINKL phonics programme and instead they will have access to activities which promote the acquisition of phonological awareness skills (early sound discrimination) and language comprehension skills in a less formal way. They will also have sessions which work on: building attention; identifying and becoming confident users of an AAC aid; increasing their knowledge of vocabulary and using vocabulary by any means (e.g. sign, verbal words, symbols etc); developing receptive and expressive language to understand and answer questions; key word instructions. Once a student possesses the

necessary skills and has met the prerequisite criteria, they will embark on the TWINKL phonics programme.

**Please see attached link for more information on pre-requisites to early reading and phonics:**

**[014 Early Reading and Phonics - Key skills](#)**

**The TWINKL phonics Programme-Level 1**

The students working at **Level 1** of the TWINKL phonics programme develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through **7 aspects**. This is the foundation of phonics acquisition.

**1. Environmental sounds:**

- Develops listening skills and awareness of sounds in the environment
- Identify and remember the difference between sounds
- Talk about sounds in greater detail

**2. Instrumental sounds**

- Develops listening skills and awareness of sounds made with instruments
- Listen to and appreciate the differences between sounds made with instruments
- Use wider vocabulary to talk about instrument sounds

**3. Body percussion**

- Develops awareness of sounds and rhythms
- Distinguish between sounds and remember the patterns of sound
- Talk about sounds we make with our bodies and what the sounds mean

**4. Rhythm and Rhyme**

- Experience and appreciate rhythm and rhyme
- Develop awareness of rhythm and rhyme in speech
- Increased awareness of words that rhyme and develop knowledge about rhyme
- Talk about words that rhyme and produce rhyming words

## 5. Alliteration

- Develop understanding of alliteration
- Listen to sounds at the beginning of words and hear the differences between them
- Explore how different sounds are articulated

## 6. Voice sounds

- Explore speech sounds
- Distinguishes the differences in vocal sounds
- Talk about different sounds that we can make with our voices

## 7. Oral blending and segmenting

- Develops oral blending and segmenting of sounds in words
- Listen to sounds within words and remember them in the order which they occur
- Talk about the different sounds that make up words

## The TWINKL phonics Programme-Levels 2-6

Students working at **Levels 2-6** of the TWINKL systematic synthetic phonics (SSP) programme learn the skills needed to read and write. The TWINKL SSP programme is a method of teaching reading and writing which continuously builds on prior learning. Children are systematically introduced to letters and the corresponding sounds they make and will be able to:

- learn grapheme/phoneme correspondence
- Identify sounds in spoken or written words e.g. c-a-t
- Recognise the common spellings (graphemes) of each phoneme
- Blend phonemes into words for reading
- Segment words into phonemes for spelling
- recognise tricky/common exception words

In addition, as the students work their way through the TWINKL phonics programme, they will work on developing their prosody, fluency and comprehension skills.

| Level 2   | Level 3   | Level 4  | Level 5  | Level 6   |
|---|---|--|--|---|
| <p>Introduce 19 most commonly used letters and the sounds they make</p> <p>Move children on from oral blending and segmenting to blending and segmenting with letters</p> <p>Introduce tricky words for reading</p> | <p>Introduce another 25 graphemes, incl. digraphs (consonant and vowel) and trigraphs so that children can represent 42 phonemes with a grapheme.</p> <p>Continue to practice blending and segmenting</p> <p>Apply knowledge to reading and spelling 2 syllable words</p> <p>Learn the letter names</p> | <p>Consolidate children's knowledge of graphemes in reading and spelling words, particularly digraphs and trigraphs</p> <p>Introduce CVCC, CCVC, CCVCC, CCCVC, CCCVCC, CCVCC words</p> <p>Learn words with multiple syllables</p> <p>Learn to spell and read even more tricky words.</p> | <p>Learn alternative graphemes for known phonemes.</p> <p>Learn alternative pronunciations of known graphemes</p> <p>Introduce split digraphs</p> <p>Learn to spell more tricky words.</p> | <p>Learn more alternative graphemes for known phonemes.</p> <p>Learn more alternative pronunciations of known graphemes</p> <p>Learn suffixes and prefixes (additions to words to change meaning)</p> <p>Learn to spell more tricky words</p> |



| Twinkl phonics level | Focus Graphemes  | Tricky words/CEWs  | Twinkl phonics teaching duration of weeks |
|----------------------|--|--|---|
| <b>2</b>             | s,a,t,p,i,n,m,d,g,o,c,k<br>e,u,r,h,b,f,l,ck,ss,ll,ff<br>Other adjacent double consonants e.g. egg<br>Level 2 consolidation   | to, the, I, no, go   | 1-7                                       |
| <b>3</b>             | j,v,w,x,y,z,zz,qu,ch,sh,th,th,ng<br>ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er<br>Level 3 consolidation   | he, she, we, me, be, was<br>my, you, they, here, all, are  | 1-12                                      |
| <b>4</b>             | Digraphs and trigraphs without adjacent consonants.<br>CVCC and CCVC words<br>Words with adjacent consonants incl. Level 3 vowel digraphs/trigraphs<br>Further adjacent consonant combinations learning in level 4, incl. Three-letter sequences like 'strip'  | Said, so, have, like, come, some<br>Were, there, little, one, do,<br>when, out, what   | 1-5                                       |
| <b>5</b>             | New spellings of ay, oy, ie, ea, a_e, e_e, i_e, o_e,<br>u_e, ou<br>Long vowel sounds a, e, i, o, u<br>'ch' saying /c/ (e.g. school)<br>'ch' saying /sh/ (e.g. chef)<br>Soft c, soft g<br>New spellings ir,ew,ue<br>aw/au, ow/oe, wh<br>'y' saying /ee/<br>'ea' saying /e/<br>'ph' saying /f/<br>'ie' saying /ee/<br>'tch' saying /ch/<br>'are'/'ear' saying /air/<br>'ore' saying /or/ | Could, should, would, want, oh,<br>their, Mr, Mrs, love, your,<br>people, looked, called, asked,<br>water, where, who, why,<br>thought, through<br>Work, house, many, laughed,<br>because, different, any, eye,<br>friend, also, once, live, please,<br>coming, Monday, Tuesday,<br>Wednesday, brother, more,<br>before<br>January, February, April, July,<br>scissors, beautiful, castle,<br>treasure, door, floor, bought,<br>favourite, autumn, gone, colour,<br>other, does, talk, two, know | 1-30                                      |
| <b>6</b>             | 'y' saying /igh/<br>'dge'/'ge' saying /j/  | Four, eight, world, poor, great,<br>break, steak   | 1-30                                      |

|  |  |  |
|--|--|--|
| 'gn' saying /n/<br>'kn' saying /n/<br>'wr' saying /r/<br>'le' saying /l/<br>'eer' saying /ear/<br>'ey' saying /ee/<br>'mb' saying /m/ (e.g. lamb)<br>'a' and 'al' saying /or/<br>'o'saying /u/<br>Words ending in -ture<br>'or' saying /ur/ (e.g. world)<br>'a' saying /o/ (e.g. watch)<br>'s' saying /zh/ (e.g. usually)<br>Words ending in -tion | Busy, clothes, whole, listen,<br>build, earth, delicious, fruit,<br>learn, search, famous, shoe,<br>pretty, neighbour, group,<br>England, tongue, country, heart,<br>dangerous<br>Special, enough, aunt, father,<br>prove, improve, hour, move,<br>sure, sugar, half, quarter,<br>straight, touch, caught,<br>daughter, journey, area, heard,<br>early |  |
|--|--|--|

## Rhino readers

Rhino readers is a collection of fully decodable books which are exactly aligned with TWINKL phonics. The books are varied and offer a range of fiction, non-fiction, poetry and quizzes. They promote diversity and reflect children's lives. The books are available as hard copies or as an e-book. Each book is matched with the level being taught and books are split into sublevels a, b and c. This ensures children only read the sounds and tricky words/common exception words they have already learnt.

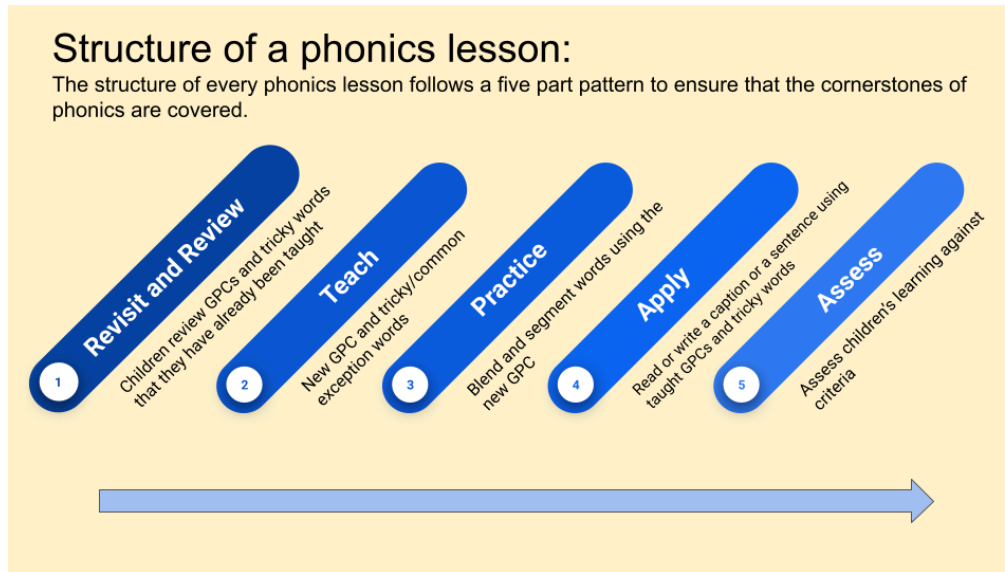
| Twinkl phonics level | Rhino readers level | Focus Graphemes  | Tricky words/CEWs             | Consolidated Twinkl phonics teaching weeks |
|----------------------|---------------------|--|-------------------------------|--|
| <b>2</b>             | <b>2a</b>           | s,a,t,p,i,n,m,d,g,o,c,k  | none                          | 1-3  |
|                      | <b>2b</b>           | e,u,r,h,b,f,l,ck,ss,ll,ff<br>Other adjacent double consonants e.g. egg | to, the, l, no, go            | 4-6  |
|                      | <b>2c</b>           | Level 2 consolidation  | to, the, l, go, no            | 7  |
| <b>3</b>             | <b>3a</b>           | j,v,w,x,y,z,zz,qu,ch,sh,th,th,ng                                       | he, she, we, me, be, was      | 1-4  |
|                      | <b>3b</b>           | ai,ee,igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,ure,er                       | my, you, they, here, all, are | 5-9  |

|          |           |  |   |       |
|----------|-----------|--|---|-------|
|          | <b>3c</b> | Level 3 consolidation  | All previous words  | 10-12 |
| <b>4</b> | <b>4a</b> | Digraphs and trigraphs without adjacent consonants.<br>CVCC and CCVC words   | Said, so, have, like, come, some  | 1-2   |
|          | <b>4b</b> | Words with adjacent consonants incl. Level 3 vowel digraphs/trigraphs<br>CVCC and CCVC words.  | Were, there, little, one, do, when, out, what   | 3-4   |
|          | <b>4c</b> | Further adjacent consonant combinations learning in level 4, incl. Three-letter sequences like 'strip'   | All previous words  | 5     |
| <b>5</b> | <b>5a</b> | New spellings of ay, oy, ie, ea, a_e, e_e, i_e, o_e, u_e, ou<br>Long vowel sounds a, e, i, o, u<br>'ch' saying /c/ (e.g. school)<br>'ch' saying /sh/ (e.g. chef) | Could, should, would, want, oh, their, Mr, Mrs, love, your, people, looked, called, asked, water, where, who, why, thought, through                       | 1-10  |
|          | <b>5b</b> | Soft c, soft g<br>New spellings ir,ew,ue<br>aw/au, ow/oe, wh<br>'y' saying /ee/<br>'ea' saying /e/<br>'ph' saying /f/  | Work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before     | 11-20 |
|          | <b>5c</b> | 'ie' saying /ee/<br>'tch' saying /ch/<br>'are'/'ear' saying /air/<br>'ore' saying /or/   | January, February, April, July, scissors, beautiful, castle, treasure, door, floor, bought, favourite, autumn, gone, colour, other, does, talk, two, know | 21-30 |
| <b>6</b> | <b>6a</b> | 'y' saying /igh/<br>'dge'/'ge' saying /j/<br>'gn' saying /n/<br>'kn' saying /n/<br>'wr' saying /r/<br>'le' saying /l/  | Four, eight, world, poor, great, break, steak   | 1-10  |
|          | <b>6b</b> | 'eer' saying /ear/<br>'ey' saying /ee/<br>'mb' saying /m/ (e.g. lamb)<br>'a' and 'al' saying /or/  | Busy, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group, England,                             | 11-20 |

|  |           |   |   |       |
|--|-----------|---|---|-------|
|  |           | 'o'saying /u/<br>Words ending in -ture  | tongue, country, heart, dangerous   |       |
|  | <b>6c</b> | 'or' saying /ur/ (e.g. world)<br>'a' saying /o/ (e.g. watch)<br>'s' saying /zh/ (e.g. usually)<br>Words ending in -tion | Special, enough, aunt, father,<br>prove, improve, hour, move, sure,<br>sugar, half, quarter, straight,<br>touch, caught, daughter, journey,<br>area, heard, early | 21-30 |

### **Assessment**

At Stephen Hawking School we recognise that our students learn at different rates and will progress through the phonics programme at a different rate to their mainstream peers. For this reason, teachers are encouraged to continually assess learners informally (during lessons) and formally (half termly) to ensure the pupils are working at a rate which is appropriate to their individual needs. This will also help in grouping the students appropriately. Students are grouped together with other students working at a similar level, occasionally this may mean that students are grouped across classes or key stages if it is not possible to facilitate this within one class. Teachers also need to ensure prior learning is secure before any new learning is introduced, learning in incremental steps will prevent gaps in their knowledge and skills. Teachers must ensure that phonics lessons are structured in a way to ensure they cover the four cornerstones of phonics: rapid recall of GPCs, rapid recall of tricky/CEWs, segmenting skills and blending skills. For this reason teachers and staff responsible for delivering phonics have been trained to deliver phonics lessons in a structured way.



## **Reporting and Recording**

## **Monitoring**

Teaching, learning and assessment in the SSP programme is monitored by SLT via:

- Planning Monitoring and feedback
- Termly pupil progress meetings
- Half termly phonics assessments which are monitored by the Literacy Lead
- Learning walks