



Phonics at Buglawton Primary School

How we approach Phonics at Buglawton Primary School

Success for All Phonics is based on an evidence-based pedagogy that is designed to support children's social and emotional development, enabling them to enjoy school, focus on learning and be academically successful. Learning skills are developed by teachers explicitly modelling behaviour for learning. Positive feedback helps children to understand when they meet expectations and promotes an environment where the children are motivated and engaged.

FFT's Core principles

The programme is underpinned by a set of seven core principles designed to support all teachers and children:

1. Systematic Progression

- Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme to introducing Grapheme– Phoneme Correspondences (GPCs) in order, through a six-phased progression.
- Practising the skills of blending and segmenting as new GPCs are introduced and reinforcing them throughout the programme.
- Developing an increasing bank of accessible words, including Common Exception Words (CEWs).
- Building confident readers through the consistent, systematic and daily teaching of the FFT Success for All Phonics programme with accompanying Shared Readers.

2. Regular Assessment

- Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored.
- Providing an opportunity for the early identification of children who may be at risk of falling behind.
- Using the Reading Assessment Programme (RAP) as a diagnostic tool and to support formative and summative assessments.

3. Early Intervention

- Ensuring that the lowest attaining 20% of children also make progress and reach age-related expectations is fundamental to our mission to secure FFT Success for All children.
- Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind.
- Providing Tutoring with the Lightning Squad to support catch-up and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool so that skills gaps are automatically identified and addressed.

4. Multisensory Approach

- Providing pacy and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement.
- Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways.
- Linking pictures and mnemonics to support the learning of each GPC and helping children to recall and remember.



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5. Co-operative Learning

- Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning.
- Using positive feedback to help children to understand when they meet expectations and for motivation.
- Encouraging children to work together in supportive peer partnerships.

6. Application of Skills

- Providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, so that children are motivated to apply their new learning in a meaningful way.
- Developing a separate, but linked, approach to the teaching of reading comprehension during the Shared Reader lessons.

7. Reduced Workload and Collegiate Approach

- Providing comprehensive lesson planning and resources, as well as training and ongoing support, we try our best to make teachers' lives easier and reduce lesson preparation time, benefitting everybody in our school community.
- The shared, school-wide approach engenders a focus on outcomes for children and a collaborative team effort across all staff in our school.

Progression is built in throughout the programme with an increase in the level of challenge in the skills taught at each phase:

Phase 1 (EYFS)	Focuses on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting. Six weeks of additional planning is available for Phase 1.
Phase 2 (Reception Term 1)	Children learn short sound GPCs and use these to read CVC words. A limited number of Common Exception Words (CEWs) are introduced in the context of the Shared Readers, and children practise writing new and previously learnt GPCs in upper- and lower-case letters.
Phase 3 (Reception Terms 2–3)	Children learn long vowel digraphs and read CCVC and CVCC words. Children are introduced to two-syllable words. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced.
Phase 4 (Reception Term 3)	Focuses on reviewing and consolidating all Reception-level content in preparation for Year 1. Decoding skills are applied to more challenging word structures.
Phase 5 (Year 1 Terms 1–3)	Teaches remaining long vowels, including split digraphs. Children learn to read nonsense words along with CCVCC, CCCVC and CCCVCC words. All Key Stage 1 CEWs are taught and reviewed, and children learn the spelling and grammar conventions from the Year 1 NC.
Phase 6 (Year 1 Term 3)	Focuses on reviewing and consolidating all Year 1-level content.



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FFT First Steps to Phonics

The First Steps to Phonics programme is designed to gradually introduce children in our Preschool to phonics by first embedding phonological awareness before moving on to teaching Grapheme-Phoneme Correspondences (GPCs).

The entire autumn term is spent teaching all seven aspects of Phase 1 of Letters and Sounds:

1. General Sound Discrimination - Environmental
2. General Sound Discrimination - Instrumental
3. General Sound Discrimination - Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Oral Blending and Segmenting

The aim is that our children in Preschool 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. The programme seeks to reduce the cognitive load for children by gradually introducing more phonics skills during the year. This 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.

Daily phonics lessons in Reception and Year 1

Over the course of 3 terms, our children will cover the first 50 sounds in the developmental progression. The planning is divided into weeks or 'Steps' of the programme, with each Step covering a select number of GPCs.

During Term 1, children will learn 3 or 4 new GPCs per week, with the final day of the week being reserved for review and consolidation.

Starting in Term 2, children begin to learn vowel digraphs at a pace of 1 per week.

During Term 3, children continue to learn vowel digraphs along with common alternative spellings. The year concludes with 3 weeks of review to consolidate all Reception level content in preparation for Year 1.

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 everybody 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)



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Daily shared reader lessons in Reception and Year 1

Shared Readers are fully decodable texts in a wide range of genres that include familiar characters, settings and topics relevant to children of all ages.

Over the course of 3 terms, children will on average read 32 Shared Readers linked to the progression of sounds in their daily phonic lessons. It is important that children don't simply know their phonics but can apply that knowledge to the skill of reading itself. That's why the Shared Readers are carefully aligned to the phonics lessons and allow children to practise reading the new and recently taught GPCs as well as the Common Exception Words to which they have been introduced.

The Shared Reader lessons follow a consistent daily structure with clear timing goals for each activity. This consistent approach enables lessons to be taught with pace as everybody understands the routine and what is expected.

Each Shared Reader is designed to be read over 5 days.

In Reception Term 1, the lesson plans are 15 minutes long, before progressing to 20 minutes in Term 2 and 30 minutes in Term 3 in order to be ready for a full 30-minute session in Year 1. This is partly to accommodate the increasing length of the texts, as well as the introduction of sentence writing.

In addition, the five-day schedule also provides opportunities to develop comprehension, fluent reading and to consolidate letter formation, spelling and sentence writing. During their reading sessions, children are introduced to conventions for grammar and punctuation, so they learn how they impact on reading. Understanding these conventions also aids comprehension and their ability, eventually, to write with meaning.

Keep-Up and Catch-Up interventions

Children are provided with opportunities to keep up with the pace of learning in lessons, through additional sessions and within wider implementation in EYFS and Year 1. Targeted teaching and resources are used to support pupils at all levels to master the skills required for the next step in learning.

Children who need to catch up more significantly will be provided with the support they need to make progress from their starting points and to master skills incrementally to achieve success. They will do this in a range of ways supported by the resources and tools provided within the programmes, by expert teaching and through the tutoring programme as necessary.



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Overview of learning in Phonics at a glance:

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words	
				Word Level	Text Level			
Reception Term 1				Words Correct Per Minute - End of Term Goal: 15				
Phase 1	1			Oral Blending, Segmenting and Alphabet Chart				
	2							
Phase 2	3	s a t p	1) - 4)	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending	Write recognisable letters, most of which are correctly formed	the l he she is to go of es we are you into	
	4	i n m d	5) - 8)					
	5	g o c k	1					
	6	ck e u r	2	Read Common Exception Words				
	7	Consolidation Week	3					
	8	h b f ff	4	Read CVC words with -s ending /s/ sound	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words			
9	l l l ss	5						
10	j v w	6	Read CVC words with -s ending /z/ sound	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words				
11	x y z	7						
12	Consolidation Week	8	Consolidate above skills					
Reception Term 2				Words Correct Per Minute - End of Term Goal: 25				
Phase 3	13	zz qu ch	9	Read CCVC and two-syllable words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Spell words by identifying phonemes in them and representing them with graphemes	be me his no so has do has	
	14	sh th ng	10	Read CVC and double-consonant words with -ing endings				
	15	Consolidation Week	11	Consolidate above skills				
	16	Consolidation Week	12	Consolidate above skills				
	17	ai (train) (+ blend nk)	13	Read CCVC words and sentences including Yr1 CEWs				
Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words	
				Word Level	Text Level			
	18	ee (tree)	14	Read CCVC words and sentences including Yr1 CEWs	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Spell words by identifying phonemes in them and representing them with graphemes	my by sit sit app thee said was waa put all there like	
	19	igh (light)	15					
	20	oa (goat)	16					
	21	oo (zoo)	17					
	22	oo (book)	18					
	23	ar (car)	19					Consolidate above skills
	24	Consolidation Week	20	Consolidate above skills				
Reception Term 3				Words Correct Per Minute - End of Term Goal: 35				
	25	or (corn) Common Alternatives: (/or/ ore; /r/ se)	21	Read CCVC words and sentences including Yr1 CEWs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Write simple phrases and sentences that can be read by others	here where today when what come some push pull friend school out one since your love	
	26	ur (purple)	22	Read CVC words with -es endings				
	27	ow (cow) Common Alternatives: (/d/ ed; /t/ ed)	23	Read CVC words with -ed endings				
	28	oi (boil) Common Alternatives: (/z/ ze se)	24	Read sentences with contraction words	Anticipate - where appropriate - key events in stories			
	29	ear (clear)	25	Consolidate above skills				
	30	Consolidation Week	26	Consolidate above skills				
	31	air (hair)	27	Consolidate above skills				
	32	ure (pure, picture) Common Alternatives: (/v/ ve)	28					



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Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
Year 1 Term 1	8	ir (girl) Common Alternatives: /i/ / wh	40	Read and spell words with ir / ur / er	Discuss the significance of the title and events	Identify nouns and verbs in a sentence and use them accurately in writing	any many said could
	9	ue (blue/cue) Common Alternatives: /oo/ / o	41	Read and spell words with ue / oo	Discuss the significance of the title and events	Use adjectives to describe nouns	because water past bath*
	10	aw (saw) Common Alternatives: /oor/ / au	42	Read and spell words with aw / or / ore / au	Make inferences on the basis of what is being said and done	Use 'ing' for verbs where no change in spelling is needed in root words	hour two fast different
	11	ew (blew/new) Common Alternatives: /oo/ / u	43	Read and spell words with ew / ue / oo		Use 'est' where no change in spelling is needed in root words	Christmas would through beautiful
	12	Consolidation Week	44	Consolidate above skills		Use adjectives to describe nouns	
Year 1 Term 2							
Words Correct Per Minute - End of Term Goal: 55							
Year 1 Term 2	13	a_e (cake) Common Alternatives: /ai/ / ey, ei, eigh	45	Read endings on split digraph words Read and spell words with a_e / o / ai / a / ey / ei / eigh	Predict what might happen on the basis of what has been read so far	Join words and clauses using the conjunction 'because'	plant* floor
	14	e_e (delete) Common Alternatives: /ee/ / ie	46	Read and spell words with e_e / ee / e / ie			evac xhole
	15	L_e (crocodile) Common Alternatives: /or/ / a, al	47	Read and spell words with L_e / ie / igh / i	Participate in discussion about what is read to them, taking turns and listening to what others say	Use a definite article (the), an adjective and a noun to write an expanded noun phrase	only move
	16	o_e (bone) Common Alternatives: /oo/ / ou	48	Read and spell words with o_e / oa / o / ou		Use an indefinite article (a), an adjective and a noun to write an expanded noun phrase	father grass*
	17	u_e (lute/cute) Common Alternatives: /oo/ / ul, ou; /yoo/ / u	49	Read and spell words with u_e / ow / ue / oo / ul / ou		Explain clearly their understanding of what is read to them	Use the spelling rule of adding the 's' marker for plurals
Year 1 Term 3							
Words Correct Per Minute - End of Term Goal: 65							
Year 1 Term 3	18	Consolidation Week	50	Consolidate above skills	Explain clearly their understanding of what is read to them	Use the spelling rule of adding the 's' marker for plurals	
	19	-y (happy) Common Alternatives: /ee/ / ey	51	Read and spell words with -y / e_e / ea / ee / ie / e / ey		Use 'y' endings to create adjectives from nouns	busy pretty
	20	ow (snow) Common Alternatives: /oo/ / u, ou	52	Read and spell words with -y / L_e / ie / igh / i	Discuss word meanings, linking new meanings to those already known	Use the suffix '-ed' for the past tense of verbs	half
	21	ow (snow) Common Alternatives: /ri/ / ur; /oor/ / oor, our	53	Read and spell words with ow / o_e / oa / ou / o	Discuss word meanings, linking new meanings to those already known	Use the words who/what/where/when/why/how to ask questions	parents everybody
	22	soft c (ice) Common Alternatives: /f/ / sc, ce	54	Read words with suffix -ly	Being encouraged to link what they read or hear read to their own experiences	Use 'ly' suffix to form adverbs	sugar
	23	soft g (gem) Common Alternatives: /e/ / ea	55	Read and spell words with c / s / sc / ce		Use an apostrophe for 'it's' as a contraction of 'it is'	prove improve
	24	Consolidation Week	56	Consolidate above skills		Use the suffix '-er' and the words 'more' or 'most' for comparison	
	25	ire (fire) Common Alternatives: /ear/ / eer, ene; /er/ / are (care)	57	Read and spell words with ire	Draw on what they already know or on background information and vocabulary provided by the teacher	Use an apostrophe to show possession	Consolidate all Year 1 and 2 CEW
26	are (care) Common Alternatives: /air/ / ear, ere; /or/ / ar; /u/ / o) / m/ / me; /n/ / ne	58	Read and spell words with are / air / ear / ere	Make inferences on the basis of what is being said and done	Use an apostrophe for 'I'm' as a contraction of 'I am'		
27	tch (watch) Common Alternatives: /or/ / ar; /ch/ / ch; /y/ / y; /er/ / or	59	Read words with suffix -less Read and spell words with tch / ch / t	Check that the text makes sense to them as they read and correcting inaccurate reading	Write sentences using the suffix 'less'		
Year 1 Term 4							
Words Correct Per Minute - End of Term Goal: 75							
Year 1 Term 4	28	oe (boe) Common Alternatives: /sh/ / ch, ti, ci, ss; /oo/ / ou; /u/ / ou	60	Read and spell words with oe / o_e / ow / oa / ou / o	Discuss the significance of the title and events	Write expanded noun phrases using the words my/his/hers/their, an adjective and a noun	Consolidate all Year 1 and 2 CEW
	29	ph (phone) Common Alternatives: /tr/ / gn, kn; /m/ / mb; /c/ / que; /th/ / s, sh	61	Read words with suffix -ment Read and spell words with ph / f	Predict what might happen on the basis of what has been read so far		
	30	Consolidation Week	62	Consolidate above skills	Discuss word meanings, linking new meanings to those already known	Write sentences using co-ordinating conjunction 'but' to join clauses	
	31	Comparing long /a/ GPCs	63	Consolidate all Year 1 skills	Participate in discussion about what they read, taking turns and listening to what others say	Write sentences using subordinating conjunction 'when' to join clauses	
	32	Comparing long /i/ GPCs	64		Discuss word meanings, linking new meanings to those already known	Write sentences using subordinating conjunction 'because' to join clauses	
	33	Comparing long /o/ GPCs	65		Being encouraged to link what they read or hear read to their own experiences	Write sentences using 'and' to join two noun phrases	
	34	Comparing long /u/ GPCs	66		Check that the text makes sense to them as they read and correcting inaccurate reading	Write sentences using 'if' to introduce the first idea	
	35	Comparing long /ur/ GPCs	67		Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics	Write a sentence using more than one noun phrase	
	36	Comparing long /e/ GPCs	68		Explain clearly their understanding of what is read to them		



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Year 2 Spelling with the Jungle Club

Spelling with the Jungle Club is an online platform that provides fun and engaging daily spelling lessons. Digital, interactive sessions are designed to motivate children and allows teachers at Buglawton to track progress through Year 2 National Curriculum objectives for spelling. Rooted in evidence-based research, Spelling with the Jungle Club is a unique spelling adventure that ensures spelling sticks.

Overview of learning in Spelling with the Jungle Club at a glance:

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			
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: /se/ /c/ /ce/		eye	Homophones: piece/peace
Week 5	Compare: /-y/ /-ey/		money, monkey, honey	Homophones: to/too/two
Week 6	Review & Consolidation			
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/stretch)		Homophones: grown/groan	
Week 3	Review & Consolidation			
Week 4	Review & Consolidation			
Week 5	Review & Consolidation			
Week 6	Review & Consolidation			



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Routes for Reading

Routes to Reading is a Year 2 reading programme that provides teachers at Buglawton with a full year's worth of planning and resources to ensure reading success. Easy to use and adaptable, children continue their reading journey from Year 1 by developing reading fluency, comprehension and vocabulary, via a wide range of specially written, engaging texts.

There are 15 books that are read over the year. Here is an overview of our book list:

Term	Title	Author	Illustrator	Genre
1	The Tale of Chicken Little	Elizabeth Charman	Eszter Szepvolgyi	Traditional Tale
1	Extreme Earth	Elizabeth Charman	Photography	Non-fiction (Geography)
1	Animal Poems	Elizabeth Charman	Eszter Szepvolgyi	Poetry
1	The Great Escape	Elizabeth Charman	Eszter Szepvolgyi	Fiction
1	Ants Are Everywhere!	Joel Pollen	Photography	Non-fiction (Animals)
2	Kongy Arrives	Elizabeth Charman	Eszter Szepvolgyi	Fiction
2	Why Do Stars Twinkle?	Joel Pollen	Photography	Non-fiction (Science)
2	The Dreams of Moxie Mouse and Cat Capone	Hershel P Lidan	Hershel P Lidan	Poetry
2	An Invitation to a Party	Janet Adsett	Photography	Instructions
2	Anna's Homework	Elizabeth Charman	Eszter Szepvolgyi	Fiction
3	Lost	Joel Pollen	Tamara Joubert	Fiction
3	Snow White and the Jazz Band	Ewan Shepherd	Ewan Shepherd	Poetry/Traditional Tale
3	Bea's Pumpkin	Joel Pollen	Kiley Victoria	Fiction
3	It Came from Outer Space	Paul Cookson	Liz Million	Poetry
3	In the Year 2100	Elizabeth Charman & Joel Pollen	Photography	Non-fiction (Science)

Tutoring with the Lightning Squad

Tutoring with the Lightning Squad (TWL) is an approved tutoring programme that is designed to enable pupils to catch up with their reading skills. It provides assessment, planning and teaching tools for tutoring pupils in pairs or individually. The programme provides structured reading activities and practice to address skill development in fluency, phonemic awareness, phonics, vocabulary and comprehension.

In a TWL tutoring session, pupils work in pairs on a computer. During the activities, partners take turns completing activities and providing feedback to each other. The member of staff works with pupils to provide support, teaching and helping them if they get stuck, conducting quick checks to verify mastery and providing feedback to ensure success.

Wider reading and reading at home

The Shared Reader books will be sent home at the end of each week. Children will be familiar with this book from the Shared Reader lessons they have had during the week.

As a school we have also collated books together, matching the Steps within the FFT Success for All Phonics programme. Children will bring home a book matched to their current phonic ability so that they can use their phonic knowledge to tackle decodable words.



Phonics at Buglawton Primary School

Parental Engagement

At Buglawton we support parents to work in partnership with us so that they can support their child with phonics and early reading in the best ways possible. We provide information to help them understand our teaching methods and the programmes we use.

Parents can access key information via FFT's website

<https://fft.org.uk/phonics/> and the Parent Portal - <https://parents.fft.org.uk/> and of course, teachers can answer parent questions about the programme.

Assessment

Success for All Phonics provides a comprehensive set of phonics assessment materials to ensure that we know exactly which phonics skills have been mastered at each stage. It is recommended that all children are assessed regularly using the assessments provided with Success for All Phonics so that teaching can be targeted to close any gaps in their phonics knowledge or skills.

Formative Assessments

Formative assessment is based on daily classroom work and observation, capturing children's responses to questions and their oral and written contributions, where these indicate their knowledge or use of a particular GPC. Similarly, children's interactions with books and other texts will give teachers a good indication of how well they are able to apply their phonics knowledge and skills to reading.

The table below identifies the points in the programme where formative assessment weeks are scheduled.

Reception – Term 1	
Consolidation 1	s a t p i n m d g o c k c k e u r
Consolidation 2	h b f f l l s s j v w x y z
Reception – Term 2	
Consolidation 3–4	z z q u c h s h t h n g
Consolidation 5	ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car)
Reception – Term 3	
Consolidation 6	or (corn), ur (purple), ow (cow), oi (boil), ear (clear)
Consolidation 7	air (hair), ure (pure), er (term)
Consolidation 8–9	Review and consolidate all Reception level content
Year 1 – Term 1	
Consolidation 10	ay (play), ou (cloud), ie (dried), ea (cream), oy (boy)
Consolidation 11	ir (girl), ue (blue), aw (jaw), ew (new)
Year 1 – Term 2	
Consolidation 12	a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute)
Consolidation 13	-y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem)
Year 1 – Term 3	
Consolidation 14	ire (fire), are (care), tch (watch), oe (toe), ph (phone)
Consolidation 15–20	Review and consolidate all Year 1 content

Summative Assessments

We use FFT's Reading Assessment Programme (RAP) to highlight strengths and identify areas of weakness in children's key reading skills. This information informs planning and helps to pinpoint the reading skills that need development, whether through catch-up intervention or whole-class teaching. Thereby 'plugging those gaps' and securing children's reading skills as they move through their primary school journey.

There are 29 assessments within FFT's Reading Assessment Programme (RAP) all matched to the scope and sequence of the phonics and Shared Reader lesson content. Staff at Buglawton receive regular training and updates to ensure that the assessment information has a positive impact on outcomes for all our children.



Phonics at Buglawton Primary School

Statutory Assessments – Phonics Screening

The Phonics Screening Check takes place in June of Year 1. It is carried out by the class teacher or our Phonics Lead on a one-to-one basis. There is no time limit for the Phonics Screening Check, but it usually takes less than 10 minutes.

During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words. Pseudo-words are included to ensure pupils are using their decoding skills and not just relying on their memory of words they've read before. Because some children may misread these pseudo-words based on their similarity to words in their existing vocabulary, each pseudo-word is clearly identified with an image of an alien. We refer to pseudo-words as alien words.

The test itself is divided into two sections. Section 1 is the easier part. In this section, pupils are asked to recognise simple word structures and **Grapheme Phoneme Correspondences (GPCs)** from the earlier phases of the phonics curriculum. Section 2 is the trickier part of the test. Here, children need to recognise GPCs from the later stages of the phonics curriculum. They also encounter **graphemes** that correspond to more than one **phoneme** (e.g. the grapheme 'ea' represents different phonemes in the words bread and bead.)

Children need to get 32 out of 40 to pass the Phonics Screening Check. If a child doesn't meet the expected standard, we work with them to ensure they receive the phonics teaching and support they need. Pupils will then retake the Phonics Screening Check the following year.

Glossary of Phonics Terms

Term	Definition	Example		
Phoneme	The smallest unit of sound in a spoken word. You cannot see a phoneme; you can only hear it.	The sound /d/ at the beginning of the word 'dog'.	Vowel Trigraph	A vowel trigraph is a grapheme with three letters that represent a vowel sound (either short or long). The trigraph 'oul' represents the /oo/ sound in the word 'could'.
Grapheme	The written representation of a phoneme. A grapheme can comprise either one, two or three (and very occasionally four) letters.	The grapheme 'ck' represents the /k/ sound at the end of the word 'chick'.	Grapheme-Phoneme Correspondence (GPC)	The relationship of the phoneme and the grapheme that represents it and vice versa. To see the grapheme 'sh' and know the sound that it will make. Or, to hear the sound /sh/ and know how to write the grapheme.
Digraph	A digraph is a grapheme that comprises two letters.	The word 'queen' has two digraphs – 'qu' and 'ee'.	Blending	To say the sounds in individual words sufficiently quickly that they synthesise to make a word. To hear the separate sounds /sh/ ... / ee/ ... /p/ and to 'glue them together' to say the word 'sheep'.
Split Digraph	A split digraph is a digraph that is split by a consonant, usually a long vowel sound.	In the word 'some' the sound /u/ is represented by the 'o' and the 'e' even though they are separated by the grapheme 'm'. We would refer to this as the split digraph 'o-e'.	Segmenting	The opposite skill to blending. It involves being able to break a word into component phonemes. To hear the word 'fish' and say the phonemes /f/ /i/ /sh/.
Vowel Digraph	A vowel digraph is a grapheme with two letters that represent a vowel sound (either short or long).	The digraph 'ea' represents the /e/ sound in the word 'head'. The digraph 'ue' represents the /oo/ sound in the word 'blue'.	Decoding	To look at the individual graphemes that comprise a word, from left to right, and link with the corresponding phonemes. To see the written word 'dog' and then say the phonemes /d/ /o/ /g/.
Trigraph	A trigraph is a grapheme that comprises three letters.	The trigraph 'tch' represents the /ch/ sound in the word 'pitch'.	Encoding	To represent the phonemes in an individual word with the appropriate graphemes (spelling and writing). To hear the spoken word 'cat', say /k/ /a/ /t/, and write appropriate graphemes to spell the word.

Useful websites

FFT Success for All Phonics portal <https://sfa.fft.org.uk/portal/portal-hub/>

FFT's Reading Assessment Programme <https://reading.fft.org.uk/app/>

FFT Success for All Phonics Parent Portal <https://parents.fft.org.uk/>