



Opening Doors, Enriching Lives

Phonics offer at Tanfield Lea Community Primary School

At our School, we are committed to developing children's phonic knowledge and abilities to help them to be capable readers. We know this will help them throughout their life and see it as our responsibility and duty to the children to give them the best start that we possibly can.

Reading is at the core of our curriculum at Tanfield Lea Community Primary School. Being able to read unlocks the curriculum and the world beyond school for our children, and we firmly believe working together in partnership with parents is fundamental to developing children's reading ability and enjoyment for reading.

Complemented by our Dialogic reading approach, we teach early reading through Phonics from Pre-School. We use guidance from a phonics scheme called 'Success for All' from the Fischer Family Trust. This scheme has been validated by the Department for Education.

We are thrilled to be a Success for All Partner School, a testament to our commitment to academic excellence and pupil success. Through this partnership, we have implemented effective strategies to improve early reading skills, ensuring that every child has a strong foundation for future achievements on our journey towards creating a community of lifelong learners!



**FFT Phonics
Partner School**

Within our phonics offer we use these Success for All strategies and resources. Please follow the links to find out more:

- [First Steps to Phonics](#)
- [Success for All Phonics and Shared Reading \(Reception and Year 1 guidance\)](#)
- [Year 2 Spelling and Reading \(Jungle Club and Routes to Reading\)](#)
- [Assessment and Catching up \(Tutoring with the Lightening Squad\)](#)

Further support for parents

For children in Reception, Key Stage 1 and Key Stage 2 who are accessing the program there is a Parent Portal (access information can be found in your child's organiser) where you will find all of the resources to help you support your child's phonics and early reading. There are helpful videos modelling correct pronunciation for the phonemes.

The materials are designed to support the learning your child is experiencing in school. At the moment, the resources include all of the Shared Readers so you can reread and enjoy the books together after they have been read in school.

This portal is updated frequently, so keep checking to see what's new on there! There are lots of tips on there in how to support your child with their reading and phonic development.

[Parent Portal \(fft.org.uk\)](http://fft.org.uk)

For more background information about Success for All Phonics please follow the link below:

[FFT Success for All Phonics - FFT](#)

First Steps to Phonics

For children in Pre-School who will be starting Reception the following academic year and for some children with additional needs we use the “First Steps to Phonics” programme. This provides a progressive and flexible approach to initial phonics teaching and learning. It seeks to reduce the cognitive load for children by gradually introducing new phonics skills during the year. The programme keeps early sessions short, which is appropriate for young children. It also enables them to understand and master initial skills before moving on to apply them for reading and writing.

The Success for All Leader and Pre-School teacher have worked together and are confident that it meets the needs of our learners and prepares them for the phonic requirements of Reception with a focus on early reading.



Phonological awareness (Unit 1)

The first two half terms are spent embedding phonological awareness through a range of activities based on:

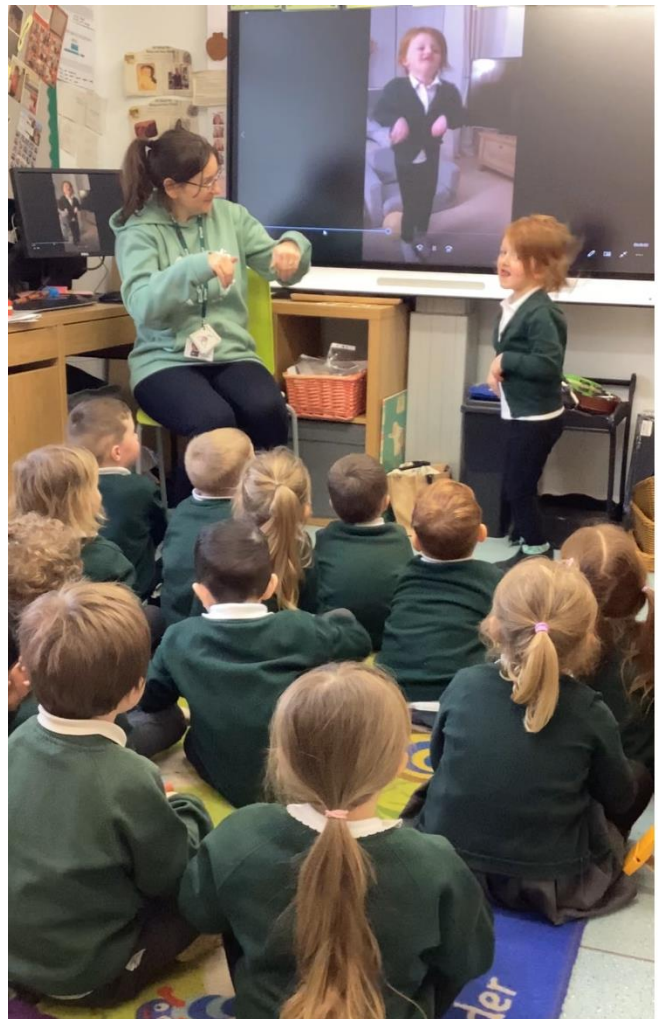
- General Sound Discrimination (Environmental, Instrumental and Body Percussion)
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

The aim is that children should become attuned to the sounds around them and start to develop their oral blending and segmenting skills before formal phonics sessions are introduced during the Spring term.

Teaching Grapheme Phoneme Correspondences (GPCs, Unit 2)

In Spring and Summer term of Pre-School children continue to develop their phonological awareness. They also begin to recognise GPC's and apply skills that they have learned in Unit 1 to recognise these and read them in words. In Pre-School children will be introduced to one GPC per week. The aim is that when children leave Pre-School that they can orally blend and segment cvc words, recognise some GPC's and their corresponding alliterative phrase. Some children will also be able to use Stretch and Read to read CVC words.

In preparation for Reception, First Steps to Phonics resources use the same graphics and font as Success for All Phonics and Shared Reading, which children will begin to access the next academic year. The structure of First Steps to Phonics lesson plans follow similar routines to those which they will encounter in Reception. This ensures a seamless transition from one programme to the other and reduced cognitive overload.



Overview of phonological awareness and GPC's taught throughout the programme.

	Unit	GPC's	
Autumn 1 & 2	1	-	Embedding Phonological awareness phase 1 letters and sounds unit 1, weeks 1-12
Spring 1	2	s, a, t, p, i, n	Alphabet Chant (GPC sounds only)
Spring 2	2	m, d, g, o, c, k	GPC of the week Hear the phoneme
Summer 1	2	e, u, r, h, b, f, l	Read the GPC Present new GPC including alliterative phrase
Summer 2	2	j, v, w, x, y, z, qu	Model the phoneme Say it fast then break it down using these words Stretch and read



Phonics teaching in Reception and Year 1

Phonics in Reception and Year 1 comprises of two daily sessions:

Daily Phonics session (taught every morning)

Daily Shared Reading session (taught every afternoon)

Daily Phonics Sessions (taught every morning)

To support our children in all classes the phonics lessons follow a consistent daily structure with clear timing goals for each activity. This consistent approach enables lessons to be taught with pace as every child and adult understands the routine and what is expected. Each lesson lasts 25 minutes and follows the same basic sequence each day:

- Review of Previously Taught GPCs (10 minutes)
- Teach, Practise and Apply New GPC (15 minutes)

There are 68 progressive steps in Reception and Year 1 within daily phonics sessions.

[To see steps 1-32 \(Reception\) click here](#)

[To see steps 33-68 \(Year 1\) click here](#)

Step 1-8 (Reception)



This consolidates then follows on from First Steps to Phonics, which children who previously attended our Pre-School will have followed.

The purpose of steps 1-8 is to move from oral blending and segmenting to blending and segmenting with graphemes (written phonemes). The children will learn to read the letters of the alphabet and will learn to read and write words with two and three sounds, for example in, tip, rock. We call these our **green** words. Children will be introduced to a small number of Common Exception Words – we call these our **red** words. These have to be recognised by sight as they cannot be decoded by the children at this stage, for example “the”. Children also practise writing new and previously learnt letters and sounds (grapheme / phoneme correspondences or GPC’s) in upper and lower case.

Steps 9-20 (Reception)

This continues in Reception. The children will learn 25 more sounds including digraphs (two letters that make one sound for example sh) and trigraphs (three letters that make one sound for example air). The children will continue to practise how to blend and segment along with learning to read and write two syllable words. Spelling and sentence writing with known letters and sounds are introduced. Common alternative spellings / pronunciation are introduced.



Steps 21-32 (Reception)

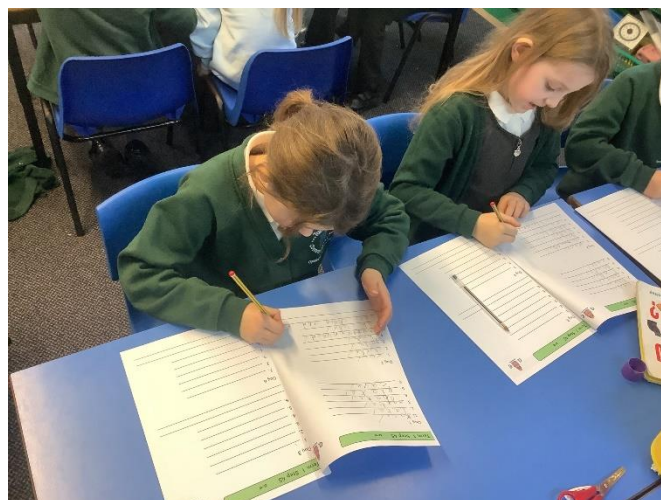
These are the final steps taught in Reception. These steps review and consolidate children's knowledge of all letters and sounds (graphemes and phonemes) that they have learnt in Reception and to read and spell words with adjacent consonants that contain four sounds e.g. skip, boost, float.

Steps 33-56 (Year 1 term 1 and 2)



This begins in Year 1. Children will learn alternative ways of spelling the sounds, e.g 'oi' in coin and 'oy' in boy, and how to read and write words with split digraphs (such as cake, smile and stone). Children will practise spelling a range of two and three syllable words phonetically.

All key stage 1 red words are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 National Curriculum.



Steps 57-68 (Year 1 term 3)

This takes place in the final term of year 1 and focusses on reviewing and consolidating all content from year 1 and prepares them for the phonics screening test and year 2 Spelling and Reading programme.

will learn alternative ways of spelling the sounds for example, 'oi' in coin and 'oy' in _____

Daily Shared Reading session (taught every afternoon)



The Reception and Year 1 children have a daily reading lesson in addition to the phonics lesson, where they spend a week reading the same book, which links directly to their phonics lessons.

Throughout the week, pupils will work on the following skills:

- exploring the book reading 'green' words
- learning how to read 'red' words
- reading the text chorally as a class, partner reading, discussing what they have read
- comprehension questions/skills and writing about what they have read
- confidence and fluency



Our aim is that by a Friday children are “experts” at the book! They feel an enormous sense of achievement as they can read the book independently. They then take the book home as their home reader and celebrate this with their family.

These books can also be accessed at home by pupils in Reception and Year 1 through the parent portal.



Year 2 Spelling and Reading

When children complete SfA Phonics in Year 1, they move to Jungle Club from FFT. This sequenced programme comprises *Spelling with the Jungle Club* and *Routes to Reading*. All Year 2 staff have been trained to deliver this programme.

Spelling with the Jungle Club



Spelling with the Jungle Club is a fun, online spelling session completed in the mornings, which builds on the children's understanding of spelling from Year 1 to focus on alternative graphemes, suffixes and the Common Exception words for Year 2.

During each session, the children partake in sequenced interactive games. They focus upon development and consolidation of new spelling rules via listening and repeating, verbalisation and written examples.

The images on the next page (below) show the programme:

Spelling with the Jungle Club - Scope and Sequence



Term 1	Review from Year 1	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Compare: long /a/ (/ai/ay/a_e/a/)	Adding endings to split digraph words	great, break, steak	Contraction: can't
Week 2	Compare: long /e/ (/ee/ea/-y/)	Adding endings to split digraph words	because, again	Homophones: see/sea
Week 3	Compare: long /e/ (/ie/e_e/e/)	Adding endings to split digraph words and other words ending in 'e'	even, people	Homophones: be/bee
Week 4	Compare: long /i/ (/igh/ie/i_e/-y/) Prefix un-	Practise adding endings to split digraph words and other words ending in 'e'	find, kind, mind, wild, child(ren), climb	Contractions: I'll, you'll, we'll
Week 5	Compare: long /o/ (/oa/oe/o_e/ow/)	Adding endings to split digraph words and other words ending in 'e'	old, cold, gold, hold, fold, told	Contraction: don't
Week 6	Compare: long /u/ (/oo/ue/u_e/ew/u/)	Adding endings to split digraph words and other words ending in 'e'	most, only, clothes, both, hello	Homophones: blue/blew
Term 2				
Week 1	'ph' 'wh'	Words beginning 'wr'	who, whole, Mr, Mrs	Homophones: right/write
Week 2	Compare: /ur/ /er/ /ir/	Apostrophes for possession	after*, pass*, grass*, class*	Contraction: won't
Week 3	Compare: /ou/ /ow/	Apostrophes for possession	hour	Homophones: hear/here
Week 4	Compare: /or/ /ore/ /au/ /aw/	Suffix -ful	door, poor, floor, water, beautiful	Homophones: there/their
Week 5	Compare: /ear/ /eer/ /air/ /ear/ /are/	Suffix -less	sure, sugar, Christmas	Homophones: bear/bare
Week 6	Review & Consolidation			

* Common Exception Words marked with an asterisk may/not be Tricky Words according to regional accent.

Spelling with the Jungle Club - Scope and Sequence



Term 3	New Skills for Year 2	CEWs Year 2	Special Skill
Week 1	Words ending in: -le/-el	parents	Contraction: it's
Week 2	Words ending in: -al/-il	father, past*, fast*, last*	Contractions: wasn't /isn't
Week 3	Words ending in: -y (happy)	what, pretty, every, everybody	Contraction: what's
Week 4	Words ending in: -y (cry)	any, many, busy, does	Contraction: doesn't
Week 5	Adding endings to single-syllable words ending in a single consonant (e.g. pat/patted)	could, would, should	Contractions: couldn't, wouldn't, shouldn't
Week 6	Review & Consolidation		
Term 4			
Week 1	Adverbs ending in -ly (including to split digraph and -y words)	plant*, bath*, path*	Apostrophes for possession
Week 2	Irregular plural nouns & revise rule for -s /-es	half, woman, women	Contraction: haven't
Week 3	Compare: /j/ /g/ /ge/ /dge/	move, prove, improve	Near homophones: quite/quiet
Week 4	Compare: /s/ /c/ /ce/	eye	Homophones: piece/peace
Week 5	Compare: /-y/ /-ey/	money, monkey, honey	Homophones: to/too/two
Week 6	Review & Consolidation		

* Common Exception Words marked with an asterisk may/not be Tricky Words according to regional accent.



Term 5	New Skills for Year 2	Special Skill
Week 1	/or/ phoneme spelt 'a' before 'l' and 'll' (e.g. fall/ball, talk/walk)	Homophones: there/their/they're
Week 2	/u/ phoneme spelt 'o' (e.g. other/mother) /o/ phoneme spelt 'a' (e.g. want/wash)	Homophones: sun/son
Week 3	/er/ phoneme spelt 'or' (e.g. work/world) /or/ phoneme spelt 'ar' after 'w' (e.g. warm/towards)	Homophones: one/won
Week 4	/n/ phoneme spelt 'kn' or 'gn' (e.g. knight/gnat)	Homophones: no/know
Week 5	Suffixes: -ment/-ness	Homophones: not/knot
Week 6	-tion ending on words (e.g. station/nation)	Homophones: meet/meat
Term 6		
Week 1	s pronounced as /z/ (e.g. television/usual/pleasure)	Homophones: plain/plane
Week 2	Compare /ch/ phoneme (e.g. nature/stretchers)	Homophones: grown/groan
Week 3	Review & Consolidation	
Week 4	Review & Consolidation	
Week 5	Review & Consolidation	
Week 6	Review & Consolidation	

Routes to Reading



Routes to Reading is a Year 2 reading session completed in the afternoons which builds on the children's reading from Year 1. It involves both online and physical books where children build on the decoding and comprehension skills from the previous year. The books cover a wide range of genres and the children are paired up to read and discuss each book over a 2 week period. The books are then sent home so that the texts may be shared and the children's developing reading skills celebrated.

The document below shows the programme:

The images on the next page (below) show the programme:

Term 1			
Book Title	Word Count	Specific Year 2 Objectives	Genre
The Tale of Chicken Little	861	<ul style="list-style-type: none"> To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To recognise simple recurring literary language in stories To discuss the sequence of events in books and how items of information are related Read and listen to the story and make links to books they have read 	Traditional Tale
Extreme Earth	732	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explore syllable boundaries and read each syllable separately before they combine them to read the word To explain and discuss their understanding of the book 	Non-Fiction (Geography)
Animal Poems	483	<ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	Poetry
The Great Escape	1001	<ul style="list-style-type: none"> To identify the different variations to how –ed words are spelt and pronounced. To identify sentences with different forms: statement, question, exclamation, command. To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Justify their preferences and point of view 	Fiction
Ants are Everywhere	733	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book 	Non-Fiction (Animals)

Term 2			
Book Title	Word Count	Specific Year 2 Objectives	Genre
Kongy Arrives	849	<ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Read and listen to the story and make links to books they have read Justify their preferences and point of view 	Fiction
Why Do Stars Twinkle?	830	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book 	Non-Fiction (Science)
The Dreams of Moxie Mouse and Cat Capone	716	<ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To identify expanded noun phrases to describe and specify - for example, the blue butterfly 	Poetry
An Invitation to a Party	1500	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways To discuss how items of information are related To follow instructions checking that the text makes sense to them as they read and correcting inaccurate reading To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book 	Non-Fiction (Instructions)
Anna's Homework	1242	<ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Review Common Exception Words 	Fiction

Term 3			
Book Title	Word Count	Specific Year 2 Objectives	Genre
Lost	1358	<ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related Identify apostrophes for contracted forms 	Fiction
Snow White and the Jazz Band	650	<ul style="list-style-type: none"> To become increasingly familiar with and to retell a wider range of fairy stories and traditional tales To listen, discuss and express views about a range of contemporary poetry To identify sentences with different forms: statement, question, exclamation, command. To discuss the sequence of events in books and how items of information are related Justify their preferences and point of view 	Traditional Tale/Poetry
Bea's Pumpkin	1849	<ul style="list-style-type: none"> To increase fluency by reading common words easily and automatically To discuss and clarifying the meanings of words, linking new meanings to known vocabulary To discuss the sequence of events in the story and how they are related To identify expanded noun phrases to describe and specify [for example, the blue butterfly] To identify commas for lists To read words containing common suffix -ly 	Fiction
It Came from Outer Space	1066	<ul style="list-style-type: none"> To listen, discuss and express views about a range of contemporary poetry To recognise simple recurring literary language in poetry To discuss their favourite words and phrases To build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	Poetry
In the Year 2100	952	<ul style="list-style-type: none"> To listen, discuss and express views about non-fiction text To be introduced to non-fiction books that are structured in different ways and to learn about cause and effect To discuss and clarify the meanings of words, linking new meanings to known vocabulary To explain and discuss their understanding of the book 	Non-Fiction (Science)

Phonics Assessment and Catching Up

Children are tested on a half-termly basis throughout Reception and Year 1, using the SFA RAP assessment tool. They complete the 'Phonics Screening Test' at the end of Year 1, as required by the Department for Education. Children who do not pass the test at the end of Year 1 are required to retake this test at the end of Year 2.

Children continue to be taught Phonics throughout school until they meet the standard.

Catching Up



In Reception, children who are falling behind in Reading are identified and additional support is given through Quality First Teaching.

In Key Stage 1, in addition to intervention through Quality First Teaching, children access [Lightning Squad](#) (an online Phonics intervention package aligned with Success for All Phonics).

In Key Stage 2, there are intervention groups for children who are still not secure with their Phonics and / or have not passed the Phonics Screener. Intervention groups use the Lightning Squad.

In addition to this, some children from Y3-6 complete activities on Nessy which is a computer-based literacy programme designed to improve their spelling and reading skills.