

Tavistock Primary and Nursery School

Procedure for teaching reading and spelling through a synthetic phonics first approach

When	What	GPCs	Tricky words	Assessment
Nursery Throughout the year	Tuning in to environmental sounds	N/A	N/A	<ul style="list-style-type: none"> These six aspects of pre- reading skills are planned for throughout all areas of the curriculum They form part of the daily practice of all practitioners in the Nursery and children are continually assessed for progress Children whose language is cause for concern are identified early and referred to the Nursery+ team Termly CPMs are used to discuss children whose language development is cause for concern and actions are agreed; these include: referral to SALT, completion of language link assessment, discussion with parents, individual targets for specific children
	Instrumental sounds			
	Rhythm and rhyme			
	Body percussion			
	Alliteration			
	Voice sounds			
Summer term YN	Oral blending and segmenting In the term before children start school, the Nursery teachers include oral blending and segmenting games and activities for groups of children in the daily planning.			Assessment: At the end of year CPM, children who are unable to orally blend and segment are recorded on the CPM and passed on to the YR teachers.
Reception				
<ul style="list-style-type: none"> Images and mnemonics for digraphs and trigraphs have been specifically selected and should not be changed. Photographs have been used – with exception for ‘oo’ digraph (Zoom on a broom). This is to support the development of new language, information provided by ‘iCan’ – ‘Teaching children new words’ publication. In order for children to learn language most effectively they must first experience the real object, followed by a model to a photograph then illustration. Makaton alphabet signs are to be taught with ALL single letter sounds. Videos of all Makaton alphabet signs can be found in the S:drive – Phonics – Makaton alphabet signs. Makaton alphabet sign images are to be used on flashcards and working wall when teaching single letter sounds. Images of objects are not to be used in wave 1 teaching when learning single letter sounds. Tricky words are to be taught in Week 1 of phonics learning, tricky words must be learnt before any phonically decodable books are sent home with the children. Children must only be sent home with appropriate phonically decodable reading books, they must be able to decode all graphemes in their chosen book. Phonically decodable reading books are grouped by Phase and Set – further information on this can be found in the S:drive – Book Categories. In line with DfE guidance, children will also take home a story book each week that is not yet phonically decodable ‘Teachers and parents should continue to maximise opportunities for pupils to hear and talk about a rich and diverse range of stories and songs that are not yet decodable by the pupils 				

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themselves.' (DfE Educational Hub, 2021)				
Autumn 1 YR	Phase 2 <ul style="list-style-type: none"> Teach GPCs (name and sound) Teach Makaton alphabet sign for all single letter sounds Teach letter formation of GPCs using continuous cursive script Teach tricky and HF word recognition Read words and captions containing words made up from GPCs and tricky words taught as they are learned Write CVC words Learn the alphabet using the alphabet song 	Wk1 – All Phase 2 tricky words to be taught. Wk2 - set 1: s a t p Wk3 - set 2: i n m d Wk 4 - set 3: g o c k Wk 5 - set 4: ck e u r Wk 6 – All Phase 3 tricky words to be taught.	Phase 2 Tricky words: I, no, go, to, the, into, is, and, has, his, her, she, he, as, of, we, me, be, push, pull, full, put High Frequency words: A, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put	Daily ongoing assessment: <ul style="list-style-type: none"> In continuous provision, any child not recognising graphemes learnt will be flashcarded. In continuous provision, any child not using GPCs will be targeted. Phonically decodable reading books are introduced as a whole class intervention. During every phonic session any child not picking up new learning will be targeted during free learning to 'catch up' with the teacher. Weekly actions: <ul style="list-style-type: none"> Teachers monitor pupils' ability to apply learned GPCs through reading 1:1 with children. From Wk 2, each child 1x per week. Children take home a picture story book 1xper week. Phonics focused activity provided for children to access during Continuous Provision. Half-term summative assessment: <ul style="list-style-type: none"> An independent piece of writing is completed and assessed for progress in phonics and tricky words application when writing independently. Children's progress with GPCs and tricky words learned so far is assessed at the end of the half term and an intervention with the TA begins in Autumn 2 to revise Autumn 1 GPCs and tricky words. This information is also used to determine which Phonically Decodable reading book each child will take home. Children whose phonics learning is giving cause for concern are discussed at the Autumn CPM and individual actions are agreed and recorded on Qu 3 of the CPM.
Autumn 2 YR	Complete phase 2 and begin phase 3 <ul style="list-style-type: none"> Teach phase 2/3 letter graphemes Teach letter formation of digraphs and 	Wk1: Phase 2 & 3 letters and	Phase 3 Tricky words:	Daily ongoing assessment: <ul style="list-style-type: none"> In continuous provision, children will be flashcarded graphemes learnt.

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	<p>trigraphs using continuous cursive script.</p> <ul style="list-style-type: none"> Review Phase 3 tricky words. Support Phase 3 HF word recognition During phonics session, read and write words and captions containing words made up from GPCs and tricky words taught as they are learned. When reading phonically decodable books, with support, begin to read vc, cv and cvc words with the GPCs taught so far Learn the alphabet using the alphabet song Picture story books to be sent home with children 1xper week. Children are given 1x phonically decodable reading book per week. Each book must follow the teaching program and must not contain any graphemes not taught. Teach the grammar rules for sentence writing (capital letter, full-stop, finger spaces) Parent workshop to support parents with reading TO and listening TO their children at home. Phase 2 graphemes handed out after phonics workshop to support home learning. 	<p>sounds and tricky words to be reviewed.</p> <p>Wk 2 - set 5: h b f ff l ll ss</p> <p>Wk 3 - set 6: j v w x</p> <p>Wk 4 - set 7: y z zz qu</p> <p>Wk 5 - digraphs and trigraphs: ch, sh, th, ng</p>	<p>Was, you, they, my, by, all, are, sure, pure</p> <p>High Frequency words: Will, that, this, then, them, with, see, for, now, down, too</p>	<ul style="list-style-type: none"> During every phonic session any child not picking up new learning will be targeted during Continuous Provision to 'catch up' with the teacher Teachers continue to monitor pupils' ability to apply learned GPCs to blend to read. Phonically decodable reading activities are provided in every phonics lesson. <p>Weekly actions:</p> <ul style="list-style-type: none"> Teachers monitor pupils' ability to apply learned GPCs through reading 1:1 with children. Each child 1x per week. Children take home a picture story book 1xper week Children take home a phonically decodable reading book 1xper week. Phonics focused activity provided for children to access during Continuous Provision. <p>Half-term summative assessment:</p> <ul style="list-style-type: none"> An independent piece of writing is completed and assessed for progress in phonics and tricky words application when writing independently Children's progress with GPCs and tricky words learned so far is assessed at the end of the half term and the TA's intervention group is adjusted according to need and continues in Spring 1 Children whose phonics learning is giving cause for concern are discussed at the Autumn CPM and individual actions are agreed and recorded on Qu 3 of the CPM.
Spring 1 YR	<p>Phase 3</p> <ul style="list-style-type: none"> Teach phase 3 letter graphemes Teach letter formation of digraphs and trigraphs using continuous cursive script. Review phase 2 & 3 tricky and HF words During phonics session and entry to school, read and write words and captions 	<p>Wk1: Phase 2 & 3 letters and sounds and tricky words to be reviewed.</p> <p>digraphs and</p>	<p>Tricky words: Revise all</p> <p>High Frequency words:</p>	<p>Daily ongoing assessment:</p> <ul style="list-style-type: none"> In continuous provision, children will be flashcarded graphemes learnt. During every phonic session any child not picking up new learning will be targeted during Continuous Provision to 'catch up' with the teacher Teachers continue to monitor pupils' ability to apply

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	<p>containing words made up from GPCs and tricky words taught as they are learned</p> <ul style="list-style-type: none"> When reading phonically decodable books, with support, begin to read vc, cv and cvc words with the GPCs taught so far Begin to write labels, using some clearly identifiable letters and starting to represent some sounds Children are given 1x phonically decodable reading book per week. Each book must follow the teaching program and must not contain any graphemes not taught. Picture story books to be sent home with children 1xper week. Review the grammar rules for sentence writing (capital letter, full-stop, finger spaces) Children introduced to sentence starter: 'I can see...' 	<p>trigraphs:</p> <p>Wk 2: ai, ee, igh, oa</p> <p>Wk 3: oo, oo, ar, or,</p> <p>Wk 4: ur, ow, oi, ear</p> <p>Wk 5: air, er</p>	<p>Will, that, this, then, them, with, see, for, now, down, too</p>	<p>learned GPCs to blend to read.</p> <ul style="list-style-type: none"> Phonically decodable reading activities are provided in every phonics lesson. <p>Weekly actions:</p> <ul style="list-style-type: none"> Teachers monitor pupils' ability to apply learned GPCs through reading 1:1 with children. Each child 1x per week. Children take home a picture story book 1xper week Children take home a phonically decodable reading book 1xper week. Phonics focused activity provided for children to access during Continuous Provision. <p>Half-term summative assessment:</p> <ul style="list-style-type: none"> An independent piece of writing is completed and assessed for progress in phonics and tricky words application when writing independently Children's progress with GPCs and tricky words learned so far is assessed at the end of the half term and the TA's intervention group is adjusted according to need and continues in Spring 2 Children whose phonics learning is giving cause for concern are discussed at the Autumn CPM and individual actions are agreed and recorded on Qu 3 of the CPM.
Spring 2 YR	<p>Complete phase 3</p> <ul style="list-style-type: none"> Teach phase 3 letter graphemes Teach letter formation of digraphs and trigraphs using continuous cursive script. Review phase 2 & 3 tricky and HF words During phonics session and entry to school, read and write words and captions containing words made up from GPCs and tricky words taught as they are learned When reading phonically decodable books, with support, begin to read vc, cv 	<p>Wk1: Review Phase 3 – ai, ee, igh. oa, oo, oo, ar, or & segmentation for spelling</p> <p>Wk2: Review Phase 3 – ur, ow, oi, ear, er, air & two-syllable words</p>		<p>Daily ongoing assessment:</p> <ul style="list-style-type: none"> In continuous provision, children will be flashcarded graphemes learnt. During every phonic session any child not picking up new learning will be targeted during Continuous Provision to 'catch up' with the teacher Teachers continue to monitor pupils' ability to apply learned GPCs to blend to read. Phonically decodable reading activities are provided in every phonics lesson. Upon entry to school children complete 'morning writing'

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	<p>and cvc words with the GPCs taught so far</p> <ul style="list-style-type: none"> • Begin to write labels, using some clearly identifiable letters and starting to represent some sounds • Children are given 1x phonically decodable reading book per week. Each book must follow the teaching program and must not contain any graphemes not taught. • Picture story books to be sent home with children 1xper week. • Children will have experience of reading and writing simple 2 syllable words and captions in phonics sessions • Review the grammar rules for sentence writing (capital letter, full-stop, finger spaces) Children introduced to 'morning writing' activity (picture provided with space for children to write about what they see). 	<p>Wk3: Words with two or more digraphs Wk4: longer words, words ending in -ing Wk5: longer words, words ending with 's' pronounced 'z' Practising writing captions and sentences.</p>		<p>activity.</p> <p>Weekly actions:</p> <ul style="list-style-type: none"> • Teachers monitor pupils' ability to apply learned GPCs through reading 1:1 with children. Each child 1x per week. • Children take home a picture story book 1xper week • Children take home a phonically decodable reading book 1xper week. • Phonics focused activity provided for children to access during Continuous Provision. <p>Half-term summative assessment:</p> <ul style="list-style-type: none"> • An independent piece of writing is completed and assessed for progress in phonics and tricky words application when writing independently • Children's progress with GPCs and tricky words learned so far is assessed at the end of the half term and the TA's intervention group is adjusted according to need and continues in Summer 1. • Children whose phonics learning is giving cause for concern are discussed at the Autumn CPM and individual actions are agreed and recorded on Qu 3 of the CPM. If the RAG rating indicates insufficient progress, a child is added to the RON and IEP targets are drafted and shared with parents.
Summer 1 YR	<p>Teach phase 4 and consolidate phases 2 & 3</p> <ul style="list-style-type: none"> • Consolidate all GPCs learned so far and practice reading and writing them in sentences • Teach reading and spelling words containing adjacent consonants (ccvc and cvcc) • Teach reading and spelling polysyllabic words • Review the grammar rules for sentence writing (capital letter, full-stop, finger 	<p>No new GPCs Wk1: short vowels CVCC Wk2: Short vowels CVCC CCVC Wk3: Short vowels CCVCC CCCVC CCCVCC Wk4: longer words</p>	<p>Phase 4 Tricky words: Said, have, like, so, do, some, love, come, were, here, says, there, little, one, when, out, today,</p>	<p>Daily ongoing assessment:</p> <ul style="list-style-type: none"> • In continuous provision, children will be flashcarded graphemes learnt. • During every phonic session any child not picking up new learning will be targeted during Continuous Provision to 'catch up' with the teacher • Teachers continue to monitor pupils' ability to apply learned GPCs to blend to read. • Phonically decodable reading activities are provided in every phonics lesson. • Upon entry to school children complete 'morning writing'

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	<p>spaces)</p> <ul style="list-style-type: none"> Children are given 1x phonically decodable reading book per week. Each book must follow the teaching program and must not contain any graphemes not taught. Picture story books to be sent home with children 1xper week. 	Wk5: words ending in ing, ed, est	what	<p>activity.</p> <p>Teachers will assess daily whether children can:</p> <ul style="list-style-type: none"> Use the GPCs they have been taught: they now have one grapheme for all 42 phonemes and should be beginning to use them in their independent writing as well as when guided to write in phonics sessions Blend to read and segment to spell cvc words <p>Spell phase 2, 3 tricky words accurately within writing</p> <p>Weekly actions:</p> <ul style="list-style-type: none"> Teachers monitor pupils' ability to apply learned GPCs through reading 1:1 with children. Each child 1x per week. Children take home a picture story book 1xper week Children take home a phonically decodable reading book 1xper week. Phonics focused activity provided for children to access during Continuous Provision. <p>Half-term summative assessment:</p> <ul style="list-style-type: none"> An independent piece of writing is completed and assessed for progress in phonics and tricky words application when writing independently Children's progress with GPCs and tricky words learned so far is assessed at the end of the half term and the TA's intervention group is adjusted according to need and continues in Summer 2. Children whose phonics learning is giving cause for concern are discussed at the Autumn CPM and individual actions are agreed and recorded on Qu 3 of the CPM. If the RAG rating indicates insufficient progress, a child is added to the RON and IEP targets are drafted and shared with parents. <p>Interventions will continue as before:</p> <ul style="list-style-type: none"> Supportive resources sent home with parents to consolidate class learning and complete further practice at home
Summer 2	Consolidate phases 2, 3 and 4	No new GPCs		Daily ongoing assessment:

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YR	<ul style="list-style-type: none"> • Spell phase 2, 3 and 4 tricky words accurately when writing • Consolidate all GPCs learned so far and practice reading and writing them in sentences • Teach reading and spelling words containing adjacent consonants (ccvc and cvcc) • Teach reading and spelling polysyllabic words • Review the grammar rules for sentence writing (capital letter, full-stop, finger spaces) • Write simple sentences with capital letters and full-stops, using GPCs and tricky words learned so far. Leave spaces between words in phonics sessions and guided writing sessions and do this with increasing independence. • Children are given 1x phonically decodable reading book per week. Each book must follow the teaching program and must not contain any graphemes not taught. • Picture story books to be sent home with children 1xper week. 	<p>Wk1: Long vowel sounds CVCC CCVC</p> <p>Wk2: Long vowel sounds CCVC CCCVC CCV CCVCC</p>		<ul style="list-style-type: none"> • In continuous provision, children will be flashcarded graphemes learnt. • During every phonic session any child not picking up new learning will be targeted during Continuous Provision to 'catch up' with the teacher • Teachers continue to monitor pupils' ability to apply learned GPCs to blend to read. • Phonically decodable reading activities are provided in every phonics lesson. • Upon entry to school children complete 'morning writing' activity. <p>Teachers will assess daily whether children can:</p> <ul style="list-style-type: none"> • Use the GPCs they have been taught: they now have one grapheme for all 42 phonemes and should be beginning to use them in their independent writing as well as when guided to write in phonics sessions • Blend to read and segment to spell cvc words • Children should begin to write phase 4 tricky words within writing • Spell phase 2, 3 tricky words accurately within writing <p>Weekly actions:</p> <ul style="list-style-type: none"> • Teachers monitor pupils' ability to apply learned GPCs through reading 1:1 with children. Each child 1x per week. • Children take home a picture story book 1xper week • Children take home a phonically decodable reading book 1xper week. • Phonics focused activity provided for children to access during Continuous Provision. <p>End of year summative assessment:</p> <ul style="list-style-type: none"> • An independent piece of writing is completed and assessed for progress in phonics and tricky words application when writing independently • Children's progress with GPCs and tricky words learned so far is assessed at the end of the Summer term and informs
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				<p>the teacher assessment judgements. The gaps in children's knowledge is passed on to the Y1 teacher and the KS1 team sets intervention groups in consultation with the FS team, which begin immediately in September</p> <ul style="list-style-type: none"> Children whose phonics learning is giving cause for concern are discussed at the Summer CPM and individual actions are agreed and recorded on Qu 3 of the CPM, which is passed to the Y1 teacher. . If the RAG rating indicates insufficient progress, a child is added to the RON and IEP targets are drafted and shared with parents.
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Year 1				
Autumn 1 Y1	<ul style="list-style-type: none"> Revisit and revise all elements of phase 2, 3 and 4 Children's reading books are matched to their reading ability 	No new GPCs	Revise reading and spelling phase 2, 3 & 4 words	<p>Interventions: Children identified at the end of reception as not working at age related standard are targeted across the key stage, depending on the gaps identified. These children will attend YR phonics learning where possible.</p> <p>Daily ongoing assessment:</p> <ul style="list-style-type: none"> A daily phonics lesson is delivered when children's progress is continually assessed. Children not acquiring new knowledge are targeted in various ways: <ul style="list-style-type: none"> Wave 1 teaching 1:1 reading with T, TA, volunteer Guided group reads – books specifically selected to address gaps Whole class reading sessions Guided writing sessions Exploring books
Autumn 2 Y1	<ul style="list-style-type: none"> Teach new graphemes for reading x 4 per week Teach recognising syllables in words Practise recognition and recall of phase 2, 3 and 5 graphemes as learned 	<p>Phase 5, set 1: /ai/ ay – play /ow/ ou – cloud /oi/ oy – toy /ea/ ea – each</p>	<p>Phase 5 Tricky words: Their, people, oh,</p>	<p>Interventions: Children identified as not working at age related standard are targeted across the key stage. These children will attend YR phonics learning where possible.</p> <p>Daily ongoing assessment:</p>

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	<ul style="list-style-type: none"> • Practise reading and spelling words with adjacent consonants and newly learned graphemes • Practise reading and spelling tricky, HF and polysyllabic words • Practice reading and writing sentences • Children's reading books are matched to their reading ability 	/ur/ ir – bird /igh/ ie – pie /oo/ /yoo/ ue – blue, rescue /yoo/ u – unicorn Phase 5, set 2: /oa/ o – go /igh/ l – tiger /ai/ a – paper /ee/ e – he /ai/ a-e – shake /igh/ i-e – time /oa/ o-e – home /oo/ /yoo/ - u-e – rude, cute /ee/ e-e – these /oo/ /yoo/ ew – chew, new /ee/ ie – shield /or/ aw – claw	your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, one, because, laugh, eye, busy, beautiful, pretty, hour, move, improve,	<ul style="list-style-type: none"> • A daily phonics lesson is delivered when children's progress is continually assessed. Children not acquiring new knowledge are targeted in various ways: <ul style="list-style-type: none"> - Wave 1 teaching - 1:1 reading with T, TA, volunteer - Guided group reads – books specifically selected to address gaps - Whole class reading sessions - Guided writing sessions • Exploring books <p>Summative assessment:</p> <ul style="list-style-type: none"> • Children's progress in reading and spelling is assessed at the end of the Autumn term and informs the teacher's decisions on intervention groups and actions for PTPs and qu 3 of CPMs • Children whose phonics learning is giving cause for concern are discussed at the Autumn CPM and individual actions are agreed and recorded on Qu 3 of the CPM. If the RAG rating indicates insufficient progress, a child is added to the RON and IEP targets are drafted and shared with parents.
Spring 1 Y1 Spring 2 Y1 Summer 1 Y1 Summer 2 Y1	Reading <ul style="list-style-type: none"> • Teach alternative pronunciation of graphemes for reading x3 to 4 per week • Practise recognition and recall of graphemes in reading words • Teach and practice reading high frequency (common) words • Practise reading two-syllable and three-syllable words • Practise reading sentences • Children's reading books are matched to 	i – fin find o – hot cold c - cat cent g – got giant ch – chin school chef u – but put ow – cow blow ie – tie field	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Continue with the common	<p>Interventions:</p> <p>Children identified as not working at age related standard are targeted across the key stage. These children will attend YR phonics learning where possible. Funky Fingers and Handwriting interventions are completed weekly. Shared reading for pleasure intervention to develop children's vocab and understanding 1xweekly. Progress is discussed weekly with teachers and groups are adjusted according to identified need.</p> <p>Daily ongoing assessment:</p>

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	<p>their reading ability</p> <p>spelling</p> <ul style="list-style-type: none"> • Teach alternative spellings for phonemes • Learn to spell and practice high frequency words and tricky words from all phases and new tricky words as learned • Practise spelling two-syllable and three-syllable words • Practise writing sentences <p>Beyond phase 5</p> <ul style="list-style-type: none"> • Teach adding the prefix 'un' • Teach adding suffixes /ing/ed/er/ to verbs where no change is needed to the root word • Teach adding suffixes /er/est/ to adjectives where no change is needed to the root word • Follow the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum for Y1 	<p>a – hat what y – yes by very</p> <p>ou – out shoulder could you</p> <p>m – mat summer lamb some autumn ch – chip catch ea – eat head</p>	<p>exception words from the National curriculum Y1 word list</p>	<ul style="list-style-type: none"> • A daily phonics lesson is delivered when children's progress is continually assessed. Children not acquiring new knowledge are targeted in various ways: <ul style="list-style-type: none"> - Wave 1 teaching - 1:1 reading with T, TA, volunteer - Guided group reads – books specifically selected to address gaps - Whole class reading sessions - Guided writing sessions • Exploring books <p>Summative assessment:</p> <ul style="list-style-type: none"> • Children's progress in reading and spelling is assessed at the end of the each term and informs the teacher's decisions on intervention groups and actions for PTPs and qu 3 of CPMs • In June the phonics screen is completed. Children who do not pass the phonics screen or are identified as having difficulties with blending or segmenting, despite scoring 32+, are targeted for interventions to begin immediately • Children whose phonics learning is giving cause for concern are discussed at the Spring and end of year CPM and individual actions are agreed and recorded on Qu 3 of the CPM or on IEPs. Information is passed to the Y2 teacher for immediate action in September of Y2. If the RAG rating indicates insufficient progress, a child is added to the RON and IEP targets are drafted and shared with parents.
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Transitional Texts PLACEMENT TO BE DECIDED

Children who are ready to move on from our 'Phonetically Decodable' texts will begin reading our 'Transitional Texts'.

These texts are split into 6 categories following banded colours:

Orange – Children are able to read three syllable words out loud, children use punctuation correctly, they can split a story into sections talking about the beginning, middle and end.

Turquoise – Children are able to read silently in their head, children can read aloud with correct expression, children know why certain types of punctuation are used and how it might affect a sentence

Purple – Children are able to sound out unfamiliar words as they read, use a dictionary to find the meaning of a word.

Gold – Children are able to understand unusual text layouts, complex language and notice the variation between different characters. Children know how to use a contents page, glossary and index.

White – Children are confident reading silently and for longer periods of time without stopping, children express opinions and ideas about what they have read and are able to engage with texts that do not contain pictures or illustrations.

Lime – Children are able to tell the difference between the narrator's voice and character dialogue, children understand hidden messages within a text and understand how a character might be feeling. Children are able to re-read texts, unfamiliar language and complex sentences.

Short Chapter Books NEED TO BE CATEGORISED

Children who are ready to move on from our 'Transitional Texts' will begin reading 'Short Chapter Books'.

These books are available in the library on the reading tree.

Free Readers

Once children are ready to move on from our 'Short Chapter Books' they will become 'Free Readers'. Children are able to select their book from the classroom bookcase or have choice of the books in the library. The books available on the classroom bookshelves are to be rotated every half term by classroom teachers.

Year 2

Year 2				
Y2	<ul style="list-style-type: none"> Y2 children continue to have a daily 20 minute taught session. It follows the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum Y2 and Y1 children in mixed age classes are separated for their phonics/spelling sessions Children's reading books are matched to their reading ability 	See NC guidelines	Spell: Mr, Mrs, people, oh, looked, called, their, asked Monday, Tuesday, Wednesday,	Interventions: Children who did not pass the phonics screen or were identified as having difficulties with blending or segmenting, despite scoring 32+, are targeted for interventions after the June phonics screen, which continue in September of Y2, these interventions run with TAs. Progress is discussed weekly with teachers and groups are adjusted according to identified need. Daily ongoing assessment: <ul style="list-style-type: none"> A daily spellings lesson is delivered when children's progress is continually assessed. Children not acquiring

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			Thursday, Friday, Saturday, Sunday See NC spelling list for Y2	<p>new knowledge are targeted in various ways:</p> <ul style="list-style-type: none"> - Wave 1 teaching - 1:1 reading with T, TA, volunteer - Guided group reads – books specifically selected to address gaps - Whole class reading sessions - Guided writing sessions - Added to the morning intervention groups • Exploring books • CT checks children's reading choices and ensures they match their reading ability <p>Summative assessment:</p> <ul style="list-style-type: none"> • Children's progress in reading and spelling is assessed at the end of the each term and informs the teacher's decisions on intervention groups and actions for PTPs and qu 3 of CPMs • Children whose progress in reading and/or spelling is giving cause for concern are discussed at CPMs and individual actions are agreed and recorded on Qu 3 of the CPM or on IEPs. If the RAG rating indicates insufficient progress, a child is added to the RON and IEP targets are drafted and shared with parents.
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Year 3				
Y3	<ul style="list-style-type: none"> • Y3 spelling teaching follows the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum • Children's reading books are matched to their reading ability 	See NC guidelines	Y3/4 as per the NC spelling appendix	<p>Interventions:</p> <ul style="list-style-type: none"> • Children lacking automaticity with phonics are targeted for intervention and QFT is adapted to meet needs. Progress is discussed weekly with teachers and groups are adjusted according to identified need. These children will also have an individualised programme of support agreed with the SENDCO and school's dyslexia friendly strategies will be in place if needed.

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				<ul style="list-style-type: none"> Y3 children attaining WTS at the end of KS1 continue to receive an afternoon intervention to consolidate phase Phase 3 Interventions run with TA. Y3 children attaining WTS at the end of KS1 continue to receive a daily intervention to consolidate phase 5: <ul style="list-style-type: none"> Further graphemes for reading Alternative pronunciations for graphemes Practising recognition of graphemes in reading words CT checks children's reading choices and ensures they match their reading ability
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Year 4				
Y4	<ul style="list-style-type: none"> Y4 spelling teaching follows the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum Children's reading books are matched to their reading ability 	See NC guidelines	Y3/4 CEW as per the NC spelling appendix	Interventions: <ul style="list-style-type: none"> Children identified at the end of Y3 lacking automaticity in their phonic recall are targeted from September to continue with the Toe by Toe and precision teaching interventions, these interventions run with TAs. Progress is discussed weekly with teachers and groups are adjusted according to identified need. These children will also have an individualised programme of support agreed with the SENDCO and school's dyslexia friendly strategies will be in place. Y4 children still assessed at WTS continue to receive a regular intervention to improve their fluency as readers: <ul style="list-style-type: none"> Guided reading with TA 1:1 read with CT (+volunteer readers) CT checks children's reading choices and ensures they match their reading ability

Year 5/6

Tavistock Primary and Nursery School

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Y5/6	<ul style="list-style-type: none"> Y5/6 spelling teaching follows the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum Children's reading books are matched to their reading ability 	See NC guidelines	Y5/6 word list as per the NC spelling appendix	Interventions: <ul style="list-style-type: none"> Children identified at the end of Y4 lacking automaticity in their phonic recall will be using alternative means of reading and writing, including the use of IT: <ul style="list-style-type: none"> I pads using voice activated software Specialist reader pen technology if suitable An individualised programme of support agreed with the SENDCO school's dyslexia friendly strategies will be in place. Children identified onto Project X reading group intervention Y5 children still assessed at WTS continue to receive a regular intervention to improve their fluency as readers: <ul style="list-style-type: none"> Guided reading with TA 1:1 read with CT (+volunteer readers) CT checks children's reading choices and ensures they match their reading ability
Y6	<ul style="list-style-type: none"> Y6 spelling teaching follows the statutory and non-statutory guidance in the spelling appendix of the English National Curriculum 	See NC guidelines	Y5/6 word list as per the NC spelling appendix	Interventions: <ul style="list-style-type: none"> Y6 children still assessed at WTS continue to receive a regular intervention to improve their fluency as readers. These may include: <ul style="list-style-type: none"> Guided reading with TA (Project X) Language for thinking Reading mentoring 1:1 read with CT CT checks children's reading choices and ensures they match their reading ability

Assessment in reading skill across KS2	Daily ongoing assessment: <ul style="list-style-type: none"> A daily English lesson (including some discreet spelling and grammar lessons) is delivered when children's progress is continually assessed. The reading curriculum is taught progressively across Year Groups. Children not acquiring new knowledge are targeted in various ways:
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Procedure for teaching reading and spelling through a synthetic phonics first approach

- Wave 1 teaching
- 1:1 reading with T, TA, volunteer
- Guided group reads – books specifically selected to address gaps
- Whole class reading sessions
- Guided writing sessions
- Intervention groups
 - Exploring books

Summative assessment:

- Children's progress in reading and spelling is assessed at the end of the each term and informs the teacher's decisions on intervention groups and actions for PTPs and qu 3 of CPMs
- Children whose progress in reading and/or spelling is giving cause for concern are discussed at CPMs and individual actions are agreed and recorded on Qu 3 of the CPM or on PTPs. If the RAG rating indicates insufficient progress, a child is added to the RON and PTP targets are drafted and shared with parents.