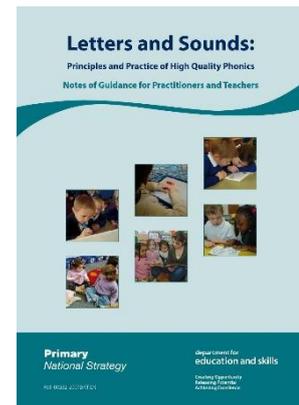


## Reading and Phonics

Hope House School follows the principles of the Letters and Sounds Programme to offer a high-quality phonics scheme that supports our pupils in becoming confident readers, spellers and writers. Our approach is largely based on systematic synthetic phonics. Pupils learn to decode words through the translation of letter symbols into sounds when reading and using oral segmenting skills to encode and allocate letter symbols to the sounds of speech for spellings.

Pupils learn about phonics through the introduction of the alphabetic code. There is 44+ sounds in the English alphabetic code which are introduced through phases. The Letters and Sounds programme follow six progressive phases. A simple alphabetic code is introduced through Phase 1-3, while Phase 4 upwards introduces the complexities of sound and spelling alternatives. This teaches the letter/s-sound correspondences in an incremental sequence.

Pupils learn the sounding out and blending skills for reading; oral segmenting and allocating graphemes for identified sounds in spelling, and application of skills through individualised handwriting programmes. Pupils are taught that the alphabetic code is reversible, in reading pupils learn that print can decode to sound, and in spelling/writing pupils encode the sound to print. A range of high-quality resources support our passionate about reading ethos. We hope all pupils develop a positive view of reading through developing an interest in words and fascination in learning through reading.



### Stages of reading

Hope House School appreciates the vast range in abilities of our pupils. Pupil's progress at varying rates and therefore our phonics and reading programme is individualised to the pupil and continues the systematic synthetic phonics approach throughout the school.

#### **Stage 1**

Pre-Formal learners are given lots of opportunities to develop their early reading skills by listening and responding to a variety of stories. Pupils who are physically able to, learn how to handle a variety of books for example by turning pages, lifting flaps and pressing sound buttons. Pupils in the Pre-Formal strand are working within Phase 1 of the Letters and Sounds Phonics Programme. Pupils learn to discriminate between the different sounds we hear in the world around us and some develop their skills in copying these sounds. They learn about rhyme and alliteration through songs and nursery rhymes and some may be ready to try oral blending and segmenting.

#### **Stage 2**

Pupils in the Stage 2 strand are working on Phase 1 and Phase 2 of Letters and Sounds (see explanation of Phase 1 above). In Phase 2 graphemes and phonemes are introduced and pupils begin to learn how to read and write CVC words and then move onto short captions or sentences. Many Semi-Formal learners have moved onto the next stage of early reading and so are ready to distinguish between text and illustrations, orally blend sounds and begin to recognise GPCs (grapheme/phoneme correspondence) in order to read simple CVC (consonant vowel consonant) words. They are encouraged to share stories with their peers in guided reading and ask and answer questions about what they have read.

Appropriate topic-based texts are shared to support understanding and key vocabulary to contribute to the acquisition of reading skills and language development.

### **Stage 3**

Pupils in the Formal strand of reading are working on Phase 3 and above of Letters and Sounds. Pupils begin to learn more about spelling and grammatical rules and how they can help them when reading as they begin to read fluently, accurately and with understanding. Pupils are taught to become independent and critical readers who can make informed and appropriate choices and evaluate what they have read. Guided reading sessions enable pupils to read alongside their peers and to answer comprehension questions about what they have read and generate discussion and understanding about how others may interpret things. Pupils are taught to consider punctuation in texts in order to understand expression and meaning.

### **Stage 4**

At Stage 4, pupils have reached fluency in reading and are developing their accuracy in spellings. Fluent readers are no longer 'decoding' each word they encounter. They have developed the knowledge and skills to recognise words automatically, accurately and quickly. This means that pupils can focus on the higher-order reading goals. At this stage, pupils channel their reading focus on understanding the content and skills necessary for Functional Skills qualifications. Mock examinations are conducted to monitor progression and pupils are given weekly access to their online BKSB platforms to monitor and broaden their Literacy skills. A greater range of reading sources are introduced through the critical analysis of both printed and online texts, analysing structure, purpose and technique. Spelling lists and spelling journals continue to widen the range of known words and meanings, building on existing knowledge and extending their vocabulary.

### **Key Terms**

The Letters and Sounds programme use a range of phonic specific terminology.

#### **Phoneme**

A phoneme is the smallest unit of sound. There are approximately 44 phonemes in English (depending on accents). Phonemes can be put together to make words. For example, c/a/t, r/ai/n, t/i/ck/e/t.

#### **Grapheme**

A grapheme is the written form of a phoneme. Graphemes are made up of either 1, 2, 3 or 4 letters. For example, b, ss, ear, augh.

#### **Digraph**

A grapheme containing two letters that make one sound. For example, ee, ai, ou, ch.

#### **Trigraph**

A grapheme containing three letters that make one sound but cannot be separated into smaller phonemes. For example, igh as in light, ear as in heard, or tch as in watch.

#### **Split digraph**

Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite.

## **Grapheme Phoneme Correspondence**

A grapheme phoneme correspondence is matching a phoneme to a grapheme and vice versa.

### **Adjacent consonants**

Two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr. (previously consonant clusters).

### **Tricky words**

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns and are often exceptions to typical spelling rules. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. Tricky words are introduced steadily, pupils are encouraged to start with sounds already known in the word, then focus on the 'tricky' part.

### **High Frequency words?**

High frequency (common) are words that recur frequently in much of the written material children read and that they need when they write. Pupils are introduced to high frequency words during their phonics sessions. Some pupils may revisit high frequency word lists even at Stage 4 if they need to revisit some of the spellings.