

Swanwick School and Sports College

Reading, Phonics and Spelling



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Aim

To aim of this policy is to set out:

- SSSC's Reading and phonics intent and implementation.
- Why it's important to teach reading, phonics and spellings to our pupils.
- Strategies and schemes used to teach reading, phonics and/or spelling across the school.
- To provide a better knowledge and understanding of reading and phonics at SSSC for all key stakeholders including staff, pupils and parents/carers.

Reading at SSSC

Intent

- Reading at SSSC promotes the development of fluency, phonics, phonemic awareness, vocabulary and comprehension in order for pupils to be fluent readers as they progress through their school life and, ultimately, into the wider world.
- We are committed to equipping our pupils with the skills to acquire a wide vocabulary, and an understanding of grammar and the conventions of language features in different text types.
- Pupils are encouraged to engage and explore texts as readers for enjoyment and develop the ability to gain information using a variety of genres, both fiction and non-fiction. Pupils are exposed to a wide range of texts and materials to develop readers for life who will have respect for others and boost cultural capital.
- At SSSC we aim to develop a pleasure for reading and a life-long relationship with literature.

Implementation

At SSSC we READ. READ is SSSC's acronym of Retrieval, Enjoy, Analysis and Decode. These are broken into smaller subheadings to aid the recall of the reading domains as part of the UK's reading curriculum. This includes the skills; sequence, summarise, comprehension, reading for pleasure, prediction, vocabulary, inference, explanation, fluency, phonics and phonemic awareness. These are the key areas which we feel pupils need to know and understand in order to improve their reading and comprehension of texts along with supporting 'The Simple View of Reading'.

At SSSC we aim to create a culture of reading and do this through:

Teaching reading:

Reading is taught four times a week throughout the school as part of the English lesson. During reading sessions pupils will either read a book independently, as part of a small group, as a class or listen to a story. The texts used may be adapted and different between groups and focus on an aspect of our 'READ' approach. These tasks may include book introduction and first exposure, fluency, expression, intonation, decoding, word meaning, retrieval, inference and comprehension. Toe by Toe is used as an intervention for particular pupils identified by the Speech and Language Therapist.

Wider resources are encouraged and include:

Cognition		Nurture
Primary	KS3 and KS4	KS3 and KS4
Rising Stars	Scholastic 'Short Reads' and 'Close Reading' Comprehension	Project X
Oxford Literacy Web		Rising Stars
Oxford Reading Tree and Phonics Books.	Rapid Readers Plus	
	Project X	

Phonics and Spelling

We follow a synthetic phonics programme for the formal teaching of phonics and spellings through 'No Nonsense Phonics' and 'No Nonsense Spellings'. These are used in all lessons to teach pupils the strategies, knowledge and skills required to support independent reading and writing.

Reading for Pleasure

At SSSC we promote reading for pleasure through adults reading aloud regularly, including in class or form time, providing time to read for all pupils and creating an environment where words count and pupils can have fun with words using the 'Word Aware Approach'.

At SSSC we have our school library which is a welcoming place for all to choose and enjoy a wide range of fiction and non-fiction books.

All pupils at SSSC have the opportunity to visit the local library in Alfreton and we promote the use of local libraries.

The whole school participates in World Book Day.

Reading Across the Curriculum

We have a whole-school curriculum focus on understanding, developing and extending vocabulary and the use of the 'Word Aware Approach'. Through challenging dialogue, we develop a range of comprehension skills and answering questions in the appropriate manner. These skills including the higher-level reading skill of inference.

At SSSC:

- A range of assessment techniques are used to enable to staff to plan effectively and capture learning in the moment. Through our teaching we continuously monitor pupils' progress against the curriculum, using this to inform our teaching.
- Summative assessments are completed and moderated at the end of each term to ensure target setting and assessment is consistent across the school.
- Regular planning meetings and whole school CPD sessions ensure that the curriculum is relevant, current and appropriate for the cohorts across the school.
- Individual needs are identified and responded to, so that teaching, including qualifications, are tailored to ensure they are appropriate and reflective of abilities.

Impact

- Pupils will enjoy reading and are involved in reading widely with deep understanding
- All pupils develop their fluency, vocabulary and comprehension skills.
- Pupils link their reading with their own cultural experiences and the wider world;
- Pupils reflect on their reading, develop deeper thinking and make connections to the wider world;
- Pupils are inspired to write from their own reading and they write with creativity, imagination and flair
- Pupil progress – monitored though SOLAR
- Progress towards EHCP outcomes
- External accreditation

English at SSSC

Intent

- English at SSSC promotes the development of a range of skills necessary for our pupils to become the best communicators, readers, writers and thinkers, as they progress through their school lives and ultimately into the wider world.
- To enable pupils to gain a love of and passion for English as resilient and resourceful learners.
- Pupils will have access to learning that develops each area of the English curriculum including Reading, Writing and Speaking and Listening.
- Pupils are encouraged to engage and explore texts as readers for enjoyment and develop the ability to gain information using a variety of genres, including both fiction and non-fiction.
- As writers they will be able to inform, entertain, persuade and discuss.
- To provide opportunities across all curriculum areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more.
- To provide a whole school curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum.

Implementation


- At SSSC English is an integral part of our whole school curriculum across both Nurture and Cognition Pathways.
- English is taught four times a week throughout the school as a dedicated English lesson. Schemes of work and individual lessons are thoughtfully planned and developed to ensure sequencing of, and progression of skills, whilst ensuring opportunities for ideas, concepts and skills to be revisited, practised and refined.
- English lessons develop pupil's composition of language skills, so that they are able to articulate, structure and evaluate ideas in both speech and writing.
- English lessons will link to Reading lessons and develop pupils understanding and knowledge of morphology (word structure), orthography (spelling structure) and etymology (origins of words).
- Throughout their time at SSSC all pupils are exposed to a number of different writing styles and genres. All pupils study a breadth of fiction and non-fiction texts and are required to craft their own pieces accordingly. Pupils will develop their knowledge, understanding and ability to write for different purposes including to entertain, to inform, to persuade and to discuss.
- All lessons will teach and promote skills associated with spelling, punctuation and grammar.
- The promotion and use cross-curricular vocabulary throughout school is planned in all subjects and supports 'The Word Aware Approach'.
- Pupils are given a wide range of opportunities to produce written work in all areas of the curriculum.
- Pupils at Key Stage 4 have the opportunity if appropriate, to complete qualifications, these may include; OCR Entry Level, Functional Skills, ASDAN Lifeskills Challenges and/or GCSE English Language.
- A range of assessment techniques are used to enable staff to plan effectively and capture learning in the moment. Through our teaching we continuously monitor pupils' progress against the curriculum, using this to inform our teaching.
- Summative assessments are completed and moderated at the end of each term to ensure target setting and assessment is consistent across the school.
- Regular planning meetings and whole school CPD sessions ensure that the curriculum is relevant, current and appropriate for the cohorts across the school.
- Individual needs are identified and responded to, so that teaching, including qualifications, are tailored to ensure they are appropriate and reflective of abilities.

Impact

- Pupils to progress from school with a functional level of reading and writing in order to access the wider world safely and with fulfilment.
- Pupils link their reading, writing and speaking listening with their own cultural experiences and the wider world;
- Pupils develop and leave SSSC with the ability to communicate verbally and in written form with accuracy and confidence.
- Pupil progress – monitored through SOLAR.
- Progress towards EHCP outcomes.
- External accreditation.
- Pupils feel prepared for the next stage of their lives after SSSC and whatever they aspire to do, realising that English is a form of communication: it can be manipulated, used as a source of gain and a tool for interaction. Pupils are well-practised in all aspects of English usage, having progressed through the subject whilst at SSSC.

Terminology:

Term	Meaning
Adjacent consonants	Two or more consonants that come together in a word without any intervening vowel or vowels (for example, 'd-r' in 'drop', 's-t-r' in 'strap'). Adjacent consonants do not constitute a discrete unit of sound and are read by blending the individual consonant phonemes involved.
Blend	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snaps
Chunk it up	To break up a longer word and read it one part (chunk) at a time, to avoid being overwhelmed and to ease the process of blending.
Cluster	Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
Fluency	The ability to read accurately with speed and expression. Fluent readers read words automatically without the needing to decode.
Digraph	Two letters making one sound, e.g. sh, ch, th, ph.
Trigraph	A grapheme using three letters to represent one phoneme.
Vowel Digraphs	Comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
Split Digraph	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
Grapheme	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
Grapheme-Phoneme Correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Homograph	Words that have the same spelling but different meanings, for example 'pen' (writing implement) and 'pen' (animal enclosure).
Homophone	Words that have the same pronunciation but different spellings or meanings e.g. 'prey' and 'pray'.
Mnemonic	A device for memorising and recalling something, such as a snake shaped like the letter 'S'

Phoneme	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
Segment (vb)	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
Multi-syllable word	A word with more than one syllable. Syllables are easy to recognise when words are spoken. The best way for pupils to learn to recognise syllables is to count (or clap) them when reciting known rhymes, songs etc.
Tricky Words	Words that cannot be decoded using phonics
VC, CVC, CCVC	The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.
Phonetically plausible	Compromising grapheme-phoneme correspondences that can be found in English words, even if they are not correct spellings of the actual word, e.g. 'thor' instead of 'thaw'.
Prefix	A recognisable unit of language added to the beginning of a word to change its meaning. E.g 'rewrite' is 'write' with 're-' added at the beginning, so 're-' is the prefix.
Suffix	A recognisable unit of language added to the end of a word to change its form, such as a tense of a verb. E.g. 'playing' is 'play' + '-ing', so '-ing' is the suffix.
Pseudo-words	Simple phonetically plausible 'words' that don't actually occur in the English language. Usually used to assess whether a pupil can correctly read a word they haven't seen before using phonic decoding.
Sound button	A graphic device to help pupils recognise the separate phonemes in a printed word. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph: <div style="text-align: center;">  <p style="text-align: center;">bird · — ·</p> </div>

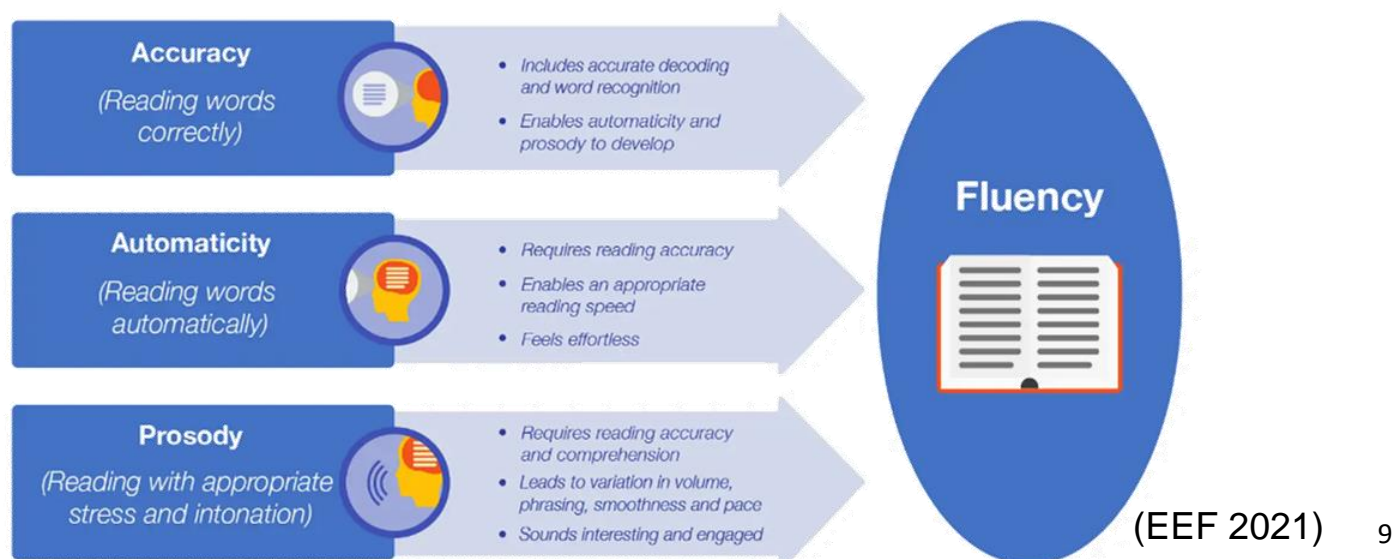
Reading

“All educators have a fundamental role in ensuring all pupils learn to read: this means teachers, support staff, senior leaders, headteachers, local authorities, multi-academy trusts and initial teacher training (ITT) partnerships.” (DfE 2023)

Reading is taught at SSSC four times a week throughout the school as part of the English lesson. During reading sessions pupils will either read a book independently, as part of a small group, as a class or listen to a story. The texts used may be adapted and different between groups and focus on an aspect of our ‘READ’ approach (See page 13 for more information). These tasks may include book introduction and first exposure, fluency, expression, intonation, decoding, word meaning, retrieval, inference and comprehension. This is broken down by:

Tuesday	Analysis skills including a Word Aware focus.
Wednesday	Retrieval skills including sequence, summarise and/or a comprehension-based task.
Thursday	Analysis skills including; Word Aware, inference and/or an explanation-based task.
Friday	Retrieval skills including sequence, summarise and/or a comprehension-based task.

Fluency is the ability to read a text with accuracy, automaticity, and prosody (expression) sufficient to enable comprehension. Fluency is a key skill to becoming a strong reader because it provides a bridge between word recognition and comprehension.








'Word Aware' Approach:

At SSSC we follow 'Word Aware' as a whole school approach. This includes:

Make words count	Provide an environment where pupils are surrounded by spoken and written words and are inspired to learn them.
Teach vocabulary	Introduce new words from content-rich subjects as well as the fast-paced teaching of words found in books.
Word detective	Teach strategies to enhance pupil's independent word learning.
Fun with words	Enjoy, celebrate and reinforce vocabulary.

When teaching new vocabulary and/or allowing pupils to be a word detective; this can include using Word Aware Webs/Wizards such as:

<p>Write it...</p> 	<p>Draw it...</p> 
<p>Say it...</p>  <p>First sound: Last sound: Sounds like...</p>	<p>What does it mean?</p> 
	<p>Other words...</p> 

New word

Symbol/picture



b, c, t It starts with ...



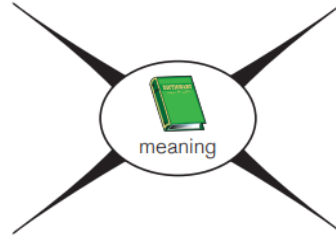
It rhymes with ...



It has ... syllables



Say the word to your partner



Use the word in a sentence



Action



Song or Rap



Word Wall



Word Pot

Word Wizard

Image



New word

Spelling and word parts

b, c, t It starts with ...



It rhymes with ...



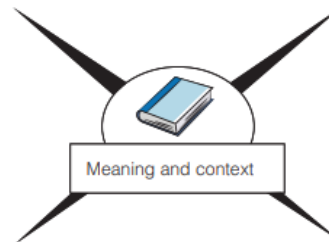
It has ... syllables



Say the word to your partner



Students write the word



Sentence / story



Action



Song or Rap



Word Wall



Word Pot

At SSSC where it is appropriate some pupil's follow the following reading schemes. These are located within the Hub:

Primary	Cognition	Nurture
<p>Rising Stars</p> <p>Oxford Literacy Web</p> <p>Oxford Reading Tree and Phonics Books.</p>	<p>Scholastic 'Short Reads' and 'Close Reading' Comprehension</p> <p>Rapid Readers Plus</p> <p>Project X</p>	<p>Project X</p> <p>Rising Stars</p>

Some pupil's and groups may select their own reading book. Staff and pupils are encouraged to consider does the book:

- Provide an appropriate level of challenge for the pupil(s).
- “Contain a ‘big’ idea at its heart, for example the power of friendships or the ability of power to corrupt.”
- “Reflect a diverse range of voices and characters.”
- “have a rich, lyrical language”
- “have the potential to develop pupils’ wider knowledge.”
- “deliberately widen horizons by offering culturally rich content”
- “offer opportunity for pupils to encounter different genre or format so they have a chance to experience a wide range of literacy forms and develop their own opinions and preferences?”

(DfE 2023)

In order to assess pupil progress, we use SOLAR Steps and pupils complete the NGRT in both the Autumn and Summer terms.

READ

At SSSC we follow our school approach of 'READ' throughout our English curriculum and throughout our curriculum.

READ is SSSC's acronym to aid the recall of the reading domains as part of the UK's reading curriculum.

These are the key areas which we feel pupils need to know and understand in order to improve their reading and comprehension of texts along with supporting 'The Simple View of Reading'



The Simple View of Reading

(Gough & Tunmer, 1986)

DECODING X **ORAL LANGUAGE COMPREHENSION** = **READING COMPREHENSION**



For more information on how to support this READ approach we have carefully sequenced and progressive questioning that allows for pupils to develop their skills related to READ at an appropriate level. For more information see 'SSSC READ Progression Grid'.

Reading For Pleasure

At SSSC we embed a school culture that values and supports reading for pleasure. In order to further develop our reading for pleasure culture this is done through:

- Having our own SSSC Library, which is a dynamic environment that supports the curriculum, fosters a love of reading and encourages lifelong learning.
- All pupils having the opportunity to visit the local library at least once a year.
- A spiral approach and timetabling reading as part of Tutor Time.
- Offering a 'Reading for pleasure' break time club once a week.
- A select staff team that meet once a half term to continue to develop reading at SSSC.

Phonics

Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

(EEF November 2022)

Phonics is broken into six phases, and each phase concentrates on different skills. The following pages explain each of these phases.

At SSSC we follow the No-Nonsense Phonics and No-Nonsense spelling programmes. This is validated systematic synthetic phonics (SSP) programme by the DFE.

Phase 1

This phase is usually taught in Nursery and other pre-school settings and concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects:

Aspect 1 – Environmental Sounds - The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Aspect 2 - Instrumental Sounds - This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

Aspect 3 - Body Percussion - The aim of this aspect is to develop children's awareness of sounds and rhythms.

Aspect 4 - Rhythm and Rhyme - This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

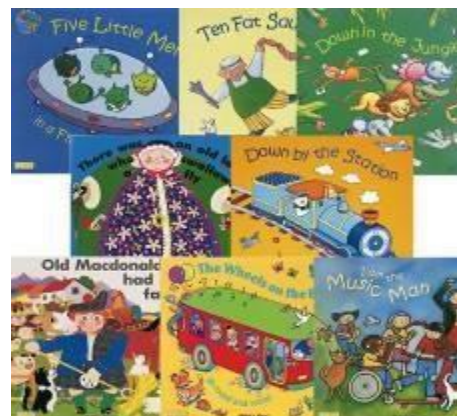
Aspect 5 – Alliteration - The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice Sounds - The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

Aspect 7 - Oral Blending and Segmenting - In this aspect, the main aim is to develop oral blending and segmenting skills.

Phase 2

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.



This phase begins in Reception and concentrates on developing:

Vowels (V) - a,e,i,o,u

Consonants (C) - all other letters of the alphabet

Increased ability to discriminate between sounds

Recognise initial sounds at the beginning of words

Increased awareness of sounds, letters, and words Letter-sound correspondence

Sounds

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss



Tricky Words

In phase 2, children need to be able to read these tricky words.

l to no go the

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

During this phase, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Sounds

In Phase 3 twenty-five new graphemes are introduced (one by one).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant Digraphs: ch, sh, th, ng

Vowel Digraphs: ai, ee, igh, oa, oo,
ar, or, ur, ow, oi,
ear, air, ure, er



Tricky Words

In phase 3, children need to be able to read:

he she we me be was
you they all are my her

and spell:

I to no go the

Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

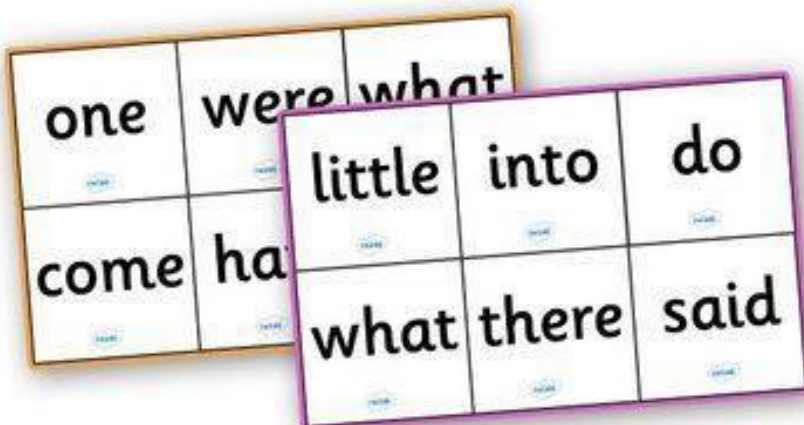
Tricky Words

In phase 4, children need to be able to read:

said have like so do some come
were there little one when out what

and spell:

he she we me be was
you they all are my her



Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

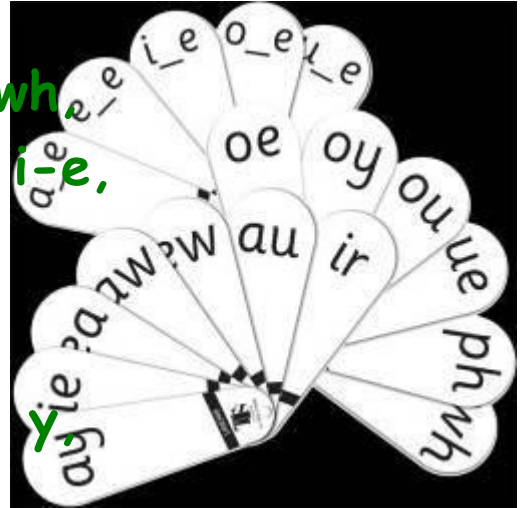
Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

Sounds

ay, ou, ie, ea, oy, ir, ue, aw, wh
ph, ew, oe, au, ey, a-e, e-e, i-e,
o-e, u-e,

•Alternative pronunciations for;

i, o, c g, u, ow, ie, ea, er, ch, y
ou, a, e, ey



•Alternative spellings for the sounds;

ch, j, n, r, m, s, z, u, i, ear, ar,
ur, air, or, oo, ai, ee. igh, oa, sh

Tricky Words

In phase 5, children need to be able to read:

oh	their	people	Mr	Mrs
looked	called	asked	could	

And spell:

said	have	like	so	do	some	Come
were	there	little	one	when	out	what

Phase 6

At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Less common spelling patterns

Spelling past tenses

Spelling suffixes - _ed, _ing, _s and
_es, _ies, _ful, _er, _est, _ly,
_ment, _ness, _y

Spelling long words (How suffixes and
prefixes change words)

Syllables

Tricky High Frequency Words
(HFW often misspelt)



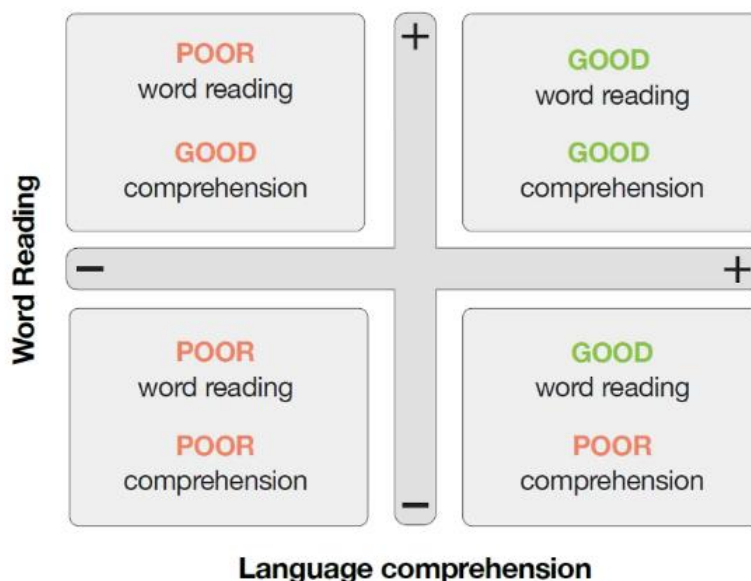
At SSSC we teach Phase 6 through a scheme called 'No Nonsense Spellings.'

The following pages provide a comparison of letter/s- sound correspondence (DfES 2007) and No Nonsense Phonics Skills (Raintree, 2016)

No Nonsense Phonics

The No Nonsense Phonics Skills programme provides a comprehensive step by step method for teaching reading, handwriting and spelling. There are 9 books for pupils to work through. Each book is rich in content, providing phonics instruction and exercises with cumulative code, words and meaningful texts. Learners develop their language comprehension and build up their knowledge of new vocabulary and spelling word banks. High-frequency words, tricky words and additional letter/s-sound correspondences are drip fed into the teaching and learning sequence.

The EEF and No Nonsense support the ‘Simple View of Reading Model’ that illustrates the relationship between the technical code knowledge and skills of word decoding and word recognition with the meaning-making of language comprehension.



Word_reading_language_comprehension.png

No Nonsense Phonics Skills

- Provide systematic and rigorous phonics teaching and practice with a rich vocabulary.
- Teaches handwriting linked to the English Alphabetic Code and the Alphabet.
- Applies and extends phonics to reading and writing cumulative text, developing language comprehension and evoking imagination.
- Involves and engages the learner fully and routinely in formative assessment.

Pupils are baselined using the School's and No Nonsense Phonics assessment system. These assessments will then determine their starting point within the schemes of work.

Below shows the featured graphemes within each of the Phonics Skills Books:

Book	Featured Graphemes
1	s a t i p n c k -ck e h r th
2	m d g o u l -ll f -ff -ss b j y
3	ai -ay w oa ow -ie -igh -le o a e i o u -y
4	ee or z -zz wh ea -ea -s -se -ze aw
5	-ng -nk v -ve -oo oo -y ₂ -ey -x ch sh th ₂ ph
6	qu ou ow ₂ oi oy -ue -ue er ₂ ar -ce -ge -se
7	c ₂ g ₂ -oe i-e e-e o-e a-e u-e ₂ air -are -ear -ere
8	eer ear ₂ -ere ₂ -ier ir ur ear ₃ wor -our ₂
9	-x ₂ -ie ₂ ew ₂ ch ₃ ou ₃ a ₅ ch -tch -ture -ti -ci -ssi -si -s ₃ -ge ₂ -le -il -al -el f -ff ph -gh j -ge gl -dge kn gn wr -mb -st- -or ore -our ₂ oar -oor ₂ ough aw au a -al augh war quar

ISBN 978-1-474-73868-2

Each Phonics Skills Book has a Teacher Book to support the delivery of the programme which provides an overview of the 'Teaching and Learning Cycle for Books 1-9' (See the following page). For our pupils this can be adapted as required e.g. for the 'Wall Display', if using the 'Frieze Cards' isn't appropriate for your class then display the 'Featured Graphemes' from within the Book pupils are following.

Teaching and Learning Cycle for Books 1-9

Books 1-8: Follow the order of activities as provided in each book.
 Book 9: The Multi-skills Activities pages are replaced with Spelling Word Bank activities.



Session One

Teacher-led, whole class interactive: 'revisit and review' with **Frieze Cards** on screen or hard copy cards

Wall Display

- Giant Alphabetic Code Chart
- Giant Alphabet Poster
- Frieze Cards
- Say the Sounds Posters
- Word Posters

Tabletop Support

- Mini Alphabetic Code Chart
- Mini Alphabet Poster

At first, individual pupil practice:

- 'apply and extend' with **Mini Story** page
- Say the sounds and highlighted words at top
- Underline focus grapheme and note total
- Read story independently, circle unknown words
- Followed by, **teacher with pupils:**
- Re-read story together, discuss in full
- Instruct pupils in follow-up activities: e.g. copywrite, self-dictation, write 'what happens next', illustrate – option to label (in pupils' exercise books as necessary)
- Complete **Spelling Word Banks** and other activities as presented in the nine books



Session Two

- Individual pupil revision:
- at code level with **Say the Sounds** page
 - at word level with cumulative word bank from a previous **Multi-skills Activities** page
 - and/or at text level with previous **Mini Story**



Individual pupil practice at code and word level:

- Complete new **Multi-skills Activities** page (independently at first)
- Repeat all words in word bank: 1) sound and blend 2) say whole words
- Select words from bank to teach new vocabulary – note homophones
- Teacher says aloud some words from word bank for the **spelling routine**. Pupils write spellings in exercise books (check all spellings at the time)

Teacher together with pupils:

Teacher-led:



Individual pupil revision:

- at code level with a **Say the Sounds** page
- at word level with cumulative word bank from a previous **Multi-skills Activities** page
- and/or at text level with previous **Mini Story**

Teacher-led introduction of the new or focus letter/s-sound correspondence:

- Use **Frieze Cards** on screen or hard copy cards
- Model the 'decoding' reading routine
 - Model the 'encoding' spelling routine (with handwriting)
 - Clarify the picture-words for the 'Phonemic awareness puzzle' of new **Multi-skills Activities** page



No Nonsense Phonics at SSSC

- Pupils are baselined using the School's and No Nonsense Phonics assessment system. These assessments will then determine their starting point within the schemes of work.
- For each assessment pupils will have to firstly 'point' at a sound to demonstrate if they are able to identify the sound as it is said. Secondly pupils will have to 'sound' out the word using expressive language skills and produce the sound.
- Each pupil following the No Nonsense Phonics Skills scheme will have their own book/booklet.
- There are master copies of each Teacher Book and Pupil book.
- Copies of each of the pupil books can be found on the Staff Share Drive along with any additional resources.
- Each week pupils follow a different sound as they progress through the Book.
- Staff are able to provide additional resources that support the identified sound and tasks within the Book. These should be evidenced in their phonics and spellings books.
- For each week when learning a new sound, previous sounds should also be revisited. This can be from the same Book that they are currently on or from previous Books. This provides recap and revision opportunities of previous sounds.
- If pupils have achieved 80% or higher in a Phonics Skills Book they should then progress on to the next level/Book.
- Pupils following the No Nonsense Phonics scheme will be assessed a minimum of 3 times a year.



The **All About Phonics** programme provides a comprehensive step-by-step method for teaching reading, handwriting and spelling. **Author: Elaine Humphreys** guides the teacher and the learner through a series of carefully designed phonics lessons to master the complete English Alphabet Code.

Each book is rich in content, providing phonics instruction and activities with colourful cards, words and meaningful text. Lessons develop their language comprehension and build on their knowledge of new vocabulary and spelling and books highlight key words, tricky words and additional phonological components are brought into the teaching and learning experience. **100** lessons throughout the books bring all the different strands of the programme together.

All About Phonics Skills

- Provides systematic and rigorous phonics teaching and practice with a rich vocabulary
- Teaches handwriting linked to the English Alphabet Code and the Alphabet
- Applies and extends phonics to reading and writing cumulative text, developing language comprehension and reading progression
- Includes and engages the learner fully and ensuring a positive experience

Book

Book	Featured Graphemes
1	s a t i p n c k c k e h r th
2	m d g o u l l f ff ss b j y
3	v w x z zz qu ch sh ng nk
4	ai ay w oa ow ie igh le oa e i o u y
5	ee or z zz wh ea ea s se ze aw
6	ng nk v ve oo oo y ey x ch sh th ph
7	qu oa ow oi oy ue ue er ar ce ge se
8	eer ear ere ler lr ur ear war our
9	ai ay w oa ow ie igh le oa e i o u y
10	ee or z zz wh ea ea s se ze aw

For a full printable copy of this page for teachers' reference and other useful free resources, go to www.allaboutphonics.co.uk

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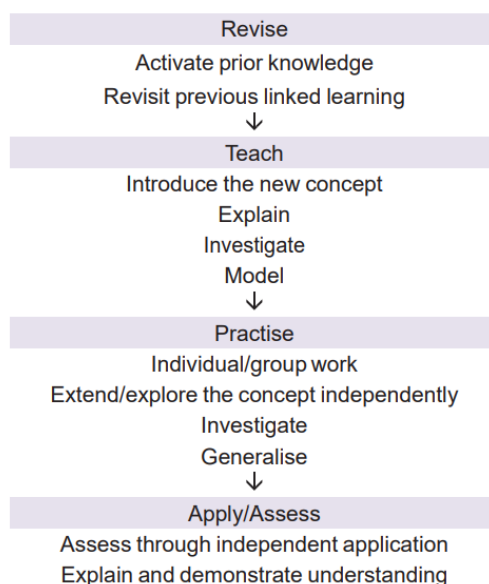
No Nonsense Spellings

The *No Nonsense Spelling* Programme offers an accessible, clear progression in the teaching of spelling. The focus of the programme is on the comprehensive *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

The programme progresses from Year 2 to Year 6 Spellings. For each Spelling Pathway there are termly overviews. These are on the following pages. These termly overviews have then been mapped across weeks as half termly plans. These follow a model of five spelling sessions across two weeks, except in Year 2 where sessions are daily.

The programme provides daily lesson plans for each session, with supporting resources, including word lists and guidance on conventions. These lesson plans are flexible so that the teaching can be adapted to meet the needs of the pupils.

The programme has been written broadly following a teaching sequence for spelling, whereby each new concept is taught, practised and then applied and assessed. A typical teaching sequence is as follows:



Sound Buttons

When children learn a new sound, they are taught to look for this sound within a word to help them decode and read it. When they see a sound we ask them to place their sound buttons underneath.

Single sounds: j a m
 ● ● ●

Digraphs : c h i p
 ─ ● ●

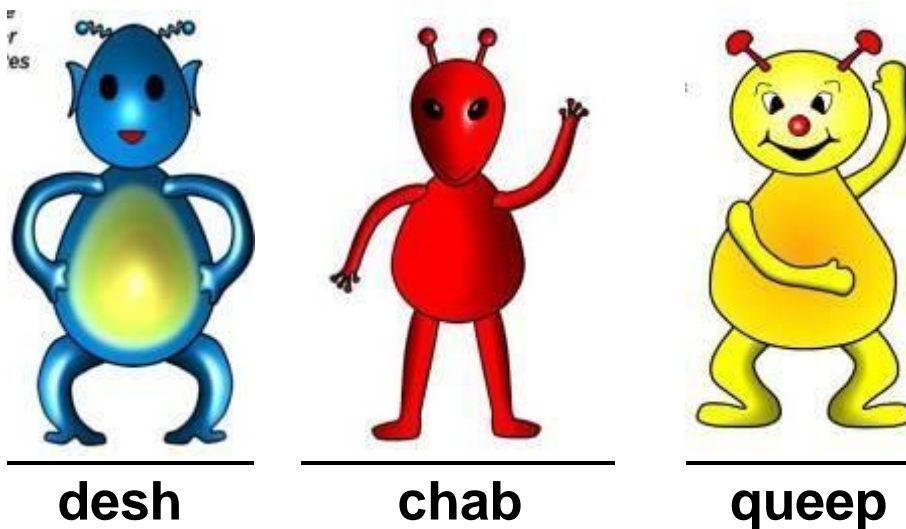
Trigraphs : h a i r
 ● ─

Split digraph: s n a k e
 ● ● ┌ ● └

Alien Words

These are nonsense words. Children are encouraged to read 'alien words' throughout the phases. They are always shown alongside an alien to ensure children can differentiate between the two. Alien words assess whether a child is able to decode and blend. They need decoding in the same way as a real word.

Examples of Alien Words



Why do we use Alien words?

“They are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Pupils who can read non-words should have the skills to decode almost any unfamiliar word.”

No Nonsense Spellings at SSSC

- Pupils are baselined using the School's and No Nonsense Spellings assessment system. These assessments will then determine their starting point within the schemes of work. Each pupil following the No Nonsense Spelling scheme.
- Pupils will record their work in their Spelling Book.
- Each week pupils follow the spelling activity ideas and recommended resources.
- In the schemes of work each half term is broken into 6 week half terms, should a half term be shorter or longer this will be adapted accordingly. E.g. If it is an 8 week half term staff should insert additional lessons where required during the 6 week overview.
- For Year 3 to Year 6 schemes of work No Nonsense has mapped five lessons over two weeks. At SSSC staff are to use these five lessons over the two weeks and include an additional three lessons that supports these spelling tasks and activities.
- If pupils have achieved 80% or higher on the No Nonsense Spelling assessment system they should then progress on to the next level/year.
- Pupils following the No Nonsense Spelling scheme will be assessed a minimum of 3 times a year.

Common exception words for Year 1

The	They	One
A	Be	Once
Do	He	Ask
To	Me	Friend
Today	She	School
Of	We	Put
Said	No	Push
Says	Go	Pull
Are	So	Full
Were	By	House
Was	My	our
Is	here	
His	There	
Has	Where	
I	Love	
you	Come	
your	some	

Common exception words for Year 2

Door	Even	Sugar
Floor	Great	Eye
Poor	Break	Could
Because	Steak	Should
Find	Pretty	Would
Kind	Beautiful	Who
Mind	After	Whole
Behind	Fast	Any
Child	Last	Many
Children	Past	Clothes
Wild	Father	Busy
Climb	Class	People
Most	Grass	Water
Only	Pass	again
Both	Plant	half
Cold	Path	Money
Gold	Bath	Mr
Hold	Hour	Mrs
Told	Move	Parents
every	Improve	Christmas
Everybody	sure	old

Statutory word list for Years 3 and 4

Accident(ally)	Disappear	Island	Promise
Actual(ly)	Early	Knowledge	Quarter
address	Earth	Learn	Question
Answer	Eight(h)/eighth	Length	Recent
Appear	enough	Library	Regular
Arrive	exercise	Material	Reign (h)
Believe	Famous	Medicine	Remember
Bicycle	Favourite	Mention	Sentence
Breath	February	Minute	Separate
Build	Forward(s)	Natural	Special
Busy/business	Fruit	Naught	Straight
Calendar	Grammar	Notice	Strange
Caught	Group	Occasion(ally)	Strength
Centre	Guard	often	Suppose
Century	Guide	Peculiar	surprise
certain	Heard(h)	Perhaps	Therefore
Circle	Heart	popular	Though/although
Complete	Height	Position	Thought
Consider	history	Possess(ion)	Through
Continue	Imagine	Possible	Various
decide	Increase	Potatoes	Weight
Describe	Important	Pressure	Woman/women
different	Interest	Probably	

Statutory word list for Years 5 and 6

accommodate	Correspond	Identity	Recognise
Accommodate	Criticise	Immediately	Recommend
According	Curiosity	Inference	Restaurant
Achieve	Definite	Interrupt	Rhyme
Aggressive	Desperate	Language	Rhythm
Amateur	Determined	Leisure	Sacrifice
Ancient	Develop	Lightning (h)	secretary
Apparent	dictionary	Marvellous	Shoulder
Appreciate	Disastrous	Mischievous	Signature
Attached	embarrass	Muscle	Sincere(ly)
Available	environment	Necessary	Soldier
Average	Equip (-ped, -ment)	Neighbour	Stomach
Awkward	Especially	Nuisance	Sufficient
Bargain	Exaggerate	Occupy	Suggest
Bruise	Excellent	Occur	Symbol (h)
Category	Existence	opportunity	System
Cemetery	Explanation	Parliament	Temperature
Committee	Familiar	Persuade	Thorough
Communicate	Foreign	physical	Twelfth
Community	Forty	prejudice	Variety
Competition	Frequently	Privilege	Vegetable
Conscience	Government	profession	vehicle
conscious	Guarantee	Programme	yacht
Controversy	harass	Pronunciation	
Convenience	Hinderance	queue	

References and Further Reading

DfE Reading Framework (2023)

[The reading framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[EEF blog: Shining a spotlight on reading fluency | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/blog/shining-a-spotlight-on-reading-fluency)

