

Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

Our Mission

At Nursteed we strive to ensure that all children develop a life-long love for reading and books, with the use of high-quality, engaging and relevant texts embedded into the curriculum, alongside the rigorous teaching of Systematic, Synthetic Phonics.

Our aim is that all children achieve a high standard in reading, so that they can read fluently, with understanding and for their own pleasure, unlocking the door to the wider curriculum and the world they live in.

This document sets out the steps we take to ensure all children learn to read quickly and effectively. It is designed to be read by staff and parents to ensure we have a consistent and transparent approach across the school. New members of staff are given a copy of this document so that they can teach phonics and reading following the Nursteed approach from the first day they are in the classroom. They will also be supported by training in Sounds-Write and 'in school' training to ensure they are teaching effectively. The following content outlines how we aim to achieve this.

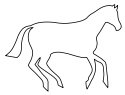
Phonics:

At Nursteed Community Primary School we have a rigorous, systematic approach to delivering phonics to our children. This begins as soon as children enter our Reception class and continues throughout school. We follow the Sounds-Write phonics programme, and have created planning for each week of each unit (including supporting resources). We have ensured that within each week of planning children have the opportunity to revisit previously taught spellings of sounds.

Children begin in Reception learning the Initial Code, within which they are taught the skills of blending, segmenting and sound manipulation. Children are taught that sounds can be represented by letters (spellings), beginning with single letter spellings (units 1-6). While Sounds-Write works on the principle that ALL words, even those considered 'tricky' by other schemes, are decodable, within the Initial Code children are taught the first 26 High Frequency words explicitly so that they can access texts and begin to spell these words correctly. In unit 7 children begin to learn that sounds can be represented by spellings of two letters. This learning continues in unit 11 (and is practiced in units 8-10). Within units 8-10 children learn to blend, segment and manipulate words with adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CVCCC words).

As children move into Year 1 and 2 they learn the Extended Code, within which they continue to practise the skills taught in the Initial Code as they learn that one sound can be represented by multiple spellings, and that one spelling can represent multiple sounds. Children also learn to read and write more complex polysyllabic words. At the end of each phonics session children read and write words in the context of sentences.

In years R -2 phonics is taught in daily 30 minute sessions. In Key Stage 2 Phonics is taught over four 20-30 minute sessions per week, allowing time to teach additional discrete spelling and grammar content. A week by week overview of the progression of phonics throughout the school can be found in the 'Nursteed Phonics Handbook'. This also contains the progressive word lists throughout Key Stage 2.



Nursteed Community Primary School:
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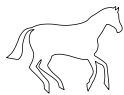
Phonics Planning:

Planning throughout the school is uniform, following the same lesson structure on a weekly, or biweekly rolling schedule which tracks the following pattern for EYFS, Years 1 and 2, and Year 3-6:

EYFS/Reception – Initial Code		
	Week 1	Week 2
Day 1	<p><u>Word Building</u> – segmenting and blending words which include the target sounds for the unit. Including writing these words.</p> <p><u>Reading and Spelling</u> – rehearsing segmenting and blending, reading and writing words used in the previous section.</p> <p><u>Symbol Search</u> – Identifying, finding and writing the initial sounds of words, focusing on the target sounds for each unit with some revision of previous units.</p> <p><u>Sentence reading</u> – Rehearsing sentences, practicing building fluency. Including learning to read ‘high frequency’ words which the children will not yet be able to decode (such as ‘the’ and ‘to’).</p>	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Sound Swap</p> <p>-Sentence writing</p>
Day 2	<p><u>Word Building</u></p> <p><u>Reading and Spelling</u></p> <p><u>Sound Swap</u> – manipulating sounds in and out of words, segmenting and blending. For example ‘I have made ‘bed’ and I want to change it to ‘bad’. Which sound do I need to take out? Which sound do I need to put in?’</p> <p><u>Sentence writing</u> – Rehearsing word writing, appropriate sentence level grammar, and punctuation skills. Re-reading to check what has been written, and build reading fluency.</p>	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Symbol Search</p> <p>-Sentence reading</p>
Day 3	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Symbol Search</p> <p>-Sentence reading</p>	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Sound Swap</p> <p>-Sentence writing</p>
Day 4	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Sound Swap</p> <p>-Sentence writing</p>	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Symbol Search</p> <p>-Sentence reading</p>
Day 5	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Symbol Search</p> <p>-Sentence reading</p>	<p>-Word Building</p> <p>-Reading and Spelling</p> <p>-Sound Swap</p> <p>-Sentence writing</p>
Years 1 and 2 Extended Code		
	Week 1	Week 2
Day 1	<p><u>One Sound, Different Spellings: Word Puzzles</u> – blend and segment, read and write, words with the target sound.</p> <p><u>One Sound, Different Spellings: Reading and Writing</u>– reading, writing and sorting words according to the spelling of the target sound.</p> <p><u>Building Polysyllabic Words (Sound Level)</u> – blend, segment, read and write polysyllabic words.</p>	<p>-One Sound, Different Spellings: Word Puzzles</p> <p>-One Sound, Different Spellings: Reading and Writing</p> <p>-Seek the Sound – reading a text, identifying words with a target sound (a sound taught in this or a previous unit), and identifying the spellings of the target sound within each word.</p> <p>-Sentence writing</p>

Through kindness, teamwork and determination we thrive.

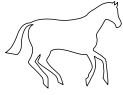
Last Updated: 10.01.23



Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

	<i>Sentence reading – Rehearsing sentences, practicing building fluency.</i>	
Day 2	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -<u>Sound Review</u> – revisiting a previously taught sound. -<u>Sentence writing</u> – Rehearsing word writing, appropriate sentence level grammar, and punctuation skills. Re-reading to check what has been written, and build reading fluency. 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Building Polysyllabic Words (Sound Level) -Sentence reading
Day 3	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Building Polysyllabic Words (Sound Level) -Sentence reading 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -One Spelling, Different Sound -Sentence writing
Day 4	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -<u>One Spelling, Different Sound</u> – sorting words within which the same spelling represents a different sound. -Sentence writing 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Building Polysyllabic Words (Sound Level) -Sentence reading
Day 5	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Building Polysyllabic Words (Sound Level) -Sentence reading 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Sound Review -Sentence writing
Years 3, 4, 5 and 6 Extended Code		
	Week 1	Week 2
Day 1	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Sound Review 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Sound Review
Day 2	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -Seek the Sound - Building Polysyllabic Words (Sound Level) 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -Seek the Sound -Building Polysyllabic Words (syllable Level)
Day 3	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing -Reading Polysyllabic Words (Sound Level) 	<ul style="list-style-type: none"> -One Sound, Different Spellings: Word Puzzles -One Sound, Different Spellings: Reading and Writing - Reading Polysyllabic Words (Sound/syllable Level)
Day 4	<ul style="list-style-type: none"> -One Spelling, Different Sounds 	<ul style="list-style-type: none"> -One Spelling, Different Sounds

All lesson sections explicitly follow the Sounds-Write lesson scripts, and in Early Years and Key Stage 1 follow the Sounds-Write suggested word lists. Plans and resources for all weeks and units can be found on the school server. An example is shown on the following page for Initial code and Extended code:



Nursted Community Primary School: Early Reading Planning, Teaching and Assessment

Initial Code:

Known Spellings: a, l, m, s, t, n, o, p, b, c, g, h, d, f, v, e	Known HF Words: a, is, the, I	Unit: 5 Week: 1	Unit Spellings: k, l, r, u	Unit HF Words: of, for
KEY: Teacher Pupil ↑ gestures // sound < > spelling				
Day 1				
Introduce Learning Intention (LI) – Show and display card on the working wall				
Part 1: maintain a snappy pace and high energy level.				
Lesson 1 – Word Building:				
1. Listen and Segment: Using the resource SMART screens tell the children... "I'm going to say the word 'lad' very slowly. Listen carefully to hear the sounds that make up the word 'lad'." Place your finger under the first line... "What is the first sound (gesture the first line) you hear in 'lad'?" Listen to what you hear when my finger is under this line." Say the word slowly, but don't segment (example: lllllllllllllllllllll). As you say the word, slide your finger along under the lines corresponding to each sound. Choose a child to answer: "Yes you can hear /l/. Everyone say that sound." (Everyone): /l/ "What is the next sound (gesture the second line) you hear in 'lad'?" Listen to what you hear when my finger is under this line." Say the word slowly, but don't segment (example: lllllllllllllllllllll). As you say the word, slide your finger along under the lines corresponding to each sound. Choose a child to answer: "Yes you can hear /d/. Everyone say that sound." (Everyone): /d/ 2. Identify the symbol "Can you tell me which of these (gesture towards letters) is the way we write /l/?" Ask a pupil to choose the correct spelling and put it down onto the first line. If they do not know simply tell them, "It's this one" as you point to it. "Everyone say the sound as they put it on the line." (Everyone): /l/ Repeat for 'a' and 'd' using the same script. 3. Read the word "Now jgs say the sounds (point to each line individually) and read the word (slide your finger along all the lines)." (Everyone): /l/, /a/, /d/ as you point to each line individually, then 'lad' (as you slide your finger along all the lines). On the screen, move the letter squares back up and cover them with the blind. 4. Teacher writes the word "Now I'm going to write the whole word. Tell me all the sounds I need to write the word 'lad'." (Everyone): /l/, /a/, /d/ (as they watch you write the whole word on the lines on the board). Re-read the word as in step 3. 5. Pupils write the word "Now everyone write the whole word 'lad'. Let's say all the sounds as we write them." (Everyone): /l/, /a/, /d/ (as they write the word). Everyone then re-reads their word as in step 3. Repeat with other words Words: lad, red, kit				

Part 2: maintain a snappy pace and high energy level.	
Lesson 4 – Reading and Spelling Words:	
1. Read the word: Using the resource SMART screens, but not showing the word to the children yet, tell the children... "I'm going to show you a word. I'd like you to whisper the sounds very quietly to yourself, listen for the word and keep it in your head." Reveal the word, give the children time to think, and then ask one child to read the word. Offer help as needed. Next everyone reads the word together. "Now let's say the sounds (point to each spelling individually) and read the word (slide your finger along under the word)." (Everyone): /l/, /a/, /d/ (as you point to each spelling individually), then 'lad' (as you slide your finger along the word). Choose a number of pupils individually and ask them to say the sounds and read the word. 2. Write the word Pupils practice writing the word. Leave your word on the board (only covering it if you are confident that the children are able to remember letter formation). "Now everyone write the whole word 'lad'. Let's say all the sounds as we write them." (Everyone): /l/, /a/, /d/ (as they write the word). Everyone then re-reads their word as in step 1. Repeat with other words Words: lad, red, kit	
Part 3: maintain a snappy pace and high energy level.	
Lesson 2 – Symbol Search:	
1. Listen and identify: Using the resource SMART screens, and giving each child a sound search mat... "I'm going to say the word 'lad'. What's the first sound you hear in 'lad'?" (Everyone): /l/ "On this grid there is a 'g'. I'm looking for smiling children. We are going to move our fingers along the lines (point to each spelling individually as you move your finger along the lines of the grid) and smile when our finger is on 'd' (make sure you are moving left to right, top to bottom – as if reading a text)." Point to the 'm' and say "this is 't'. Everyone say 't'." (Everyone): /t/ 2. Practice letter formation Pupils using whiteboard pens. "Now write over it. Say the sound as you write..." (Everyone): /t/ Repeat with other sounds using the words below Words: Words: lad, fat, vet, bin, kit, ran, up, at	

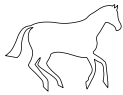
Part 4: maintain a snappy pace and high energy level.	
Lesson 4.1 – Reading a Sentence:	
1. Read the words: Using the resource SMART screen, show the children the sentence and tell the children... "I'm going to show you a sentence. We are going to sound out each word, read the word, then the next, then read the whole sentence. Look at the sentence." Point to the first word 'A': Say... "This is the word 'The' (pronounced 'thu') when you see it you say 'thu', when you want to write it you write it like this (point to the word 'The') Say 'thu'." (Everyone): 'thu' Point to the next word (vet) and say. "Now let's say the sounds (point to each spelling individually) and read the word (slide your finger along under the word)." (Everyone): /v/, /e/, /t/ (as you point to each spelling individually), then 'vet' (as you slide your finger along under the word). "Now let's say the sounds (point to each spelling individually) and read the word (slide your finger along under the word)." (Everyone): /f/, /e/, /d/ (as you point to each spelling individually), then 'fed' (as you slide your finger along the word). Point to the next word ('the') and remind the children that this is the word 'the' (pronounced 'thu'). "This is the word 'The' (pronounced 'thu') when you see it you say 'thu', when you want to write it you write it like this (point to the word 'The') Say 'thu'." (Everyone): 'thu' Point to the next word (bad) and say. "Now let's say the sounds (point to each spelling individually) and read the word (slide your finger along under the word)." (Everyone): /b/, /a/, /d/ (as you point to each spelling individually), then 'bad' (as you slide your finger along the word). Point to the next word (cat) and say. "Now let's say the sounds (point to each spelling individually) and read the word (slide your finger along under the word)." (Everyone): /c/, /a/, /t/ (as you point to each spelling individually), then 'cat' (as you slide your finger along the word). 2. Read the sentence. Now say... "Now we are going to say each word (point to each word individually) and read the sentence (slide your finger along under the sentence)." (Everyone): "The vet fed the bad cat." Everyone then re-reads the sentence "The vet fed the bad cat."	

Extended Code:

Known Spellings: initial code spellings + ai, ay, ea, e-e, e, ea, ee, y, o, oa, ow, oe, o-e	known HF Words: a, is, the, I, of, go, for, are, he, she, was, to, all, we, come, some, said, into	Unit: 6 Week: 2	Unit Spellings: /r/, /t/, /w/, /d/, /or/, /ur/
KEY: Teacher Pupil ↑ gestures // sound < > spelling			
Day 1			
Introduce Learning Intention (LI) – Show and display card on the working wall			
Part 1: maintain a snappy pace and high energy level.			
Lesson 6 – On Sound, Different Spellings – Word Puzzles			
1. Build words with different spellings: Using the resource SMART screens tell the children... "We are going to find some of the different ways to spell the sounds 'leg' so, what sound are we listening for?" (Everyone): /eg/ 			
Build the word: "These are the sounds we need to build the word 'world'" Ask a pupil to build the first word, and say each sound as they put it into place. /w/, /eg/, /r/, /d/ Read the word: "Now jgs say the sounds (point to each line individually) and read the word." (slide your finger along under all the lines). (Everyone): /w/, /eg/, /r/, /d/ as you point to each spelling then 'world' (as you slide your finger along under the word). Leave the word on the board. Point to the target spelling (example <or>) and ask "What sound is this?" (Everyone): /eg/ Repeat with other words			
2. Emphasise the different ways to spell the sound: As each word is built, ask: "How many different ways do we have on the board to spell the sound /eg/?" (y)te, a child to the board to point them out as everyone counts them together. Sum up, "We have 4 ways to spell the sound /eg/ and they are all spelled differently."			
3. Read and write the words: Re-read each word, one at a time, and practice writing it. Leave your words on the board and emphasize each new spelling. "Now everyone write the whole word, 'world' let's say all the sounds as we write them." (Everyone): /w/, /eg/, /r/, /d/ 'world'. As they write the word 'world'. Everyone reads their word. When pupils have finished reading and writing all their words ask them to underline the spellings of the sound /eg/ in each separate word. Repeat with other words Words: kerb, twirl, purse, world			
Part 2: maintain a snappy pace and high energy level.			
Lesson 7 – One Sound, Different Spellings – Reading and Writing:			
Main Section: – WORKING ON FLIP CHART! "We are going to read and write some words with the sound /eg/ in them. So, what sound are we listening for?" (Everyone): /eg/ 1. Read the word			

Ask a pupil to read the first word. If they make a mistake, point to the target sound and say, "This (running your finger under the spelling representing the target sound) is /eg/." Help them blend the word, sound-by-sound if need be, but avoid telling them the whole word.	
2. Write the spelling of the sound Invite the pupil to come to the board. The rest of the class can write individually. Draw a small line near the top of the class board. "Write on this line the way we spell <or> 'world'. Say /eg/ as you write it." (Pupils say: /eg/ (as they write <or>)	
3. Write the word and say the sounds "Now jgs write the word 'world' and say all the sounds as you write." Pupils say /w/, /eg/, /r/, /d/, as they write 'world'. Repeat with other words below, asking the children to decide where to write it e.g. "Where shall we write it? Do we have that spelling of /eg/ already?" If not draw a new line and ask them to, "Write on this line the way we spell <or> in 'twirl'. Say /eg/ as you write it." Invite the pupil to come to the board. The rest of the class can write individually. Draw a small line near the top of the class board. (Pupils say: /eg/ (as they write <or>)	
Words: kerb, twirl, purse, world	
Part 3: maintain a snappy pace and high energy level.	
Lesson 9 – Seek the sound	
1. Read the text: Using the resource SMART screens... Read the text to the pupils, or ask them to read it aloud, for enjoyment and comprehension. 2. Search for the sound: Demonstrate on the board - "Now we're going to read the story again, one sentence at a time. Listen carefully for words with the sound /eg/. Call out the words when you hear them and I'll underline them." Read out the text and underline the words with the target sound. Continue on to the end of the sentence or paragraph. 3. Write the word and the spelling Invite a child to come to the board. Make two column headings: word and spelling . "What's the first word we found with the sound /eg/." "Curtis" "Good, now write this in this column, please, and say /eg/ as you write it." Child says, /eg/ and writes <ur>. Continue with any other underlined words in that text, as time allows. Error correct as necessary.	
Part 4: maintain a snappy pace and high energy level.	
Lesson 4.2 – Writing a Sentence:	
1. Read the words: Using the resource SMART screen, and use the sentence "It was my turn to bake the cake. I baked a cheese cake. We served it with cream and tea." Now say... "I'm going to read a sentence one word at a time. I'd like you to write each word, saying the sounds as you write them." Say... "The first word is a word. 'It'. Sound out and write the word 'It'."	

(Everyone): /l/ (as you say the sounds write the word on the board), then 'l' (as you slide your finger along the word). As the children write, you model how to write it on the IWB. Tell the children the next word 'was'. Say... "Now leave a finger space. Sound out and write the word 'was'." (Everyone): /w/, /a/, /s/ (as you say the sounds write the word on the board), then 'was' (as you slide your finger along the word). Continue with each word in this same way. Each time you come to the end of a sentence say... "That is the last word in the sentence." If necessary remind the children that this means they need a full stop. At the beginning of each sentence remind the children that the first word begins with a capital letter.
Error Corrections: Remember to try at all times to use precise and consistent language. 1. If a child has forgotten how to write one of the spellings, use a mini-whiteboard and say, for example "You spell /m/ like this." And you model the <w> for them. 2. If the pupil writes <m> and says /eg/, the letter name, say "Eg, is the letter name. We want you to say the sound /m/ as you write it." Ask the pupil to rub out the spelling and write it again saying the sound. 3. The pupil says sound imprecisely by adding an extra 'u'. For example 'truh' instead of /m/, or they fail to articulate the sound correctly. Model the sound for them. Do this by pointing to your mouth and by saying "say it like me." 4. The pupil writes the spelling as <v>, or writes a spelling backwards. For example, they write 'big' as 'dig'. You should write on their board/book, close to where they have made the error, the correct spelling, in this case . Ask the pupil to compare the two, and whether the two spellings are the same, giving whatever support the pupil might need. Then point to the and say, "Is this /b/?" 5. If the pupil writes 'tab' instead of 'bar', you should point to the first spelling and say, "if this were 'bar' this would be a (at this point hesitate to see if the pupil can hear the error) /b/. Is this /b/?". When they have realised their error as them to write the word again saying the sounds as they do. When you have got as far as unit 5 you might have to deal with the fact that you have introduced two spellings of /k/: <k> and <c>. You can expect, therefore, that some pupils will notice this and ask questions. At this point it is best to simply say that "Yes there are two ways to spell /k/. This <c> is /k/ and this <k> is /k/ too." If pupils choose the wrong one, you can say "This is /k/, but in this word you need this spelling of /k/." And model for them the correct one.



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Phonics Assessment and Tracking:

Every child in Early Years and Key Stage 1 is assessed every 3 units (6 weeks). A full plan of assessment and teaching cycles can be found in the Nursteed Phonics Handbook. If most of the class (75%) is secure with most (75%) of the content covered the class continues on with the next unit. In this case, the class teacher will ensure that any gaps in learning are filled by ensuring that targeted sounds and/spellings are revisited inside and outside of the phonics lessons.

Children are assessed individually using the school's Phonic Assessment Profiles for Initial Code and Extended Code respectfully.

The Initial Code assessment profile assesses whether the children can read and write individual sound spellings, and also their ability to blend and segment words. Children are also assessed on their ability to read the taught high frequency words. See below:

Phonic Assessment Profile for

Sounds-Write

Overview of progression

Initial Code		
Units 1-7		
Units 8-10		
Unit 11		

Letters and Sounds - Phonics Assessment

Sounds-Write - Phonics Assessment

INITIAL CODE UNITS 1-7 (R)

1. Child to say sound when shown flashcard (can be checked up to 3 times)

dates:

a	h	i	j
i	g	w	
m	d	z	
s	v	x	
t	f	y	
p	e	ll	
n	k	ff	
o	l	zz	
c	r	ss	
b	u		

Grapheme-Phonic Correspondence

2. Adult to say sound, child to write it (needs to be recognisable but not always correctly formed). (ggn be checked up to 3 times)

dates:

a	h	i	j
i	g	w	
m	d	z	
s	v	x	
t	f	y	
p	e	ll	
n	k	ff	
o	l	zz	
c	r	ss	
b	u		

Phonic-grapheme correspondence

Phonic-grapheme correspondence

Practise items: snea

dates:

Word to be spoken by the adult	Tick if correct, if incorrect, record what the child said.
sh - o - p	
ch - l - n	
th - l - n	
w - t - th	
d - u - ck	
wh - a - m	
p - l - ng	
c - a - tch	
q - u - ck	

Oral Blending

4. Adult says whole word child to say separate phonemes.

Practise items: chat

dates:

Words to be spoken by the adult (brackets show what to expect)	Tick if sounds said correctly, if incorrect record exactly what the child says
flush (f-l-u-sh)	
chin (ch-i-n)	
fish (f-i-sh)	
mash (m-a-sh)	
this (th-i-s)	
meet (m-ee-t)	
town (t-ow-n)	
road (r-oad)	
took (t-oo-k)	
car (c-ar)	

Oral Segmenting

5. Adult says whole word, child to write word (on separate sheet)

dates:

Word	
mash	

3. Adult says sounds for child to blend and repeat back word.

Practise items: c - a - t m - u - m

Word to be spoken by the adult	Tick if correct, if incorrect, record what the child said.
1. m - a - n	
2. l - i - p	
3. c - u - p	
4. p - e - g	
5. f - i - z - z	
6. b - o - x	
7. t - e - n	
8. v - e - t	
9. s - e - ll	
10. k - l - ss	

Oral Blending

4. Adult gives child a word to sound out

Practise items: cat, worm

dates:

Words to be spoken by the adult	Tick if correct, if incorrect record exactly what the child says
1. jam	
2. zip	
3. net	
4. dog	
5. van	
7. rug	
8. bell	

Oral Segmenting

5. Adult to say the word, child to write

dates:

Word	
1. on	
2. up	
4. it	
5. wet	
6. max	
7. buzz	

6. High Frequency Words

Non-word segmenting

dates:

read	spell	read	spell
I	the		
is	for		
a	of		
one	he		
she	to		
was	all		
we			

Sounds-Write - Phonics Assessment

Initial code units 8-10 (R)

1. Blending words with adjacent consonants (children to read the following words by sounding letters and then putting together)

Practise items: t - e - n - t = tent

dates:

Word to be read	Tick if correct, if incorrect, record what the child said.
1. and	
2. elm	
3. kept	
4. limp	
5. grab	
6. drop	
7. slug	
8. spend	
9. plump	
10. scrub	

2. Adult says word and child segments sounds (sounds out) and writes the word.

Practise items: clap.

dates:

Words to be spoken by	Tick if correct (if incorrect record exactly what the child writes).

the adult			
1. elf			
2. ant			
3. nest			
4. jump			
5. twin			
6. flop			
7. grunt			
8. trust			
9. split			
10. strap			

Oral Segmenting

3. High Frequency Words

dates:

read	spell	read	spell
come	some		
to	said		
into	all		
we			

Sounds-Write - Phonics Assessment

Initial code unit 11(R)

1. Child to say sound when shown flashcard (can be checked up to 3 times)

dates:

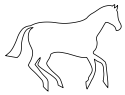
ck	sh	th/th
wh	ch	q and u
ng	tch	

Grapheme-Phonic Correspondence

2. Adult to say sound, child to write it (needs to be recognisable but not always correctly formed). (ggn be checked up to 3 times)

dates:

ck	sh	th/th
wh	ch	q and u
ng	tch	



Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

The Extended Code assessment profile assesses whether the children can identify the sound represented by a group of spellings, if they can blend (read) words with these sound spellings, and if they can segment (write) words with these sound spellings. Where relevant it assesses whether the children can say the different sounds that may be represented by a single spelling. An example is shown below:

Nursteed Community Primary School	
Phonic Assessment Profile for	
Sounds-Write Overview of progression	
Extended Code	
Units 1-4	
Units 5-8	
Unit 9-12	
Units 13-18	
Units 19-21	
Units 22 - 25	
Units 26 - 29	
Units 30 - 33	
Units 34-36	
Units 37-40	
Units 41- 44	
Units 45-45	
Units 48-49	

Sounds-Write - Phonics Assessment EXTENDED CODE UNITS 1-4

1. Child to say sound when shown spelling group (to be ticked on three occasions)

dates:

ai, ay, ea, o-e			
e, ea, ee, y			
o, oo, ow, og, o-e			

Grapheme-Phonic Correspondence

2. Adult to say sound and 'as in...' child to write it (needs to be recognisable but not always correctly formed, and can be checked up to 3 times)

dates:

/ae/ as in bake		/ag/ as in boat	
/ae/ as in break		/ag/ as in bone	
/ae/ as in rain		/ag/ as in go	
/ae/ as in day		/ag/ as in grow	
/ee/ as in she		/ag/ as in toe	
/ee/ as in feet			
/ee/ as in funny			
/ee/ as in please			

Phonic-grapheme correspondence

3. Adult gives child these words to read:

Tick if correct

bake		be		bowl	
steak		clean		know	
three		Spain		old	
great		tray		funny	
whale		he		speak	
boat		go		toe	
rain		stroke		messy	

Reading

4. Adult to say the word, child to write

dates:

quake		she		snow	
great		wheat		grow	
squeeze		chain		most	
break		play		funny	
came		she		sneak	
cool		open		Joe	
tail		phone			

spelling - writing

5. Child to say the sounds which could be represented by this spelling **after unit 7

dates:

spelling	/ae/	/ee/	/e/
ea			

Sounds-Write - Phonics Assessment Extended code units 5-8

1. Child to say sound when shown spelling group (to be ticked on three occasions)

dates:

er, ir, or, ur			
e, ea, ai			
ou, ow			

Grapheme-Phonic Correspondence

2. Adult to say sound and 'as in...' child to write it (needs to be recognisable but not always correctly formed, and can be checked up to 3 times)

dates:

/er/ as in kerb		/e/ as in bread	
/er/ as in bird		/e/ as in mend	
/er/ as in worm		/ow/ as in brown	
/er/ as in hurt		/ow/ as in cloud	
/e/ as in again			

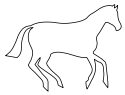
Phonic-grapheme correspondence

As children are assessed teachers track their progress using the school Phonic Assessment Tracker. This gives a clear summary of which children can read sounds, spell sounds, blend, segment and manipulate sounds (initial code), whether children know the sound represented by groups of spellings and can read and write words with these spellings, and whether they can say the multiple sounds represented by one spelling (extended code). These trackers are 'saved as' after each assessment cycle to allow teachers and leaders to track, monitor and improve progress. An example is shown below:

names	Extended Code									
	U:1	U:2	U:3	U:4	U:5	U:6	U:7	U:8	U:9	U:10
John Smith	2	2	2	2	2	2	2	2	2	2
Lorry Truck	2	2	2	2	2	2	2	2	2	2
Suzie Pops	2	2	2	2	2	2	2	2	2	2
Lilly Flower	2	2	2	2	2	2	2	2	2	2

names	Initial Code													
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7							
John Smith	2	2	2	2	2	2	2							
Lorry Truck	2	2	2	2	2	2	2							
Suzie Pops	2	2	2	2	2	2	2							
Lilly Flower	2	2	2	2	2	2	2							

names	Unit 8										Unit 9										Unit 10										Unit 11									
	I can blend	I can Segment	I can manipulate e sounds	VCC and CCVC	CCVC	CCVCC, CVCC and CCVC	sh	ch	th voiced	th unvoiced	ck	wh	ng	q	u	tch																								
John Smith	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																									
Lorry Truck	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																									
Suzie Pops	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																									
Lilly Flower	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2																									



Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

Children Vulnerable to Underachievement:

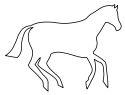
Children vulnerable to underachievement are identified from day one in Reception (or as soon as possible after entry). Children who are identified as Disadvantaged (PP/PPG/DL), and those with known Special Educational Need or Disability (SEND) are provided with daily intervention from day 1 to ensure that they keep up with their peers, and achieve their full potential. Intervention in Early Years includes: daily practice of phonic sounds which have been, and are being taught, using a phonics key-ring (see below), with which they practise reading sounds in the context of simple words; and daily reading with an adult of their individual reading book.



For these children, their progress against personal targets is tracked using EduKey-Provision Map. These targets are reviewed on a three weekly cycle, to ensure that children continue to make progress, and that targets are SMART.

In Years 1 and 2 children with gaps in prior phonic learning are grouped according to their gaps, and are given daily interventions with a trained TA which follows the same planning used by class teachers (to relieve cognitive load). These children are formatively assessed on a biweekly cycle to ensure they are making progress, and personal targets are reviewed within Edukey- Provision Map on a three weekly cycle. These children also receive daily reading practice of their individual reading book with an adult. Within Phonics lessons in every year group additional scaffolding and support is put in place to ensure that children vulnerable to underachievement keep up. This may mean, but is not limited to...

- Support from the Teaching Assistant to stay focused, support letter formation, repeat words for sound acquisition.
- Sitting closer to the Teacher to ensure they remain engaged.
- Additional resources, for example personal 'post-it' notes to put onto lines to reduce cognitive load.
- Different coloured resources.



Nursted Community Primary School: Early Reading Planning, Teaching and Assessment

The Reading Scheme

The Nursted Reading Scheme uses books from Sounds-Write and Dandelion Books. These books follow the progression of the Sounds-Write units for both Initial and Extended Code. Within each unit of books there are varying levels of difficulty so that all children receive the appropriate challenge, but are able to read with fluency at their own level. All staff have a good knowledge of the progression of these books, which can be seen below:

Soundwrite - Initial Code

Books are listed in order of difficulty (less-more challenging). Challenging books are highlighted pink.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Sam	Pip	Nan	Bad Cat	Bun in the Sun	Zig and Zog
A Mat	The Nap	Tap, Tap	At the Vet	Red Gum	Meg and the Bun
Sit, Sam	Pip, Sam and Tam	The Cab	The Cab Set off	The Hut	A Top for Zig
Tim, Tam and Sam	Sit	The can man	Viv's Pig and Hen	Ken's Pet Bug	Jed's Pet Rat
			Meg's pet pig	Kim's big red cat	Jim is fed up
Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 11 PLUS
Bob is not Well	The lost box	Flip and Flap Slip	The Stink	Chips for Lunch	Dan is Trapped (ed)
Jill, the Doll	Box in the Loft	The trap	Punk and the Plums	The Cash	The Fishing Trip (tsh, inp)
I Will Sell	Elf Dust	The Sled	The Stilts	Thump, Thump	The song thrush (th)
Jess's Pet Fox	Alf's Pet Bat	Fran's Pet Crab	Sam's Pet Skunk	Raj Gets A Shock	When Dad Got Cross (wh)
The bin man	Lost	The class trip	Best pals	The Sting	The Quilt (ou, ve)
Additional Easier Unit 11 Books				The fish dish (eh)	Apple Crumble (ie)
Sal's Pet Squid	Tim's Pet Chick	Meg's Pet Moth	Kim's Pet Chimp	The song thrush (th)	Chimp chums (ch)
Josh's Pet Fish				Ants (non-fiction)	

Extended Code Books:

Books are listed in order of difficulty (less-more challenging). Challenging books are highlighted pink. The most challenging books are highlighted green.

Unit 3, 9 and 14 books should be used when the children are reading books within or beyond the following units.

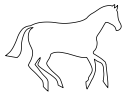
Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 7
The Mail	The Tree		Raj Gets a Soak	My Turn	Bread and Jam
Viv Wails	Sweet Dream		Toad Moans an Groans	Meg Gets Dirty	Raj Bumps His Head
Jake the Snake	The Heap of Sand	The Mean Robot	Toad in a Hole	Pasta With Butter	
Slugs and Snails	Seals		Crows	Earthworms	Jellyfish
The Fun Day	Billy's Easy Day		The Golden Glow	The Worst Day	Guests at the Wedding
Ted Saved The Day	A Secret at School		Home Sweet Home	A Turn on the Turf	Playing Dead with Ted
Last in the Waves	Tree Beast		Frozen Solid	The Sky Worm	
Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 14
Mr Brown		Zoom	The Night Flight	In the Wood	
The Tree House		The Blue Scooter	I Spy	The Bush	
A Hound in Town	Miss Flower's Project	School Rules	The Kite	The Tooth	
Owls		Kangaroos	Mice	Wolves	
The Greatest Show in Town		The Rules at School	A Fine Time at Playgroup	The Knight by the Brook	The Sad Monkey
Last and Found		Confusing Routes	Finding the Light		
Unit 19	Unit 20	Unit 23	Unit 24	Unit 49	
The Fort	Fairy Wings	Oil	Too Far	Dear Old Friends	
Dan Draw a Monster	Careless Fairy	Roy the Cowboy	Trip to the Farm	Max the Meerkat	
The Tent on the Lawn	Not Fair!	The Royal Chest of Coins	Aunt March	Bear's Fears	
The Mystery of the Waterfall	The Scare on the Lake				
Falling Waters	A Daring Raft		Breaking the Chain		

Children in Reception begin to read their first books as soon as possible after they have completed Unit 1 of Initial Code (after week 4 of Term 1). Children only ever read books containing sounds which they have already learned (except in exceptional circumstances). From the first book that the children read, the aim is for them to read with fluency. As such, they are taught to read books using the following routine:

- Say the sounds and read the title.
- Look at the 'Pre-teach' label. Say the sound/s and say the words (with high frequency words, or words they probably will not be able to decode yet).

Through kindness, teamwork and determination we thrive.

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Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

Pre-teach Viv's Pig and Hen Unit: 4

Sounds: **d, e, v, f**

Hf words: **a, the, up, said,
for, them**

Pre-teach **Unit 1** Take the Snake

Sounds: **a-e, ay, ai, ea, ey, a,**

Hf words: **search, they, her, said
for, was, began**

- Reading each page: Say the sounds and read the words, read the words and read the sentence, re-read the sentence, re-read again, repeating until they read the sentence with fluency and a 'story-teller' voice.

Until children are able to read with automaticity and fluency, they should read each book at least three times. Once to decode the book, once to read with fluency and a 'story-teller' voice, and once to encourage comprehension. Understandably, as the children begin to learn to read, they may need to read a book several times before this is achieved.

Within the classroom it is our aim that all children vulnerable to underachievement, as well as other children who are reading at a lesser standard than expected, read daily (wherever possible with the class teacher). All other children should read with an adult 2-3 times per week.

In addition to the child's individual reading book, children have a weekly 'sharing book' which they select from the classroom 'book corner'. This is taken home to share for pleasure, and develop their love of stories and texts beyond their own reading level.

Group Reading

In addition to individual reading, all children in Reception and Year 1 read in 2-3 group reading sessions per week. These sessions have the sole aim of the children developing fluency in reading. Each class is split into groups of up to 6 children, based on reading ability (sound knowledge, decoding and fluency). The books that they read within these sessions are pitched at least two units prior to their current reading unit. With the correctly pitched books ALL children should be able to achieve fluency within the reading session.

Nursteed Group Reading books are the same books as found in the reading scheme. They are organised into group packs with a set of 'pre-teach' cards appropriate for the specific book.

Within a group reading session children follow the same routine as when reading individually with an adult, however the use of the 'pre-teach' label is replaced with 'pre-teach' cards which are practiced as a group before reading.

As with individual reading, groups read the same book on three consecutive occasions. Once for decoding, once for fluency and developing a 'story-teller' voice, and once to encourage comprehension.

Simple records are kept of these sessions:

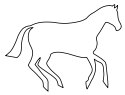
Group reading is also used with all children who are not reading with fluency, or at the expected standard in Years 2 to 6.

Group Reading Record						
Group:	Children:					
Unit:	Text					

** Please only make comments/notes on elements children have found significantly tricky OR something the children need to practice next time (for example reading exclamations).

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Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

The Wider Curriculum

At Nursteed we believe that giving children the skills and knowledge to be able to read is vital, but this alone cannot imbue a love for reading and books. As such we have a carefully planned reading spine which runs through the school. These rich and varied texts are woven through the writing curriculum, and through the wider curriculum. Children's writing sessions are inspired by existing texts, from which they can draw upon structure, language, grammar and content, and become inspired writers!

Within the majority of subjects (Science, DT, ART, History, Geography) children have opportunities within each lesson to read together, share texts and discuss them.

Children in every class are read to every day. They are given the opportunity to immerse themselves in wonderful texts beyond their own reading level, experiencing new levels of language, awe, wonder and imagination!

Additional Learning:

Additionally to phonic and reading sessions children in EYFS and Key Stage 1 also work on reading and spelling targets. These are started during the spring term in Reception and continued throughout Key Stage 1. Each child has a record pack for spelling, and one for reading, kept in a central class folder. Targets are created and sent home on a two-four weekly cycle. Within Year 1 and 2 reading targets become more frequent as the children's reading abilities increase. When setting targets teachers consider what is attainable for each specific child and set them accordingly. If children achieve their target they receive a certificate. A simple record is kept of targets set. In each of the three classes children who need extra support to learn key words are identified. These children have word tins which contain the words from their current target list. These words are accompanied by pictures or symbols to encourage initial recognition. These pictures can be cut off when the children are ready.

Jane

Word 1	Word 2	Word 3
dad ✓	no	if
can ✓	as	of
in ✓	but	back
an ✓	not	him
a ✓	go	got
had	big	off
and	his	into
mum	on	will
the	it	for
to	up	see
I	is	too
get	at	then
		buzz
		miss

3/6

List One

dad I had at
get to and mum
in can the

Name of child: Jane

Your child got a score of 4 when reading/calling these words.

They got the linked words correct.

Your target is 10/12 and this will be tested 7.9.15

Please help your child to reach their target by doing a little practice each night.

Reading Targets – June

- List 1
- List 2
- List 3
- List 4
- List 5
- List 6
- List 7

- List 8
Wesley 8/22
Macey 8/22

- List 9
Alfred 16/17
Grace 9/22
Archie 12/18
Cassidy 12/19
Poppy 8/18

- List 10
Jacob 29/31
Kaydyn 25/29
Sophie 26/34
Eden 28/29
Max 20/30
Megan. B 10/37

- List 11
Phoebe 15/36

- List 12
Ruby 20/39

- List 14
Megan A. 38/47
Josie 32/35

- List 15
Finley 37/46

- List 16
Jayden 20/38

List 17

- List 18
Samuel 39/40
Nason 36/38
Charlie 21/46

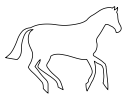
- List 20
Edward 47/49

List 21

Completed

1. Noah
2. Jamie
3. Zackary
4. Lewis
5. Reece
6. Marti
7. Lily
- 8.

and	can	a	had	and
in	an	mum	the	to



Nursteed Community Primary School: Early Reading Planning, Teaching and Assessment

Home-School Links:

At Nursteed we are keen to form a community with our families. Parents and children are invited into school before their September entry to meet with the Head Teacher and Reception Teachers, to gain an understanding of what school life will be like for their child, and how they can best support them. Reading is signposted as the first priority from the very beginning.

As children finish their first unit of Phonics in Reception they take home a phonics key-ring to practice with their parents at home. A video of how to do this is shared with parents on Class Dojo as the key-rings go home, and remains on the school website. Key-rings continue to be added to as the children complete each phonic unit.

As children receive their first reading book a video is shared with parents guiding them how to read with their child. This is accompanied by a guidance letter. Children’s reading at home is monitored by each class teacher, who will offer support to parents who are struggling getting their child to read, knowing how best to support them, or addressing misconceptions (for example, in how sounds and words are pronounced). In Reception and Key Stage 1 children are rewarded for regular home reading, with our ‘Reading @ Home’ reward scheme. Children earn stickers, certificates and prizes. Awards are shared with class parents via Dojo.

From the spring term of Reception children bring home reading and spelling targets to practise with their parents. Children also practise these words in school.

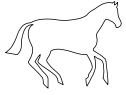
Parents are kept up to date with their child’s reading progress in parent-teacher meetings 2-3 times per year, and the school has a very open ethos with parents, so that they feel able to send messages, or come and talk to class teachers about their child’s progress.

Additional resources to support learning:

To support acquisition of phonics, reading and spelling, additional resources have been created to support children. ‘Spelling mats’ have been created for Initial and Extended Code for children to reference as they are writing:

The image displays two sets of spelling mats. The first set, titled 'Initial Code Spelling Mat', lists consonant digraphs and their corresponding words: 'ch' (chat, catch, teach), 'tch' (tchat, tcatch, tteach), 'th' (than, with, theft), 'ck' (back, duck, crack), 'wh' (when, which, whiff), 'ng' (sing, long, bring, swing), and a section for 'a and u' (at, out, said, squid). The second set, titled 'Extended Code', lists various phonics units with example words and their phonetic spellings: /ae/ (train, day), /ee/ (be, feet), /oe/ (boat, book), /oo/ (soon, book), /u/ (love, cousin), /er/ (bird, church), /el/ (said, bread), /oo/ (to, glue), /ie/ (right, pie, smile), /o/ (not, put), /p/ (pat, pot), /b/ (bat, bubble), /c/ (cat, cap), /g/ (get, gig), /h/ (hat, hot), /d/ (dot, bad), /e/ (bed, bed), /f/ (fat, fast), /v/ (vet, vest), /k/ (cat, kick), /l/ (let, lot), /r/ (rat, red), /j/ (jet, job), /w/ (wet, web), /z/ (zap, zig), /x/ (ax, fox), /y/ (yet, yes), /ff/ (off, puff), /ll/ (pill, bill), /ss/ (loss, mess), /zz/ (fizz, buzz), /sh/ (fish, ship), /t/ (tall, top), /n/ (nut, net), /m/ (mat, map), /ng/ (long, ring), /ai/ (air, pair), /au/ (now, now), /oi/ (oil, oil), /ou/ (out, out), /ir/ (bird, bird), /er/ (her, her), /ow/ (worm, worm), /ow/ (bound, bound), /oo/ (moon, moon), /oo/ (fluid, fluid), /oo/ (fruit, fruit), /oo/ (soup, soup), /oo/ (through, through), /oo/ (calm, calm), /oo/ (ask, ask), /oo/ (laugh, laugh), /oo/ (card, card), /oo/ (sing, sing), /oo/ (dial, dial), /oo/ (autumn, autumn), /oo/ (walk, walk), /oo/ (swarm, swarm), /oo/ (water, water), /oo/ (born, born), /oo/ (board, board), /oo/ (anore, anore), /oo/ (pup, pup), /oo/ (did, did), /oo/ (naughty, naughty), /oo/ (thought, thought), /oo/ (zoo, zoo), /oo/ (dessert, dessert), /oo/ (man, man), /oo/ (common, common), /oo/ (lamb, lamb), /oo/ (rhino, rhino), /oo/ (wrote, wrote), /oo/ (baker, baker), /oo/ (bucket, bucket), /oo/ (man, man), /oo/ (curry, curry), /oo/ (rhino, rhino), /oo/ (piccolo, piccolo), /oo/ (trip, trip), /oo/ (butter, butter), /oo/ (doubt, doubt), /oo/ (haste, haste).

In every year group class teachers create a working wall of phonics which develops as the children move through the units. This becomes a key reference point for the children, a dictionary of sorts.



Nursteed Community Primary School:
Early Reading Planning, Teaching and Assessment

We hope that you have found this document useful. If you have any questions about the teaching of reading and phonics at Nursteed School, or think that further information is needed in this document, please speak with our Phonics lead: Miss Amy Cope or our English Lead: Mrs. A Dunstone.