

Phonics and Reading at Beaufort School

Working together to [ACHIEVE](#) success for all!

Our Vision

ACHIEVE

Aspirational

Confident communicators

Happy

Independent

Enjoy

Valued

Explore school and community.

Nova Harvey

December 2024

Updated: Melissa Carter March 2025

Phonics Rational & Expectations

Reading is a valuable, lifelong skill that intersects all areas of the curriculum. In order to read, pupils first need to learn how to decode and word read. The main strategy for this is phonics.

The chosen SSP (Systematic synthetic phonics) programme for Beaufort School is Pearson Bug Club. Bug Club is an online resource, making it much more accessible and adaptable for Beaufort children and parents.

Phonics is a way of teaching pupils to read quickly and skilfully. It is essential that our approach to teaching phonics and reading is accessible to all pupils, regardless of background. They are taught how to:

- Recognise the sounds that each individual letter represents.
- Identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’.
- Blend these sounds together from left to right to make a word.

Pupils can then use this knowledge to ‘de-code’ new words that they hear or see. This is the first important step in learning to read.

It is expected that by the end of Year 1 pupils have acquired the phonic knowledge to read unknown words and begin to apply these into spellings. At Beaufort we understand that pupils may need additional support to acquire these skills and become fluent readers.

Our pupils will still need additional support with reading and we provide a bespoke approach delivered by trained staff, which is adapted to their individual needs, to follow the phonic progression effectively. Pupils receive a daily phonics lesson, either 1:1, small group or part of a class. Additional to this, they may receive extra interventions for over-learning, gap filling and blending.

Pupils read phonetically matched books as part of their personalised learning. They read Bug Club books containing the sounds that they have already learned. In the front of all Bug Club books are the sounds and words that children may need to practice to allow them to read fluently. In Beaufort, we encourage children to read their book more than once to practice fluency and automaticity. Daily Phonics are to be taught where possible, as stand-alone lessons or as part of Communication / Continuous provision.

Our pre formal curriculum learners are immersed in on-going, multi-sensory experiences to foster emergent literacy skills and awareness through all aspects of their daily routines and work. Pupils must experience and retain a series of pre-requisites to learning in order to develop skills in literacy, these skills include self- awareness and a sense of rhythm pattern and order. In addition to this, a focus is put on building essential pre-reading knowledge, understanding and skills. These include visual, auditory and motor skills; focus and attention skills and communication skills.

Our informal learners are continued to be immersed in on-going, multi-sensory experiences which foster their attention and engagement for emergent literacy skills and awareness. Pupils experience an environment which cues them into sounds, develops a consistent reaction to sounds, encourages anticipation and develops skills to discriminate and identify sounds. In addition, pupils continue to build on essential pre-reading knowledge, understanding and skills.

Foundations for reading for our semi-formal curriculum learners are established through a clear focus on developing language comprehension and word recognition skills. This includes a focus on developing vocabulary, language conventions and background knowledge alongside phonological development. This is achieved through sharing high quality stories and poems; learning a range of rhymes and simple poems; and activities that develop speaking and listening skills.

For both our formal and semi formal learners we follow Bug Club our systematic synthetic phonics programme. The programme is based on the principles of synthetic phonics, which teaches children to read by breaking words down into their individual sounds, or phonemes, and then blending those sounds together to form words. Not all words

are phonetically decodable; these words are taught as whole words through sight recognition. The programme uses a multi-sensory approach to learning, incorporating visual, auditory, and kinaesthetic activities and approaches to help pupils remember and apply the sounds they learn. Alongside our phonics programme, we use carefully matched 'Bug Club' decodable reading books in order for children to apply their phonics knowledge, enabling them to access an increasing range of high-quality texts and to read for pleasure.

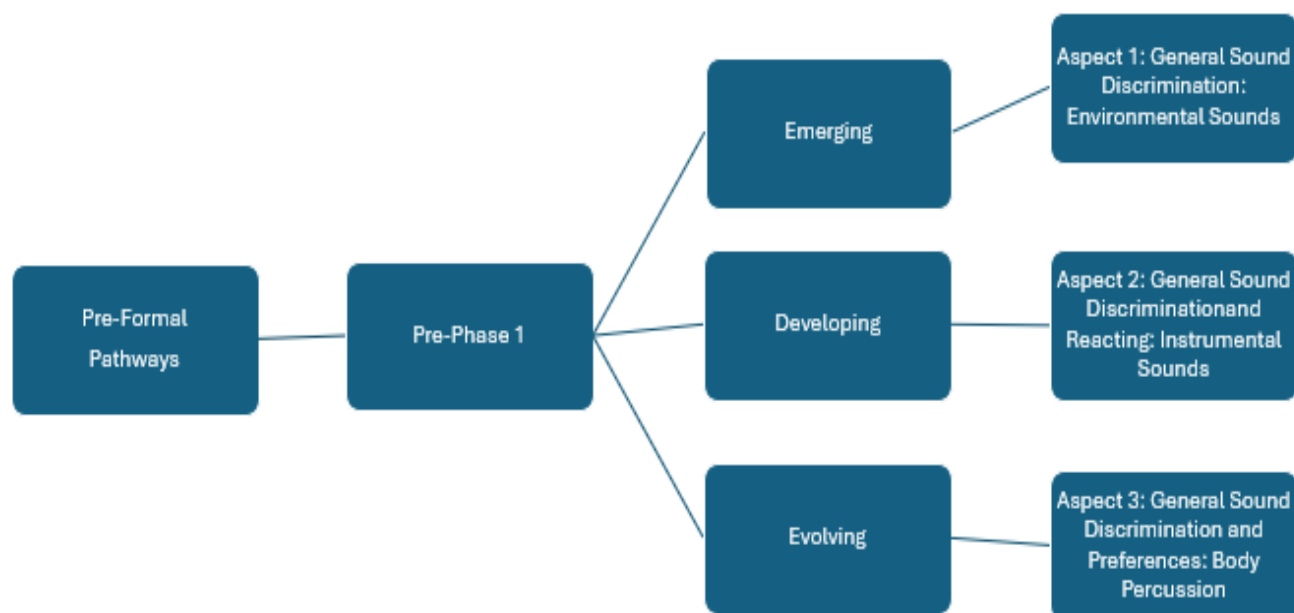
Pupils within our semi and formal curriculum will develop their comprehension using the Bug Club books and a wide range of books available inside and outside of the classroom. To support assessing comprehension Beaufort uses the PIRA assessment which allow pupils progress to be recorded and feed into day to day reading practices in the classroom.

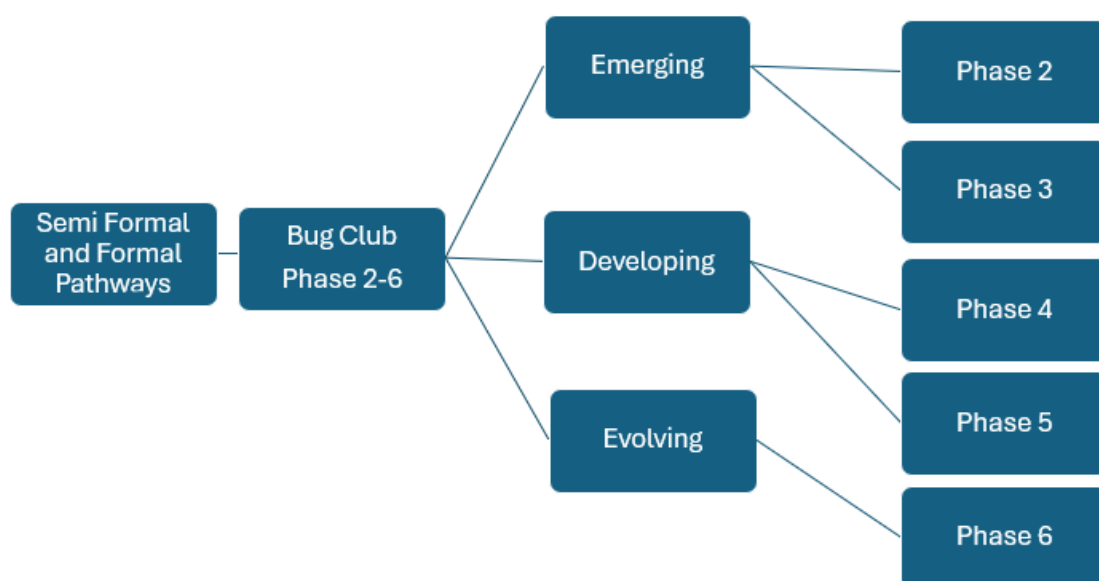
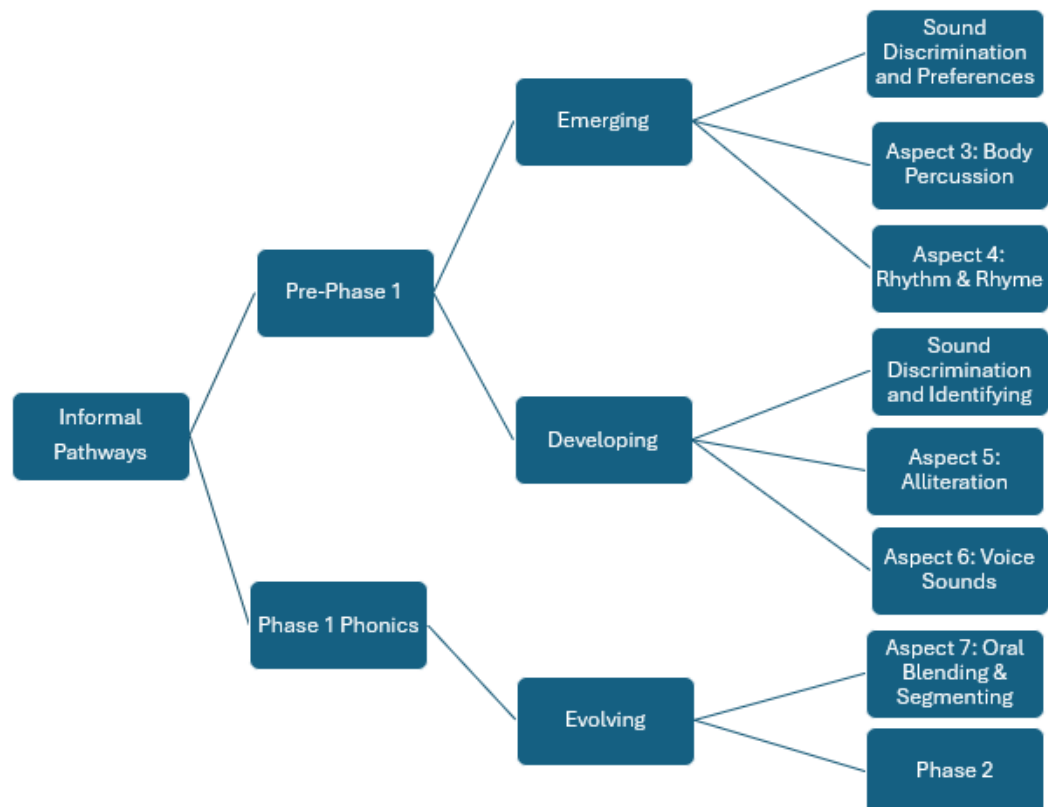
Our goal at Beaufort is to ensure a consistent approach to phonics across the primary school, inclusive of EYFS and across all of our pathways which supports our pupils to make progress with their communication and reading.

All of our learners at Beaufort have daily opportunities to explore and enjoy texts through a variety of multi-sensory approaches, story massage, sensory stories, role play, books beyond words etc. As a school we place priority on 'reading for pleasure' and acknowledge the importance this has on a pupil's success, enjoyment and fulfilment. This is promoted throughout school with; inviting and high-quality class reading corners, a well-resourced and organised library, author visits, curriculum days and whole school reading competitions.

Reading for pleasure is an activity that has real emotional and social consequences. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. (DfE 2012)

Overview of phonics across Pathways

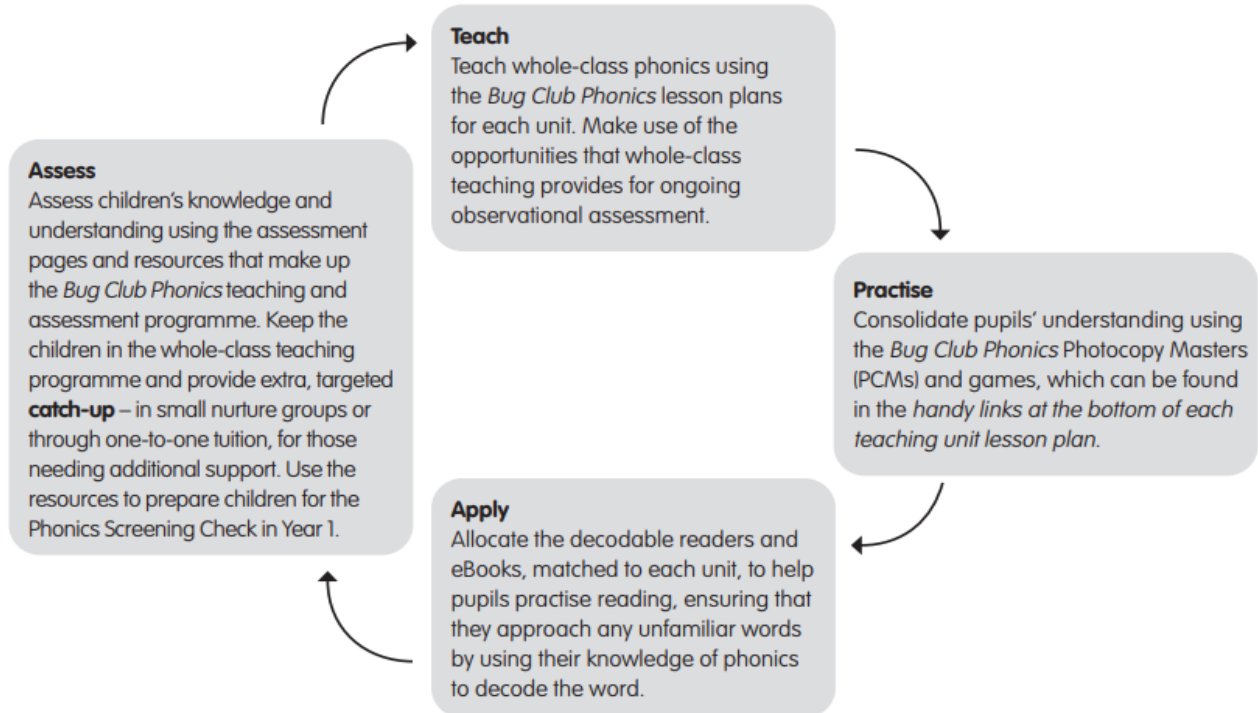




Overview of Phonics

Welcome to *Bug Club Phonics*

Overview



Why is phonics important?

Once pupils can decode using phonics, they are able to focus on their wider reading skills and develop a love of reading.

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

Phonics is a highly effective method of teaching word reading. Almost all children who receive high-quality phonics teaching will learn the skills they need to tackle new words.

They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

Phonics Phases

Bug Club Phonics Progression Chart



In this chart we show the order in which we teach the GPCs and tricky words. This progression, and the method, follows what the Clackmannanshire Study has shown to be effective in rapidly developing independent reading skills in children.

Pre Reception

Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction	Non-Fiction
Phase 1	n/a	n/a	 	 

Reception

Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction	Non-Fiction
Phase 2 Units 1 & 2	/s/ s, /a/ a, /t/ t, /p/ p, /i/ i, /n/ n, /m/ m, /d/ d	n/a	     	   
Phase 2 Unit 3	/g/ g, /o/ o, /c/ c, /k/ k	to	     	   
Phase 2 Unit 4	/c/ ck, /e/ e, /u/ u, /r/ r	the, no, go	     	   
Phase 2 Unit 5	/h/ h, /b/ b, /f/ f, /l/ l, /s/ ss	I, into, her	     	   

Reception

Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction	Non-Fiction
Phase 3 Unit 6	/f/ f, /v/ v, /w/ w, /x/ x	me, be	     	  
Phase 3 Unit 7	/y/ y, /z/ z, /qu/ qu	he, my, by, she	     	  
Phase 3 Unit 8	/ch/ ch, /sh/ sh, /th/ th, /ng/ ng	they	     	  
Phase 3 Unit 9	/ai/ ai, /ee/ ee, /igh/ igh, /oa/ oa, /oo/ oo (long), /oo/ oo (short)	we, are	     	  
Phase 3 Unit 10	/ar/ ar, /or/ or, /ur/ ur, /ow/ ow, /oi/ oi	you	     	  
Phase 3 Unit 11	/ear/ ear, /air/ air, /ure/ ure, /ur/ ur	all, was, give, live	     	  
Phase 4 Unit 12	adjacent consonants consolidation (cvcc, ccvc, ccvcc, ccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what	     	  

Year 1					
Your Phonics Pathway	Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction	Non-Fiction
	Phase 5 Unit 13	/w/ wh, /f/ ph	oh, their, people	 9781292395319  9781292395326  9781408269044  9781408279377	 9781292407975  9780433019503
	Phase 5 Unit 14	/ai/ ay, a-e, igh, ey, ei	Mr, Mrs, Ms	 9780433019581  9781292395333  9781408279724	 9781292407876  9781408269021
	Phase 5 Unit 15	/ee/ ea, e-e, ie, ey, y	looked, called, asked	 9781408269007  9781408279731	 9780433019510  9781292407913
	Phase 5 Unit 16	/igh/ ie, i-e, y, i	water, where	 9780433019598  9781408279748	 9781408269052  9781292407883
	Phase 5 Unit 17	/oa/ ow, o-e, o, oe	who, again	 9781408269020  9781408279755	 9780433019527  9781292407890
	Phase 5 Unit 18	/oo/ (long) ew, ue, u-e, /oo/ (short) u, oul	thought, through	 9780433019404  9781292395340  9781408279762	 9781408269069  9781292407906
	Phase 5 Unit 19	/or/ aw, au, al	work, laughed, because	 9781408269014	 9780433019534
	Phase 5 Unit 20	/ur/ ir, er, ear	Thursday, Saturday, thirteen, thirty	 9780433019411	 9781408269070
	Phase 5 Unit 21	/ow/ ou, /oi/ oy	different, any, many	 9781292395357  9781408269037	 9780433019541

Year 1					
Your Phonics Pathway	Phase and unit	GPCs	Common Irregular Words/ High-Frequency Words	Fiction	Non-Fiction
	Phase 5 Unit 22	/ear/ ere, eer, /air/ are, ear	eyes, friends	 9780433019428  9781292395364	 9781408269080
	Phase 5 Unit 23	/c/ c, k, ck, ch	two, once	 9781408269082	 9780433019558
	Phase 5 Unit 24	/s/ c(e), c(i), c(y), sc, st(i), /s/ se, /z/ se	great, clothes	 9780433019450	 9781408269092
	Phase 5 Unit 25	/f/ g(e), g(i), g(y), dge	it's, I'm, I'll, I've	 9781292395371  9781408269076	 9780433019565
	Phase 5 Unit 26	/l/ le, /m/ mb, /n/ kn, gn, /r/ wr	don't, can't, didn't	 9780433019442	 9781408269038
	Phase 5 Unit 27	/ch/ tch, /sh/ c(ial), c(ian), ss(ion), t(ion), ch, /e/ ea, /zh/ s(ion), s(ure), s(ual), /o/ (w)a, /u/ o	first, second, third	 9781292395388  9781408269013	 9780433019572

Phonics Glossary of Terms

Adjacent consonants	Two (or three) letters making two (or three) sounds. E.g. the first three letters of <i>strap</i> are adjacent consonants. Previously known as a <i>consonant cluster</i> .
Blending	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. <i>s-n-a-p</i> , blended together, reads <i>snap</i> .
Consonant digraph	Two consonants which make one sound. E.g. sh, ch, th, ph
CVC, CCVCC etc.	The abbreviations used for consonant-vowel-consonant and consonant-consonant-vowel-consonant-consonant words, used to describe the order of sounds. E.g. <i>cat</i> , <i>ship</i> and <i>sheep</i> are all CVC words. <i>Black</i> and <i>prize</i> could be described as CCVC words.
Digraph	Two letters which together make one sound. There are different types of digraph – vowel, consonant and split.
Grapheme	A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh
Phoneme	The smallest unit of sound in a word.
Segmenting	The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme. E.g. <i>ship</i> can be segmented as <i>sh-i-p</i> .
Split digraph	Two letters, which work as a pair to make one sound, but are separated within the word. E.g. <i>a-e</i> as in <i>make</i> or <i>late</i> ; <i>i-e</i> as in <i>size</i> or <i>write</i> .
Synthesising	The process of using phonics for reading. Children identify and synthesise/blend the phonemes in order to make a word. E.g. <i>s-n-a-p</i> , blended together, reads <i>snap</i> .
Trigraph	Three letters which together make one sound. E.g. <i>dge</i> , <i>igh</i>
Vowel digraph	A digraph in which at least one of the letters is a vowel E.g. <i>ea</i> , <i>ay</i> , <i>ai</i> , <i>ar</i>

Phonics Activities Phase 1

1. **Listening walk** Children walk around different areas to hear what they can hear.
2. **Feely Box** Sing to tune of "Old Macdonald has a farm" Child chooses an object inside feely box and makes its sound. Other children guess what it is and sing as a verse of rhyme eg (bell) 'with a tinkle, tinkle here and a..there, Ali Ali has a box e-i-e-i-o'.
3. **New words to old songs** Children sing eg "Twinkle, twinkle little star", with actions. Then Humm the song as pass around shakers. Use shakers to sing song again but change words to "Shake your shaker in the air, Shake your shaker everywhere, Shake it high and shake it low, Shake it everywhere you go, Shake your shaker in the air, Shake your shaker everywhere." Children to shake their shakers as sing. Then change words and actions by swishing shaker- sing quietly.
4. **Which instrument?** Children are introduced to instruments- names and sounds they can make. Ask eg "How do you use it?" Allow children to explore. Then teacher plays an instrument from behind a screen. The child who has the same instrument picks up their instrument and plays it with teacher. Allow 2 children to hear instruments they don't have to test listening. Allow child to swap roles with teacher.
5. **Counting Rhymes** Children sing and use actions and objects for counting rhymes.
6. **Matching Sound Makers** Children have a feely bag with instruments inside. If child hears instrument with same sound as theirs they can play their instrument with teacher. Allow children to change their instruments and choose a different one. Allow children opportunity to play instruments together.
7. **Adjust the volume** Clap the syllables in names of instruments eg Tri-an-gle-. Children are introduced to puppets who direct them to play quietly or make a loud sound eg Lion (loud) or mouse (quiet). Children swap role with teacher to show puppet and choose who plays instrument loud/quietly.
8. **Hidden instruments** Hide instruments around room/area. Children search for instrument and can play it when they find it eg in the sand!
9. **Action Songs** Children sing song to accompany movement of body eg " Stomp, stomp wellies, Stomp, stomp wellies, Stomp, stomp wellies together." Change action word to change song. Allow children to choose/demonstrate action/words.
10. **Let's Dance** Sing songs that have dances so children can move their whole bodies. Use fabric/streamers etc to increase movement in the dance. Make up actions to move different body parts.
11. **Guess who?** In a small group choose a child to say a selected word/phrase while disguising their voice. Discuss what clues the children used to identify the person.
12. **Not a sound** Pass a tambourine around the circle without making a sound. If it can be heard continue passing it round to keep the game moving but praise listening skills and quiet movement.
13. **Let me hear your voice** Children experiment with their voices. "Let me hear your singing voice say hello, hello." Etc. Discuss how useful/important different voices are. Can tell person's mood etc.
14. **Give me a sound** Add sound effects to a story eg a creaky door in "A Dark, Dark Tale."
15. **Bounce the animal on your knee** Children select an animal from a selection. Sing a song about the animal together while child bounces animal s/he chose on his/her knee. "Bounce the penguin, Fun to do, Now it's time for 3 something new, My turn, Your turn, We can share, My turn, Your turn, Then it's fair, Bounce the penguin, Fun to do, Now it's time for something new." Change animal-change song for each child chosen.
16. **Music Sack** Children choose an object from a sack that links to a song eg web so sing "Incey Wincey Spider". " It's a web so which song are we going to sing?"

17.Action songs Children follow teacher's lead. Choose an action for children to copy eg "Everybody do this,... just like me." (In/Outside)

18.Our favourite rhymes Children have a sack of objects that are in a rhyme eg a dolly so sing "Miss Polly had a dolly..."

19.Catch me out Use a puppet to deliberately say a rhyming word wrong from a familiar rhyme. Discuss how the children can help to find a rhyme word that fits eg. Make the same mouth shape or hear the same end sound.

20.Rhyming pairs/strings Make up silly rhyming couplets, "I like rice...It's very nice." Etc "I like rice, dice, mice, ice." Etc.

21.Name play Make alliterative sentences with children's names eg. Jodie's jelly is juicy, Kulvinder can count.

22.Name tap Tap the syllables in names. Clap the rhythm in names. Clap the rhythm of familiar rhymes to help recognise rhythm.

23.Keep the beat Sing familiar rhymes and encourage children to keep the beat by moving to beat eg. Clapping, stamping etc.

24.Clapping games Learn to sing and play some simple clapping games eg. "A sailor went to sea, sea, sea..."

25.Rhyming Soup Use a large bowl and a big spoon. Children have chance to stir spoon in bowl. Explain are going to make a silly soup and all sing song together. "I'm making lots of silly soup, I'm making soup that's silly, I'm going to cook it in the fridge, To make it nice and chilly." Children have a tray with objects with simple CVC words that rhyme eg -bat-cat-rat-etc. Each child chooses an object and then says the list of rhyming objects in the bowl. Reinforce vocabulary 'Rhyme'. Sing song between each choice.

26.Rhyming Bingo Children have cards with pictures on. Caller has picture cards that are rhymes for children's pictures eg caller says "boat", child says if they have a rhyming picture eg "coat- boat". Cards can have words on with highlighted initial/end rhyme. 4

27.Odd one out teacher says what is on picture card eg "Cat-hat-rat, Close your eyes". Teacher adds card that doesn't rhyme and says what is on all the cards again. "Which one is the odd one out? Why" eg Children say "Moon doesn't rhyme with cat-hat-bat." Etc

28.Sound Box "What have we got in our sound box today, Our sound box today, Our sound box today, What have we got in our sound box today, Shall we have a look and see." Sing song together. Ask children to talk about objects from box and the sounds they make eg. Baby toys, clock, doll and slide, snake etc. Model sound and what it looks like. Children use finger to draw sound in air rising up for louder and down for quieter as make sound. Children choose favourite object and demonstrate sound for others to copy.

29.Sound sack/box As learn each phoneme use object as a mnemonic (memory aid) eg when learning -S- use snake for children to hear and say initial sound and use action as hold object. Sing about it eg "Sound snake is coming to you, coming to you, coming to you, Sound snake is coming to you, Can you do the action?" Pass it round.

30.Mirror play Look in the mirror to see how mouth moves when saying a sound/phoneme. Link to hearing initial sounds in words. Eg. "D-D-D-Dhaniyal, D-D-D-dog" etc.

31.Our Sound Bag Sing song to the tune of "What shall we do with the drunken sailor". "What shall we do with the sound -D-, What shall we do with the sound -D-, What shall we do with the sound -D-, On this (name of day and morn/afternoon), Let's find words that start with -D-, Let's find words that start with -D-, Let's find words that start with -D-, On this (name of day and morn/afternoon)." Pull objects from a bag all beginning with same initial letter you are focusing on. Then sing- "We know dummy starts with D..."etc. As put objects back in bag say the word with emphasis on the initial letter eg "D-D-Ddoor."

32.Mouth movements Teacher models moving mouth in lots of different shapes and ways. Can do this with/out sound effects. Children copy mouth movements to relax and strengthen mouth muscles so can make sounds needed.

33.Explore sounds Children explore instruments and objects to make as many different sounds in as many different ways.

34.Shaving foam Children use shaving foam on a board to make marks eg. Lines/swirls.

35.Writing Children use chalks on the playground, large paper and big felts to explore mark making. 5

36.Toy Talk “Stand up and glue your feet to the floor”. Teacher holds large sack. Sing song to the tune of “Old McDonald”. Sing “Old (choose a familiar name with 2 syllables) McFred had a house, E-I-E-I-o..., In that house he had a...” Pull out an object and use a robotic voice to segment the word eg “c-a-t-”. Children to blend the phonemes to make the word again. “What did he do with the cup?” Use children’s response to continue song eg “With a drink, drink here”etc.

37.Getting dressed Puppet or toy has to get dressed. Place clothes items in front of children. Explain the toy wants to play a game with the children to help him get dressed so will be using a robot voice to ask for the clothes. Segments the phonemes eg “sh-or-ts”. Children copy robot voice and action then blend phonemes to say the item the puppet wants to put on eg “shorts”.

38.Big Sound Book Share a big book with lots of sound effects for the children to join in with. Eg “Rumble in the jungle”. Use a drum to tap a steady beat to each line. Pick out sound effects for children to talk about and copy. Find same initial letter words. Pick out simple words to model segmenting for children to blend. Use talking to your neighbour to allow children opportunity to say what word is before sharing. Pick out and predict rhyming words.

Phonics Activities Phase 2+

	Possible Ideas	Resources
	- Find initial sounds - Find final sounds - Create a group word - Find all of the vowels - Create digraphs (2 letters making 1 sound, eg. ch, th, ck) - Create CVC, CVCC or CCVC words.	- Magnetic letters - Magnets (different sizes) - Tuff Tray
	- Match letters - Match upper and lower case - Learning to spell name - Spelling tricky words - Children could throw a small ball and land on the letters to create CVC words.	- Egg cartons - Bottle tops - Ping-Pong balls with graphemes on
	- Graphemes on cups - Match the cups to the word - Create words using the cups, and the graphemes.	- McDonald sauce cup - Cardboard board - Pens
	- Hide graphemes in eggs/containers – pupils open the container and read the phoneme. - Sound hunt – trying to find the correct letters to make CVC, CVCC and CCVC words.	- Sealable containers - Small letters – plastic or laminated
	- Set out grid with letters. - Children can stand in/on the initial sound. - Read a phoneme(sound), pupils' to move to the corresponding grapheme (letters) - Jump from letter to letter to create CVC, CVCC and CCVC words. - Use letters as initial sound – place objects with the initial sound in the grid.	- Grid – taped on floor - Foam/Laminated letters/graphemes. - Random classroom objects.

	• Use watering can to mark a given letter or phoneme. • Spell CVC words • Highlight initial sounds • Match phonemes and graphemes. • Trace over letters for letter formation.	• Paint brushes • Watering can • Chalk
	• Letters could be in the bowl or frozen within the ice. • Children to use the tweezers, chop sticks etc. to retrieve letters.	• Small letters • Ice • Tweezers • Bowl
	• Dig for initial sound • Listen to phoneme and dig for grapheme. • Dig to create CVC, CVCC and CCVC words.	• Letters • Mud/dirt/sand • Spade, tweezers. • Hands and feet
	• Children can create their own letter ice muffins. • Create words with muffins. • Spread activity over 2 days – can be defrosted the following day into a sensory 'bath' with different scents.	• Cake cases • Magnetic letters • Squash • Food colouring
	• Fill water balloons and place a small letter or scrabble tile inside • Children to carefully look at balloons to find the letter they want. • Children to find initial sounds, final sounds • Children can throw the balloon at an object that starts with the sound	• Small letter tiles • Water balloons
	• Write the grapheme on paper • Use petals, beads, glitter etc. • Create a class display • Create several to make a word.	• Card • Glue • Scissors • Beads • Glitter • Petals
	• Lego word build • Use a double block for a digraph and a triple block for a trigraph. • Build words with growing complexity. • CVC, CVCC and CCVC words. • Use new outdoor green Lego base boards	• Duplo blocks • Lego blocks

	- The adult calls out a letter, and the child responds with a word that begins with that letter. - After the word is called, the adult tosses the ball to the child. The child catches the ball, and calls out a new letter	Ball
	- Graphemes written on ping pong balls. - Children send down balls and their partner to make a word - Children to sound out the words.	- Tubes/guttering - Balls - Small tray
	- Children can wear the tabard and create CVC, CVCC and CCVC words. - Children can match the initial sounds with the images.	Tabard kit – (coming soon)
	- Say a word to the pupils - Pupils can segment by pointing at the graphemes, and blend back together. - Throw water bombs at given graphemes. - Read a phoneme and children identify the matching grapheme.	
	- Phonics logs - Identify initial sounds - Order to create CVC, CVCC and CCVC words. - All tiles have phase 2 or phase 3 written on.	Phonics logs
	- Rub off graphemes once read aloud. - Adult could say a phoneme and child identifies and rubs off window.	- Whiteboard pens - Window/door. - Tissue/rubber
	- Pupils to say the phoneme as they step in the hoop. - Pupils could re arrange the hoops to make words/names etc.	- Hoops - Large letters, graphemes.
	- Matching spoons - Start with spoons upside down - Turn over 1 at a time to find pairs. - Match capitals and lower case - Finding matching phonemes	- Plastic spoons - Lollipop sticks

	• Magnetic or foam letters to be fished out to make words or to find initial or final sounds	• Fishing rod • Paddling pool • Foam letters
	• Sequence words to create simple sentences using bottle lids.	• Bottle lids with words on • Lollipop sticks with words on.

Classroom signage and resources

Phase 2

Sound Mat



s	ss	a	t	p	i	n	m	d
								
g	o	c	k	ck	e	u	r	
								
h	b	f	ff	l	ll			
								



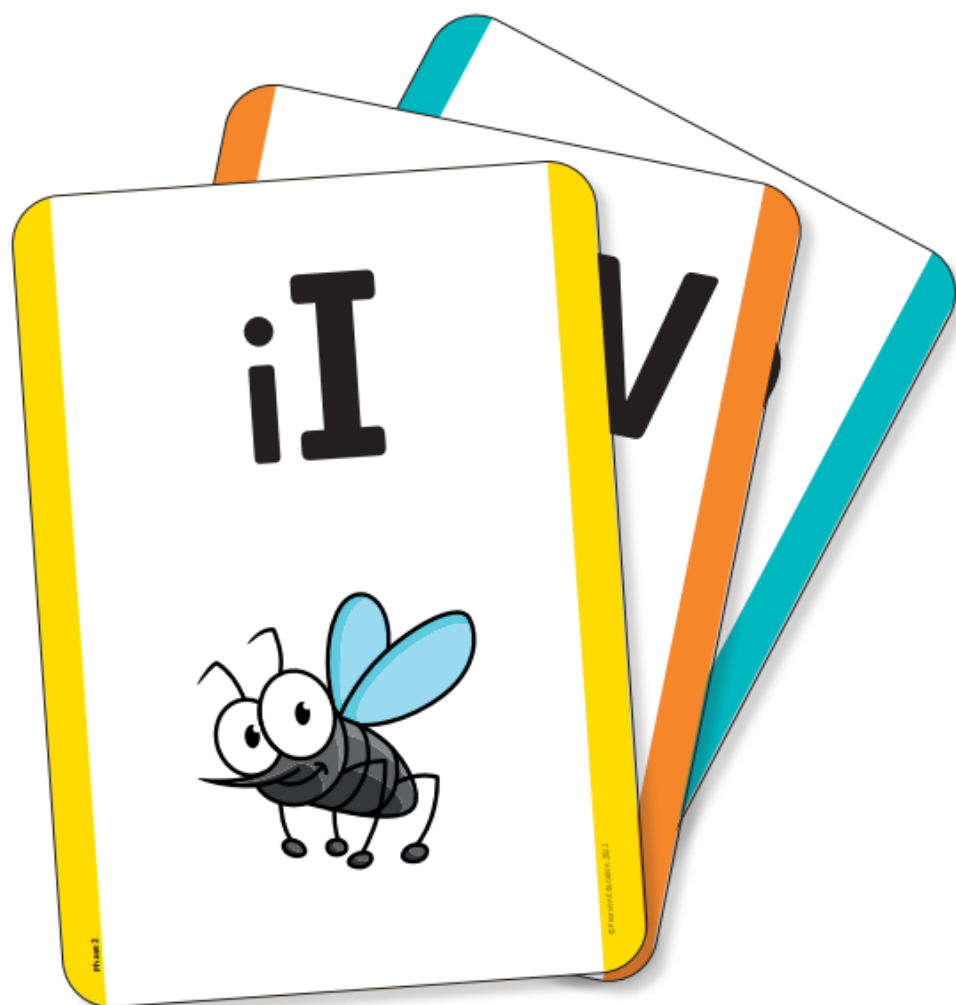
Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
 Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
 Hat, Bag, Fan, Muffin, Leg, Doll


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tap

<https://www.activelearnprimary.co.uk/downloadable>

Bug Club Phonics
Grapheme-Sound Picture Frieze Cards
Replacement/Expansion Pack
Phases 2,3 & 5 (A4)



Phonics Trackers and Assessment

Phase 1 Phonic Assessment

Aspect 1: Enviromental Sounds

Identify sounds I hear inside and outside.			Make noises on surfaces using hands/drumsticks.			Sing at different volumes.		
I respond to a familiar sound.	I respond to a range of familiar sounds.	I identify familiar sounds using objects of reference, pictures or verbally.	I respond to an adult drumming or tapping on the surface.	I join in with an adult hitting different surfaces.	I drum on surfaces when prompted by an adult	I respond to an adult singing to me loudly or quietly.	I join in with an adult singing loudly or quietly.	I sing loudly and quietly with a visual or verbal prompt.
Recreate a simple sequence.			Identify sounds they prefer from a choice.			Add appropriate sound effects to a song/story with support.		
I copy a sound made by an adult.	I copy a pattern of two sounds made by an adult.	I copy a sequence of three sounds made by another.	I respond to sounds that are markedly different.	I request more of a sound I like and/or to stop sound I .	I select sounds I like from a choice of two or three.	I interact with toys or books that make sounds.	I join in with songs or stories like Old McDonald or Noisy Farm.	I select an appropriate sound effect during a familiar story or song.

Aspect 2: Instrumental Sounds

Identify an instrument being played behind a screen.			Play an instrument louder or quieter.			Stop or start playing an instrument on a signal.		
I respond to two or three different instruments played by an adult.	I play a specific instrument requested by an adult.	I identify which instrument is being played from its sound.	I respond when an instrument is played loudly and quietly.	I request an adult to play instruments loud or quiet.	I play an instrumental sound loudly or quietly when prompted.	I start playing an instrumental sound when prompted.	I stop playing an instrumental sound when prompted.	I start and stop playing an instrument in response to visual/verbal prompts.
Play instruments in front of others alone.			Play instruments in front of others as part of a group.			Choose instruments to complement animal sounds.		
I engage with an adult playing an instrument.	I attempt to make any sound with an instrument.	I play an instrument correctly.	I take turns with an adult playing instruments.	I take turns with another child playing instruments.	I take a turn in a small group playing instruments.	I respond to songs/games involving animal sounds.	I match animals to their sounds in songs, stories, games.	I play an instrument to represent an animal in a song or story.

Aspect 3: Body Percussion

Copy a body sound such as a clap.			Join in with action songs.			Identify a body sound.		
I respond to an adult who is clapping, etc.	I copy a clap or other body sound demonstrated by an adult.	I copy at least 3 body sounds demonstrated by an adult.	I share attention with an adult performing an action song 1 to 1.	I join in with an adult during a favoured song or rhyme.	I join in with actions during at least three familiar action songs.	I can request a body sound by selecting a picture of symbol.	I can identify a body sound.	I can identify at least three body sounds.
Suggest times to be noisy or quiet.			Move their body in response to music/sounds.					
I show a preference for quiet environments.	I tolerate both quiet and noisy play activities.	I respond to prompts to do something loudly or quietly.	I respond to some music or sounds.	I demonstrate a physical change or movement in response to music.	I demonstrate more than one physical change or movement in response to music.			

Aspect 4: Rhythm and Rhyme

Join in with repetitive stories/songs.			Move in time with a beat.			Match rhyming items.		
I share attention with an adult during the repetitive parts of a song or story.	I regularly enjoy repetitive parts of familiar songs/stories.	I join in with the words or actions during familiar repetitive songs/stories.	I engage with an adult playing the beat on my body or on a drum.	I copy an adult playing the beat on their own body or on a drum.	I clap, stamp or jump in time to a beat played by an adult.	I respond consistently to a familiar range of nursery rhymes and songs.	I can group objects or pictures of words that rhyme.	I can match words that rhyme during games like pairs, snap, bingo and odd one out.
Complete a familiar rhyme.								
I turn take eg with facial expressions,	I sing/sign parts of a range of nursery	I complete rhymes when an adult						

sounds or gestures during regular nursery rhyme singing sessions with an adult.	rhymes or songs alongside an adult.	pauses during singing. Eg "... and the dish ran away with the ____"	
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Aspect 5: Alliteration

Match 2 items that have the same initial sound.			Copy exaggerated sounds such as "ssssss"			Suggest a person or object when given an initial sound.		
I take turns with an adult, modeling naming objects beginning with the same sound.	I identify a number of objects beginning with a particular target sound.	I sort objects into two groups according to their initial sound.	I respond to an adult singing or saying alphabet sounds.	I join in with adults singing alphabet songs.	I take turns with an adult to repeat letter sounds.	I sing an alphabet song.	I sort pictures into two groups according to their initial sound.	I complete prompts like "sss is for --" "ppp is for -"
Suggest non-words beginning with a suggested initial sound.			Practice correct mouth movements for simple sounds.					
I repeat and take turns with an adult making different vocal sounds.	I repeat non words suggested by an adult for a particular sound.	I complete prompts like "sss is for --" "ppp is for -" with nonwords.	I look at an adult's face\mouth as they say sounds.	I take turns with an adult to say sounds and look in a mirror.	I copy the mouth movements of an adult sitting opposite me to say letter sounds.			

Aspect 6: Voice Sounds

Explore mouth movements such as blowing, sucking and wriggling their tongue.			Make voice sounds such as "weeee" "whoosh".			Experiment with voice sounds, such as shouting, whispering and squeaking.		
I look at an adult's face\mouth as they perform mouth movements.	I take turns with an adult to perform different mouth movements while looking in a mirror.	I copy the mouth movements of an adult sitting opposite me.	I respond to an adult making two different voice sounds.	I repeat voice sounds made by an adult	I make voice sounds during familiar songs, poems, stories.	I make a range of vocal sounds during my play.	I can imitate an adult modelling a squeak or groan.	I can imitate an adult modelling a squeak and a groan/a whisper and a shout.
Experiment with different animal sounds.			Copy robot talk/sound talk such as c-a-t p-i-n.			Describe a sound: loud, quiet, long, short.		
I engage with an adult making animal sounds.	I repeat animal sounds heard during story, singing or play.	I spontaneously produce animals sounds during a story, play or singing.	I copy an adult during robot talk with the initial sound.	I copy an adult during robot talk with the initial and the middle sound or last sound.	I copy an adult during robot talk saying all three sounds in a cvc word.	I engage with an adult modelling long or short sounds with actions.	I take turns with an adult to make long and short sounds.	I correctly describe a range of sounds as long or short.

Aspect 7: Oral blending and segmenting

Identify items by blending eg "t-a-p tap!" "b-i-n bin!"			Speak in sound talk eg "s-u-n", "d-o-g"			Count or count out phoneme sounds in cvc words.		
I attempt to guess robot talk items.	I consistently identify 5 familiar robot talk items.	I identify familiar and unfamiliar robot talk items.	I attempt to speak in robot talk.	I copy adults to robot talk 5 familiar words.	I robot talk both familiar and unfamiliar words.	I attempt to count phonemes in cvc words eg on fingers.	I consistently count phonemes in 5 familiar words eg on fingers/counters.	I say and count phonemes in familiar and unfamiliar cvc words.

Example of Phase 2- 5 assessment

Name:

Phase 2

s a t p i n m d g o c k ck e u r
h b f ff l ll ss

sat mad pin dog cat kit duck red hot
big fat off leg pull hiss

Phase 3

j v w x y z zz qu
ch, sh, th, ng

jug van wet box yes zip buzz quit
chip push thin bang

ai ee igh oa oo oo ar or ur ow oi air ure er

wait see light boat look moon car fork turn
gown point pair sure her

Phase 4

(ccvc)

stop black frog snap skip spin crab

(cvcc)

band list bump risk soft bank ring

(ccvc)

think craft spend stamp plant drink frost

Phase 5

wh ph ay a-e ea e-e i-e ow o-e ew u-e aw ir er
ou oy are

whip graph stay make read these smile snow
code chew tube claw firm fern shout enjoy care

Reading Rational

We know that literacy and communication skills are essential for *all* our pupils. We recognise that the skills developed in Literacy and Communication promote learning across the curriculum and promote greater independence in later life. We aim for our pupils to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs to be able to express themselves creatively and imaginatively to the best of their ability. Literacy at Beaufort School embraces speaking and listening, reading and writing and each of our pupils develops their skills in these areas at their own pace with differentiated learning pathways and support that is carefully tailored to their needs and learning styles.

Reading Aims

- To provide every child with the tools and opportunities they need to access reading and communication within their learning environment.
- To provide each pupil with a bespoke reading curriculum, building on previous understanding and setting aspirational next steps.
- To ensure a whole school approach to planning for, delivering and assessing reading skills across the curriculum.
- To use a variety of strategies to ensure that progress in reading and communication is achievable for all.
- To have a consistent, progressive and well-resourced Letters and Sounds phonics scheme running through our whole school.
- To create learning environments which are rich in quality texts and aid communication.
- To carefully track and monitor the impact of phonics and identify areas for development where appropriate.
- To demonstrate a broad coverage of texts through our Reading Spine.
- To model a love of reading through whole class reading, 1:1 reading and general discussions about language, print and texts.
- To provide all pupils with a carefully matched Bug Club reading book, which children access regularly whilst at school.
- To continue to keep the profile of reading at home high, by encouraging the use of Bug Club and our Home Reading Records.
- To empower parents with knowledge of phonics and reading strategies to support them in supporting their child.
- To continue to adapt and tweak our curriculums to keep up to date with government policy and the ever-changing needs of our pupils.
- To ensure staff have appropriate and meaningful training linked to supporting pupils with their phonics and reading.

- To thread reading through every aspect of the curriculum, using it to enhance our school's curriculum.
- To ensure pupils are given the opportunity to develop their functional reading skills to encourage independence in society.

Reading Expectations

Each child to have:

- **Clearly named plastic folder**
- **Age and ability appropriate reading book** – *preferably from Bug Club set of books*
- **Reading Record** – *completed every time the child reads, with meaningful comments linked to phonics and comprehension of the text.*
- **Phonics Tracker** – *specific to the child's phonics phase*
- **Record on Excel of their Phonics progress** (Assessment Spreadsheet)
- **Bug Club log in and books/activities allocated to them**

Reading expectations:

- **1:1 reading with every child at least 3 x a week** (physical book or online Bug Club)
- **Daily phonics sessions/groups** (stand alone or fed through other subjects – must be documented when it is happening).
- **Well resourced, accessible reading areas in class**
- **Adults to read to children as whole class/small group throughout the week** – make links to other subjects.

Monitoring and responsibilities:

- Classroom staff are responsible for listening to readers and to read to pupils, making meaningful comments on Reading Record sheets or within personalised annotations where applicable.
- Classroom staff are responsible for carrying out frequent phonics assessments with the children they listen to.
- Classroom staff are responsible for identifying their areas for development and seeking training and guidance.
- Class teachers are responsible for monitoring how, when, where reading is taking place in their class, ensuring sessions are well planned and resourced.
- Class teachers are responsible for monitoring the quality and content of comments made on reading records.
- SLT will carry out drop ins focused on reading – and may request a pupils reading file and listen to them read.
- SLT will evaluate the effectiveness of the new reading programme – gaining feedback from teachers, support staff and children.
- SLT will monitor the use of Bug Club in classes and the profile of reading shared on Dojo.

ALL STAFF ARE RESPONSIBLE FOR CREATING A LEARNING ENVIRONMENT THAT PROMOTES

A LOVE FOR READING

Reading at Beaufort School

Pre reading

Phase 1 phonics
Daily speaking
and listening
activities

Context based
print

Print rich
environment

Print rich
classroom

Total
communication
environment

Daily story time.
Use of familiar
nursery rhymes
with actions.

Songs with
rhymes for
transitions
throughout the
day.

Classroom items
clearly labelled.

Listening walks.

Use of tech
items, e.g.
switches.

Good modelling
from staff.

Early reading

Bug club reading
scheme

Big club phonics
daily reading and
phonics activities

Home reading
records

Daily reading
opportunities
each pupil has a
reading book
Good modelling of
phonics

Clear record of
progress in
phonics

Well planned and
resourced
activities

Consistent use of
phonics resources

Adaptable
teaching to suit
all learning styles

Reading for Enjoyment

Frequent class
reading sessions-
effective story
telling sessions

Range of text
types

Rich learning
environment

Staff promote a
love of reading in
the classroom

Use of high
quality texts
Key texts to
form the basis of
planning

Inviting reading
areas in
classrooms

Range of books
available for all
pupils

Texts which
inspire and are
linked to their
interests

Development of a
reading spine
throughout each
curriculum
pathway

Use of story
sacks to create
awe and wonder

Use of story
massage training
to enhance
reading
experiences

Reading for Meaning

Bug Club
comprehension

Use of effective
questioning

Before- during
and after
approach to
reading.

Question cards in
classrooms and
reading folders
Explore text
structure

Make predictions
review and clarify
key vocabulary
review predictions
explore characters
and setting

Look at language
used and the impact
it has.

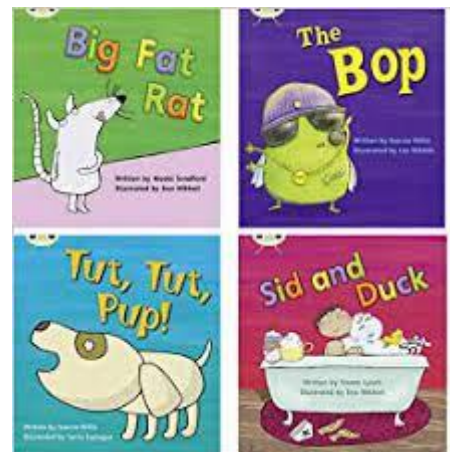
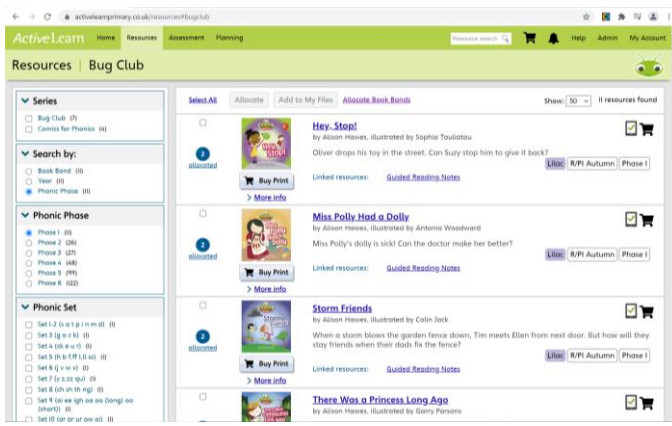
Segmenting texts
into key features
writing recounts
and reviews

Make comparisons
between texts,
authors, plots etc

Summarising key
points

Make judgements on
what is read, what
could be better etc.

Bug Club



Online and real books

*Further Training available upon request

Bug Club, Pearson's outstanding whole-school reading programme for primary-aged children supports and encourages children to catch the reading bug for life! Bug Club is Pearson's outstanding whole-school reading programme for primary-aged children. It supports and encourages children to catch the reading bug for life! Bug Club Phonics books are aligned to Phases 1–5 of Letters and Sounds and the programme is validated by the DfE. Bug Club Independent books are ideal for schools using a book band system from Lilac to Dark Red. The Lilac to Green packs includes Bug Club Phonics books and additionally a range of independent books that are fully decodable and support and embed the knowledge learnt in the phonics range.

Beaufort Reading Spine

Reading Spine Rational

Rationale for a Whole School Reading Spine at Beaufort School

Introduction:

As part of our commitment to providing an inclusive and supportive learning environment, it is essential that we develop a structured, accessible, and engaging approach to reading. A whole school reading spine is a key element in achieving this goal.

The purpose of this reading spine is to support the development of literacy skills for all pupils at Beaufort School, ensuring that each child has the opportunity to access high-quality texts that promote a love of reading, build communication skills, and contribute to their social development. The Beaufort Reading Spine will incorporate texts that are appropriate to the cognitive and social needs of our pupils, whilst offering rich vocabulary, a variety of genres, and opportunities for engagement with stories that reflect their own lives as well as the world around them.

Our goal at Beaufort is to ensure we have clear links with reading throughout our curriculums. The introduction of a Reading Spine ensures that reading is at the heart of our curriculum and remains high profile at every stage of learning at Beaufort School.

Intent:

Through carefully chosen texts we are able to build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. Alongside these texts we provide a rich language environment that promotes and celebrates a culture of reading and writing allowing our children to develop an interest and love of books and literature which will stay with them for life. This selection of books helps to develop children's confidence and encourages them to see themselves as readers and writers for pleasure and purpose. Our reading approach equips children with the range strategies necessary to develop reading fluency and accuracy whilst giving opportunities to express their creativity and explore their imagination.

Key Principles of the Beaufort Whole School Reading Spine:

1. **Inclusion and Accessibility:** The reading spine has been carefully designed to ensure that all pupils, regardless of their abilities, can engage with the texts. Many pupils have communication difficulties, so it is important to select texts with clear, straightforward language and imagery. Additionally, books with symbols, interactive elements, or sensory components will also support our pupils in gaining deeper connections with the stories and characters. The inclusion of picture books, sound books, and texts with visual supports will ensure that every pupil can participate in reading activities at an appropriate level.
2. **Progression and Scaffolding:** The spine is structured to allow for progression, starting with simple texts that focus on phonics, recognition of letters and sounds, and gradually moving towards more complex texts that support comprehension and critical thinking. Progression will

consider the developmental stages of each pupil, ensuring that they have a clear path from early phonics and word recognition through to more sophisticated reading skills. The use of a clear, scaffolded progression means that pupils will be able to build on their existing skills and gain confidence in their reading abilities.

3. **Emotional and Social Development:** For pupils attending Beaufort School, books can be a powerful tool in promoting understanding of self and others. The reading spine incorporates stories that explore themes of friendship, resilience, empathy, and personal growth. Texts will allow pupils to connect emotionally with the characters and narratives, promoting social and emotional learning. Additionally, stories will feature diverse characters and experiences, helping pupils understand different perspectives and fostering a sense of inclusivity.
4. **Visual and Multi-Sensory Learning:** Considering the range of communication needs at Beaufort School, the reading spine will prioritise books with visual stimuli, interactive content, and multi-sensory approaches. Books with illustrations, tactile elements, and opportunities for verbal engagement (such as books with rhymes or repetitive phrases) will ensure that all students can actively participate in the learning process. These resources will support pupils with limited verbal communication skills, offering them alternative routes to comprehension and engagement with the material.
5. **Phonics and Speech Development:** The reading spine will align with the school's phonics programme and ensure that the books used are consistent with the sounds and letters pupils are learning. Pupils will encounter texts that reinforce phonics knowledge, support sound recognition, and offer opportunities for blending and segmenting words. In addition to phonics, the books will be selected to encourage speech and language development by introducing new vocabulary, building on existing language, and incorporating interactive activities that allow for vocalisation, problem solving, engagement and participation.
6. **Parental and Carer Involvement:** Recognising the important role that families play in supporting literacy development, the reading spine has been created to encourage home-school partnerships. Books selected for the spine will be easy for parents and carers to engage with, and guidance will be provided on how to support reading at home, including using picture cues, discussing story themes, and encouraging pupils to express their thoughts and feelings about the text. The involvement of parents and carers in the reading process will help to create a supportive, consistent learning environment both at school and at home.

The Structure of the Reading Spine:

The reading spine will be divided into categories to reflect the different stages of reading development. This information alongside the curriculum pathway information can be used by staff to determine the most suitable reading materials for each reader.

Stage not Age

We know that children at Beaufort School make progress at differing levels, progress which is not always in line with their chronological age. With this in mind, we have created a 'Stage not Age' approach to our Reading Spine. The reading spine is linked closely to the skills within our curriculum pathways, allowing teachers to use their teacher judgement to select the most appropriate Stage for their cohort. The stages and curriculum links can be bespoke to the specific needs and abilities of our individual pupils, with teachers accessing books from other stages if appropriate or differentiating activities to ensure they are accessible to all.

1. **Early Emergent Readers:**

- Focus on early phonics, single sounds, and basic word recognition.
- Books with repetitive patterns, rhyme, and rhythm.
- Large print, simple sentences, and engaging illustrations.

2. **Developing Readers:**

- Introduction to more complex words and sentences.
- Books with simple plots, familiar themes, and opportunities for interaction.
- Incorporating characters and settings that promote social skills and emotional understanding.

3. **Confident Readers:**

- Progressing to books with more detailed plots and varied vocabulary.
- Storybooks that encourage inferencing, prediction, and discussion.
- Books that explore themes of diversity, friendship, and problem-solving.

Why a Whole School Reading Spine Is Essential:

1. **Promotes Communication and Language Development:** Reading allows pupils to practice and enhance their communication skills. A structured reading spine provides a wide variety of opportunities to use language in different contexts, helping pupils to become more confident and effective communicators.
2. **Improves Literacy and Academic Achievement:** Consistent exposure to high-quality texts, starting from simple sounds to more complex reading comprehension, helps to build a solid foundation for all future learning. The reading spine will not only support reading but will also enhance writing and general literacy skills. It will compliment the topic themes used across the school and help to provide parents/ carers with reading support in the home.
3. **Fosters a Love of Reading:** By providing a carefully selected range of texts, we aim to create a school culture that values reading as an enjoyable, meaningful activity. Our well-structured reading spine will engage pupils' imaginations, encourage exploration, and provide opportunities for pupils to discover new worlds through stories.
4. **Supports Emotional Well-being:** Literature can be a powerful tool for personal reflection, offering pupils a safe space to explore their feelings and experiences. Beaufort reading spine will include texts that help students navigate their emotions and build resilience.

Conclusion:

The development of a whole school reading spine at Beaufort School is crucial in ensuring that all pupils, regardless of their individual needs, have access to engaging, developmentally appropriate reading materials. By carefully selecting texts that cater to various communication levels and incorporating themes that resonate with our pupils' lives, we will foster a love of reading, enhance language development, and support both academic and emotional growth. This spine will be a vital part of creating a rich, supportive literacy environment that prepares our pupils for future learning and success.

Beaufort Reading Spine

PMLD/ Pre Formal Pathway

Cycle A

Autumn 1	Spring 1	Summer 1
"Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr. and Eric Carle	"Ten Little Aliens" Mike Brownlow	"Polar Bear Polar Bear What do you hear" Eric Carle
"Dear Zoo" by Rod Campbell	"Rosie's walk" by Pat Hutchins	"Each, peach, pear, plum" Allan and Janet Allberg
"Barry the fish with fingers" Sue Hendra	"Giraffes Can't Dance" by Giles Andreae	"Room on the Broom" by Julia Donaldson
Autumn 2	Spring 2	Summer 2
"The Snowman" by Raymond Briggs	"The Jolly Postman" by Janet and Allan Ahlberg	'Oi Frog' Kes Grey
"Where's My Teddy" Jez Alborough	"The cat in the hat" Dr Seuss	'The very hungry caterpillar' Eric Carle
"Our Class is a family" Shannon Olsen	"We're going on a Bear hunt" Michael Rosen	'Lulu loves flowers' Anna McQuinn

Cycle B

Autumn 1	Spring 1	Summer 1
"Owl Babies" by Martin Waddell	"Goldilocks" Stephen Tucker	"The Very Busy Spider" by Eric Carle
"Not a Box" by Antoinette Portis	"The Colour Monster" by Anna Llenas	"Animal noises" Thomas Flintham
"What the Ladybird Heard" by Julia Donaldson	"I'm a Little Monster" by Helen Naylor	"Don't let the pigeon drive the bus" Mo Willems
Autumn 2	Spring 2	Summer 2
"Dear Santa" Rod Campbell	"Orange, pear, apple, bear" Emily Gravett	"The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear" by Don and Audrey Wood
"Pass the Jam" Jim Kaye Umansky	"Bye Car" Naomi Danis	"Chocolate Moose for Greedy Goose" Julia Donaldson
"Pete the Cat: I Love My White Shoes" by Eric Litwin	"Gingerbread Man" Mara Alperin	"Shark in the Park" Nick Sharrat

Informal Pathway

(Cycle A)

Autumn 1	Spring 1	Summer 1
"Cat's Cookbook" Julia Donaldson	"The tiger who came to tea" Judith Kerr	"The enormous turnip" Georgien Overwater
"The Colour Monster" Anna Llenas	"A dress with pockets" Lily Murray	"Are you there little bee?" Sam Taplin
"Ten Little superheroes" Mike Brownlow	"Ready Steady Mo" Kes Gray	"The bad tempered ladybird" Eric Carle
Autumn 2	Spring 2	Summer 2
"The Gruffalo" touch and feel book Julia Donaldson	"The bus is for us" Michael Rosen	"Under the Sea" Hannah and Holly
"The Night Before Christmas" Kes Grey	"Animal Music" Julia Donaldson	"Under the Sea" Hide and Peek
"You" Emma Dodd	"Walking Through the Jungle" Julie Lacome	"Dinosaur Sounds" Sam Taplin

Cycle B

Autumn 1	Spring 1	Summer 1
"Peek-a-boo you!" Jane Cabrera	"Mr Wolf's Pancakes" Jan Fearnley	"Little Red Hen" Mary Finch
"Dear Zoo" Rod Campbell	"Monkey Puzzle" Julia Donaldson	"Jasper's Beanstalk" Nick Butterworth
"Shapes with Little Fish" Lucy Cousins	"Elmer" David Mackee	"Mad about minibeasts" Giles Andreae
Autumn 2	Spring 2	Summer 2
"Full, full, full of love" Trish Cooke	"Over in the Meadow" Jill McDonald	"Veg Patch Party" Clare Foges and Al Murphy
"Maybe..." Chris Haughton	"Where's Mr Narwhal?" Ingela P Arrhenius	"First Animals" Hannah and Holly
"How to catch a star" Oliver Jeffers	"Emergency" Margaret Mayo	"What a wonderful world" Tim Hopgood

Semi-Formal Pathway

Cycle A

Autumn 1	Spring 1	Summer 1
"The Weather Girls" Aki Delphine Mach	Whatever next Jill Murphy	"Giraffes Can't Dance" by Giles Andreae
"So much" Trish Cooke	"What's in the Witch's kitchen" Nick Sharratt	"Farmer Duck" Martin Waddell
"Gruffalo" Julia Donaldson	Funny Bones Janet and Allan Ahlberg	Funky Chickens Benjamin Zephaniah
Autumn 2	Spring 2	Summer 2
"Three Billy Goats Gruff" Ladybird books	"Over in the Meadow" Jill McDonald	"Mr Gumpy's" outing John Birmingham
"Jesus' Christmas party" Nicholas Allen	"The Day the Crayons Quit" by Drew Daywalt	"Colours, colours everywhere" Julia Donaldson
"The magic paintbrush" Julia Donaldson	"Where the wild things are" Maurice Sendak	"Commotion in the ocean" Giles Andreae

Cycle B

Autumn 1	Spring 1	Summer 1
"The Bear under the Stairs" Helen Cooper	"The Owl Who Was Afraid of the Dark" by Jill Tomlinson	"How to Catch a Star" by Oliver Jeffers
"Goldilocks and the three bears" Mara Alperia	"The magic paintbrush" Julia Donaldson	"What the Ladybird Heard" by Julia Donaldson
"Fantastic Mr. Fox" by Roald Dahl (Quentin Blake)	"The Ugly Duckling" Mara Alperin	"What did the tree see?" Charlotte Guillian
Autumn 2	Spring 2	Summer 2
"The proudest blue" Ibtihaj Muhammad	"The smartest giant" Julia Donaldson	"The snail and the whale" by Julia Donaldson
"The Paper Bag Princess" by Robert Munsch	"The kindest red" Ibtihaj Muhammad	"The Velveteen Rabbit" by Margery Williams
"The music in me" Sophy Henn	"We're All Wonders" by R.J. Palacio	"Smile out loud" Joseph Coelho

Formal Pathway

Autumn 1	Spring 1	Summer 1
"The Paper Dolls" by Julia Donaldson	"The Worst Witch" by Jill Murphy	"The Lion and the Mouse" by Jerry Pinkney (wordless version)
"Coming to England" Floella Benjamin	"A Bear Called Paddington" by Michael Bond	"The Hodgeheg" by Dick King-Smith
Autumn 2	Spring 2	Summer 2
"The Magic Finger" by Roald Dahl (Quinten Blake)	"The Miraculous Journey of Edward Tulane" by Kate DiCamillo	"The Secret Garden" by Frances Hodgson Burnett (adapted)
"The Twits" by Roald Dahl	"The Wind in the Willows" by Kenneth Grahame (adapted)	"Matilda" by Roald Dahl (Quinten Blake)

Developing our Reading Spine Book Boxes

At the start of each half term, classes will collect the Reading Spine book boxes, linked to the Stage and Cycle that their cohorts are accessing. The boxes will contain the key texts in a variety of forms; large books, board books, touchy feely and musical. In addition, boxes will contain items that support the text, sensory story sacks, puppets and cross curricular activity ideas. Over time the Reading Spine boxes will develop, classes will have time to share the great activities they were able to link to the text, adding in additional materials or ideas - giving staff ownership in the development of the Reading Spine.

Cross Curricular reading

In addition to the Reading Spine, leaders have generated an extensive list of recommended texts, which can be used to enhance and support the teaching of key themes or topics areas.

Additional Support and Resources

In the Primary Phonics folder in the shared drive, there are help videos for the pronunciation of Phonemes. There are also digital songs linked to the phases of phonics.

Useful websites

- <https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/>
- <https://www.weareteachers.com/phonics-activities/>
- <https://www.mrsmactivity.co.uk/phonics-play-ideas/>
- <https://www.youtube.com/watch?v=0dCRWLLNXPo&t=18s>

As children learn and develop, access to print-rich environments, and contact with adults who model and respond to children's oral and written messages, continue to strengthen the progression of learning. - VEYLD (2016)

It is also important that these areas are inviting so that children are drawn to the area, this may be achieved through the inclusion of cosy surroundings, regularly adding new books and providing a wide range of choice of literature (Hill, 2009; Neumann and Bredekamp, 2000).

Books introduce children to the exciting world of stories and can help them learn how to express their own thoughts and emotions

Reading aloud combines the benefits of talking, listening and storytelling within one activity and helps to build the important foundations for language development.

Why do our children need to read?

Environmental print plays a particularly important role in stimulating children's emergent reading and writing skills (Morrow, 2005). It provides authentic opportunities to develop children's understanding of symbols and that these symbols contain a message (Neumann, Hood, Ford and Neumann, 2012)

Songs and rhymes are especially good for children as the rhythms and repetitive language make it easier for children to learn language structures and skills

Babies love the sound of their parents' voices and reading aloud to them can be calming during times of distress or unease. The appearance of their favourite book and book characters can be a very soothing experience and help build a bond between parent and child

...which also highlighted that while a literacy-rich environment has been well established in research literature, they found that it was the dynamic interactions between teachers and children that had the greatest effects on literacy learning