



Early Reading/Phonics

September 2026

Next Review – September 2027

Intent

Here at Ingol, we believe that phonics is the key to accessing learning in all subjects and we aim to create a reading rich environment. Phonics is important and we want children to know that they will use reading and writing in every aspect of their life.

Our aim is to provide the children with opportunities to read many text types with confidence and fluency. From the earliest stage, skills in decoding are taught to enable children to access books. We develop vocabulary through reading and listening to a range of highquality texts. We believe that by promoting a love of reading, the children will be inspired to find joy and pleasure in a range of literature that will live with them throughout their lives.

This policy should be used in conjunction with the following school policies:

- Early Years Foundation Stage Policy
- English Policy
- Special Educational Needs Policy

Implementation

Phonics

We believe that the teaching of Phonics is crucial in teaching children to become fluent, confident readers and this begins as soon as children start school in EYFS. We ensure that phonics is taught to a high standard in all classrooms from EYFS, Y1 and beyond. We use the scheme called ELS which ensures that every child is given a strong, high quality, structured, daily lesson in EYFS and Year 1. If children still require phonics in Year 2 they continue to follow the ELS scheme. In KS2 we use ELS to identify gaps and help them to improve their reading skills to stay as closely as possible in line with their peers.

Phonics is taught in class by the class teacher and TA's support the learning of the pupils.

Assessments are carried out regularly each half to ensure children are being taught at the correct level and retaining their knowledge. Home reading books are matched closely to the phonics that has been taught that week to help consolidate learning further. Children can also access electronic versions of books using their bug club login.

In addition to this, children have access to our class and school library to read for pleasure, which we feel is very important for them to build up a love of reading and can be enjoyed independently or with a grown up as appropriate.

At Ingol Primary School the quality of teaching and learning throughout the school is consistently monitored through book scrutiny, lesson observations, learning walks and pupil voice. In Phonics, children are assessed formally each half term to assess their understanding using the phonics tracker. Alongside this formal assessment the teacher identifies children who require additional support daily. These children have an intervention group that helps them keep up with their peers. This ensures that every child succeeds. To guarantee that progress is made for all children in Phonics, all staff have been trained in ELS and updates are regularly given.

We follow the ELS scheme across our school and know what to expect our children at Ingol to achieve in each year group in phonics and early reading.

At Ingol we use ELS (Essential letters and sounds) to teach phonics

The principles of ELS are based upon:

- the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- the use of consistent terminology by teachers, children and parents
- the use of consistent resources that support effective teaching
- repetition and reinforcement of learning
- regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'
- the 'E' model.

The 'E' model **The 'E' model underpins all teaching and learning in ELS**

The 'E' model underpins all teaching and learning in ELS.

Embed - The theory and pedagogy behind ELS

Enact - How to deliver ELS lessons in your school

Enable - How to ensure all children 'keep up' rather than 'catch up'

Execute - Reading Leader training

Evaluate - How to assess children's progress (online training)

Evolve - Optional bespoke training

Coverage

This is a break down of the order the sounds and harder to read words are taught using ELS

EYFS

Autumn 1 - Phase 2

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

Harder to read and spell words

I, the, no, put, of, is, to, go, into, pull, as, his

Autumn 2 - Phase 3

j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa,

Harder to read and spell words

he, she, buses, we, me, be, push, was, her, my, you

Spring 1 - Phase 3

oo (book), ar, ur, oo (food), or, ow, oi, ear, air, ure, er, ow (snow)

Harder to read and spell words

they, all, are, ball, tall, when, what

Spring 2 - Phase 3

Review all sounds taught so far

Harder to read and spell words

said, so, have, were, out, like, some, come, there, little, one, do, children, love

Summer 1 - Phase 4

CCVC, CCVC, CCVCC, CCCVC, CCCVCC – focus on reading these words and recapping on phase 3

Summer 2 - Phase 5 introduction

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

Recap on Harder to read and spell words

Year One

Autumn 1 – Phase 5

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe,

Recap on Harder to read and spell words from EYFS

Autumn 2 – Phase 5

au, ey, a-e, e-e, i-e, o-e, u-e, c (s sound)y (e sound), al,

Harder to read and spell words

Please, once, any, many, again, who, whole, where, two

Spring 1 – Phase 5

a (acorn), ey (they), ea (great), eigh (weight), a (father), e (he), i (find), y (by), o (go), a (was), u (push), u (music), ch (school), ch (chef), ea (head), or (world), ear (learn), ou (soup), ou (shoulder), ie (brief), ve (have), y (gym), are (care), ere (there), ear (pear), tch (catch)

Harder to read and spell words

Here, sugar, friend, because

Spring 2 – Phase 5

o (brother), g (gem), ge (fringe), dge (bridge), st (listen), ce (fence), se (house), gn (sign), kn (knee), wr (wrap), mb (lamb), se (cheese), ze (freeze), eer (cheer), ere (here), ti (patient), tion (station), al (half), augh (caught), ssi (session), si (vision), tious (scrumptious), cious (delicious),

Summer 1 and Summer 2

Review all previously taught GPCs for reading and spelling

Nonsense words (Alien words)

As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practise their decoding skills by sounding out nonsense words. Children are unable to rely on existing knowledge of real words and instead have to use their letter-sound knowledge. **This is an important part of the Phonics Screening Check that the children complete at the end of year 1.**

Learning to blend and read

As soon as children have been taught a few initial letter sounds they begin to learn to blend the sounds together as part of their phonics lesson. Children use the phonically decodable books to apply their knowledge using books that match ELS.

Impact

Assessment

We assess all pupils from EYFS to Year 2 using the Phonics Assessment tracker each half term. We use this information to identify gaps and target children that require additional support with their phonics in intervention groups or 1:1 support. Children requiring additional support with phonics use the ELS intervention strategies to ensure that a consistent approach is used. This continues into Year 3 as and where necessary. Teachers informally assess on a daily basis and identify children who require additional support and we use the keep up rather than catch up approach.

The Phonics Screening Check is administered in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. We retest any children who do not meet the standard when they are in year 2.

Home Reading

Children take a book home that they are confident reading, the sounds within the book will have been previously taught this is so that, early on, they experience success and gain confidence that they are readers. The children are encouraged to take home fiction, non-fiction and poetry books to enable them to access a wide range of text types.

Parents and Carers

We invite parents/carers within the EYFS to an initial meeting during the first term of their child starting school so they are aware of how we teach phonics and for them to experience the strategies we use. Children who are not reading at home will also be heard read in school time, in addition to all other reading groups already taking place. Parents are encouraged to read regularly with the child at home and communicate this with their child's class teacher via the Home/School Reading Diary.