

Implementation - Phonics and Reading at New Horizons Academy

At New Horizons Academy, we deliver a rigorous and responsive reading pathway that meets learners at their specific point of need, ensuring no child is left behind regardless of their previous educational history. We deliver Phonics using the Read Write Inc scheme, which places high-quality teaching at the heart of every lesson. To meet the specific needs of our learners, we implement this through the following strategies:

- Children grouped according to progress / next steps
- Termly assessments used to inform grouping
- Termly meetings held with staff to ensure they are aware of individual next steps
- Gaps are identified in learning and addressed within direct teaching
- Interventions for pupils identified as having significant gaps with our dedicated phonics intervention teacher.
- Resources are provided to support delivery

For those children who have a secure understanding of phonics, teachers use a variety of tools to ensure that the different needs of our children are met.

Robust Diagnostic Tools: FFT Aspire Reading and Phonics Checks

To ensure our reading pathway is precisely targeted, regular Phonics checks, FFT Aspire Reading Tests or practice SATs reading tests are carried out depending on their needs.

- Standardised Benchmarking: This provides an immediate, objective standardised reading score and reading age, allowing us to identify the exact starting point of each learner relative to national norms.
- Informed Placement: This data acts as the "gatekeeper" for our curriculum. Depending on their scores, some pupils will undertake learning through the Read Write Inc. or Fresh Start programmes and interventions, while

some will be placed into comprehension groups.

The Foundation: Read Write Inc. (RWI) Phonics

For our emerging readers, we implement the Read Write Inc. programme with fidelity.

- Homogeneous Grouping: Pupils are assessed regularly and placed in small groups based on their specific phonic knowledge.
- Multisensory Learning: Lessons utilise the "Praise, Phrase, Repeat" method, which is effective for learners requiring clear routines and frequent positive reinforcement.

Rapid Recovery: RWI Fresh Start (Years 4, 5, and 6)

Recognising that older pupils may have significant gaps, we use Fresh Start to promote confidence and re-engage pupils with reading whilst supporting their phonics ability and development.

- Age-Appropriate Content: motivating age-appropriate modules reflect children's everyday experiences and backgrounds, allowing older readers to enjoy applying their new phonic knowledge to engaging matched decodable stories and non-fiction texts.

Bespoke Reading Comprehension: Deepening Understanding

Once pupils are "secure" in their phonics, they move onto our bespoke comprehension pathway. Due to some of our pupils not having accessed reading comprehension until later in their educational journey, our comprehension pathway utilises a range of high-quality resources to ensure that the children's needs can be fully met and that our older children can be best equipped for to access the KS2 SATs should it be deemed appropriate for them to do so. These resources may include but are not limited to:

- **Grammarsaurus Resources:** Using Grammarsaurus comprehension resources, pupils are exposed to a range of texts and genres as well as comprehension questions domain types.
- **Bespoke Resources:** To best fit the need and interests of the children, teachers will also select or create comprehension activities which are tailored to suit the needs of their pupils.

Impact - Phonics and Reading at New Horizons Academy

Quantifiable Progress and "Gap Closing"

The most significant impact is evidenced through our Phonics assessments, FFT Aspire standardised reading scores and end of KS2 SATs and mock SATs data. By comparing termly data, we demonstrate measurable progress from each child's individual starting point. This allows us to evidence the "narrowing of the gap" between our learners and their mainstream peers.

Targeted Intervention Success

The use of FFT Aspire and our regular Phonics assessments ensure that our impact is not just anecdotal. We see pupils "graduating" from RWI or Fresh Start into the higher-level reading comprehension curriculum once their standardised scores show they have achieved functional fluency and decoding speed.

Re-engagement and Reading for Pleasure

The success of our individualised approach is reflected in our pupils' attitudes. Students who previously experienced "reading failure" begin to view themselves as successful readers. This is seen in:

- Increased Confidence: A willingness to read aloud in front of peers and share their interpretations of texts.
- Emotional Expression: Using the characters and themes in their reading to better communicate their own thoughts and feelings.

Phonics Overview				
Reading Group	Sounds	Words Time	Red Words (HFW)	Focus area
Set 1 A	m,a, t, d, i, s, n, p, o, i, g, c, k, u, b	1:1: Sam, mat, mad, sad, dad, sat, at, 1:2: in, on, it, and, pin, pat,got, dog,sit, tip, pan, gap, dig, pig, top, pot 1:3: bed, met, get, bin, cat, cot, can, kit, mud, up, cup, bad	None	<ul style="list-style-type: none"> ● To develop awareness of sounds and rhythms ● To develop understanding of alliteration ● To form letters in the right direction ● To distinguish between the differences in vocal sounds, including oral blending and segmenting
Set 1 B	Review previous sounds Teach: f, e, l, h, sh, r	Review previous words 1:4: fan, fun, fat, lip, log, let, had, hit, hen, ship, shop, fish	None	<ul style="list-style-type: none"> ● To develop awareness of sounds and rhythms ● To develop understanding of alliteration ● To form letters in the right direction ● To distinguish between the differences in vocal sounds, including oral blending and segmenting
Set 1 C	Review previous sounds Teach: j, v,vy, w,	Review previous words 1:5: red, run, rat, jog, jet, jam, vet, wet, yap, yes, yet, yum, web, win, wish, wet	None	<ul style="list-style-type: none"> ● To develop awareness of sounds and rhythms ● To develop understanding of alliteration ● To form letters in the right direction ● To distinguish between the differences in vocal sounds, including oral blending and segmenting
Ditty Group (short story)	Teach gaps in Set 1 single-letter sounds Z, x, th, ch, qu, ng, nk, ck	Review previous words 1:6: thin, thick, this, zag, zip, chin, chop, chat, quiz, fox, box, fix, six, sing, bang, thing, wing Nonsense words (3 sound	no, an, as	<ul style="list-style-type: none"> ● To develop oral blending and segmenting of sounds in words ● To know all Set 1 single letter sounds speedily ● To recognise common digraphs ● To listen to phonemes within words and to

Phonics Overview				
		words)		remember them in the order in which they occur <ul style="list-style-type: none"> • Explore and experiment with sounds words and texts
Red Group	Review th, sh, ch Initial consonant blends sp, fl, sl, cr, dr Word endings -ss, -ll, -ck, -nk, -ve	Review previous words 1:7: bell, fell, well, fluff, huff, dress, mess, think, stink, wink, blip, blob, flop, clip, slid, slip, block, back, best, test, brat, trap, drip, trip, drop, strop, stop, spit, skin, skip, hand, send, stand, stamp, jump, frog, from, flag, gran, grin, pram, prop, ticket Nonsense words (3 and 4 soundwords)	The, I, my, put, for, he, of	<ul style="list-style-type: none"> • To know all Set 1 sounds speedily • To blend CVC words and recognise common digraphs • Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. • To begin building intonation and fluency during reading • To write simple phrases and sentences that can be read by others
Green group	Reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy)	To build speed of reading words containing these set 2 sound	Your, said, you, be, are	<ul style="list-style-type: none"> • To blend CVC-CCVC_CVCC words and recognise common digraphs • To use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. • To read automatically high frequency words
Purple Group	Initial blends tr, st,	To build speed of reading	To, me, go, puts.	<ul style="list-style-type: none"> • To blend CVC-CCVC_CVCC words and

Phonics Overview				
	<p>bl, sp, sw, bl, fr, fl, cr, spl</p> <p>Teach and consolidate all Set 2 sounds (ay ee igh ow oo oo or ar air ir ou oy)</p>	<p>words containing set 1 sounds, particularly word time 1.6-1.7.</p> <p>Plus: day play say may tray today seen need sleep feel three green might light sight high night fright slow blow flow crow show low mood fool pool stool moon spoon look book took shook foot hood bar park smart sharp car spark sort short worn born sport fork fair stair hair lair chair pair girl third whirl twirl dirt shirt mouth round found loud proud mount toy boy enjoy joy destroy annoy</p>		<p>recognise common digraphs</p> <ul style="list-style-type: none"> • Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer and more complex words. • To read automatically high frequency words • To use phonics to read unknown or difficult words
Pink Group	<p>To review Set 1 and 2 sounds</p>	<p>To Fred Talk real and alien words and also read a range of real words speedily</p>	<p>Her, wants, call, all, we, she, so, I've, like, I'm, some, something, into.</p>	<ul style="list-style-type: none"> • Recognise all common digraphs and trigraphs, including more complex long vowel phonemes • Read automatically high frequency words • Use syntax and context to selfcorrect when reading for accuracy and meaning • Read longer words including two and three-syllable words
Orange Group	<p>To review Set 1 and 2 sounds</p> <p>Teach root word with -ing, -ed, -s</p>		<p>What, old, was, they, do, old,</p>	<ul style="list-style-type: none"> • Recognise less common digraphs and trigraphs. • Beginning to explore word families • To build speed of reading words containing

Phonics Overview				
	syllables			these sounds set 1,2
Yellow Group	To read all set 3 sounds: ea, oi, a-e, i-e, o-e, u-e speedily	make cake shake namesame save brave late tea neat real clean please dream smile hide shine white nice wide like phone hope home rose spoke note those huge brute tune rude use June excuse	Some, there, school, one, their, were, watch, who, any, where, small, saw, baby, tall, wall, fall	<ul style="list-style-type: none"> To read real and nonsense words containing Set 3 sounds To read a passage at 60+ words per minute
Blue Group	<p>Teach remaining Set 3 sounds: aw, are, ur, ow, ai, oa, ew, ire, ear, ure, er tion, tious/cious, ue (blue), ie (pie), au (Paul), e-e (Pete), kn (knock), ph (elephant)</p> <p>Teach compound words syllables suffixes –ing, -ed, s for plurals</p>	<p>compound words syllables suffixes – ing, -ed, s for plurals</p> <p>Set 3 words: yawn saw raw law straw dawn crawl care and share bare spare scare flare square burn turn hurl burp slurp lurk cow howl down brown drown gown spoil join coin voice choice noise snail paint train rain plain strain goat boat toad road oak loaf throat toast chew stew new knew flew blew crew newt better letter over never weather hamster after fire spire bonfire inspire conspire hire hear ear fear dear gear spear year sure picture mixture adventure pure</p>	Once, son, over, two, does, could, would, water, anyone, through, whole, people, one, brother he me she we	<ul style="list-style-type: none"> To read a passage at 70+ words per minute Recognise less common digraphs and trigraphs, Exploring word families Routinely apply phonic knowledge for reading unknown or difficult words Use knowledge of word structure to support reading, including polysyllabic words Use syntax, context and word structure when reading for meaning
Grey Group	Recognise less common digraphs	Routinely apply phonic knowledge for reading	Come, many, mother, father, other, ball, here,	<ul style="list-style-type: none"> To read most words effortlessly and to work out how to pronounce unfamiliar written words

Phonics Overview				
	<p>and trigraphs, exploring word families (not RWI sounds but need teaching): wr (wrong), mb (comb), g, ge, dge (j-sound), ore (explore), oe (toe), ui (fruit), ea (head)</p> <p>Teach suffixes: ing, ed, s for plurals, ly, er, est, y,</p>	unknown or difficult words	<p>buy, bought, great, walk, caught, worse, talk, thought, love, wear, how, down, by, saw, why, above, should</p> <p>Further Stages: People, thought, water, love, wear, through, laugh, children, made, time, Mr, Mrs, asked, looked, very</p>	<p>with increasing automaticity.</p> <ul style="list-style-type: none"> ● To read multi-syllabic words speedily` ● Read a passage at 90+ words per minute ● To build speed of reading words containing these sounds.

Fresh Start Overview					
(children below reading age-related expectations in Year 4-5-6)					
Reading Group		Sounds	Words	Red Words (HFW)	Focus area
RWI	Fresh Start				
Set 1 Sounds – single letters - Group A,B,C	Set 1 Sounds – single letters - Group A,B,C	Read first 24 Set 1 sounds m,a, t, d, i, s, n, p, o, i, g, c, k, u, b, f, e, l, h, sh, r, j, v,vy, w	Word time 1:1 to 1:4	None	<ul style="list-style-type: none"> To read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words
Ditty Group (short story) Red Group	Introductory Module (short story)	All of Set 1 Focus: a e i o u Set 1 Digraph: Z, x, th, ch, qu, ng, nk, ck,	Read words with same sound Word Time 1.5 and 1.6	no, an, as	<ul style="list-style-type: none"> To develop oral blending and segmenting of sounds in words To know all Set 1 single letter sounds speedily To recognise common digraphs To listen to phonemes within words and to remember them in the order in which they occur Explore and experiment with sounds words and texts
Green - Purple - Pink	Module 1 to 3	Reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Initial blends tr, st, bl, sp, sw, bl, fr, fl, cr, spl Teach and	Help, best, sun, catch, hand, shut, must, pick, next, black, cross, back, long, still, thing, ship, off, with, and, match, leg, from, six, chicken, jump, hill, think, men, smell, wing, click, step, logs,stand fluff, lunch, click, chin, mud, past, Mum, swish, this, sniff, lips, man, end, with, soft, his,	The, I, my, put, for, he, of, to, me, go, puts, your, said, you, be, are, her, wants, call, all, we, she, so, I've, like, I'm, some, something, into.	<ul style="list-style-type: none"> To build speed of reading words containing these set 2 sound (CVC, CVCC, CCVCC words) To decode accurately by using phonics knowledge To build reading fluency and comprehension To develop writing and

Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

		<p>consolidate all Set 2 sounds (ay ee igh ow oo oo or ar air ir ou oy)</p>	<p>best, big, as, spring, them, lots, look, shop, then, get, that, stuff, left, job, kept, sell, pink, when, fan, fact, runs, steps, always, went, thank, sighed, sitting, singing, coffee, munch, sheet, creep, class, good, facts, three, see, need, extra, such, know, window, went, sweets, handed, bucket, bellowed, pasta, yuck, snack, crash, track, splash, stopped, long, queen, landed, low, across, show, last, soon, grinned, flag, slow, sleep, lap, throw, pushed, wicked, present, passed, winning, next, pond, have, tubbish, started, been, lesson, hard, seven, good, thing, charming, project, stand, tight, saying, cheeks, putting, kicked, looked, finish, expect, English, weeks, must, meet, spotted, away, marking, standing, right, fighting, more, film, funny, stuff, jar, normal, look, sort, grow, know, bored, rub, pink, bathroom, bright, green, might, started, stuck, yelled, held, thinks, short, flat, then, bowl, mess, will, out, until,</p>		<p>spelling skills</p>
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Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

			grow, cut.		
Orange Group	Module 4 to 11	Teach Set 3 sounds (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure) and matched Phonics Green Words	Filled, lots, must, test, sing, led, when, will, off, went, crept, hand, dad, give, until, then, that, neck, cannot, grass, cut, king, spun, grand, trick, yelled, hopped, hid, end, tell, ring, this, shopping, play, tray, such, milk, flat, best, list, things, check, brush, day, pay, ask, filled, delay, scratch, disk, flap, vet, kitten, cotton, cloth, run, may,himself, grin, bag, buttons, away, fishing, shut, wheels, shops, desk, green, hold, problem, landed, sitting, collect, spend, seen, been, asleep, May, film, seemed, full, sped, spotted, bump, trees, switch, trip, tent, light, fast, saying, sick, sleeping, tightly, sigh, saying, night, mud, camping, seen, across, sheet, next, staying, asleep, crept, river, eleven, long, screen, plastic, black, lamp, dress, feet.	What, old, was, they, do, old,	<ul style="list-style-type: none"> • Read Set 1, 2 and 3 Phonics Green Words and build speed • To build reading fluency and comprehension • To develop writing and spelling skills
Orange-Yellow-Blue Group	Module 11 to 15	Read Set2 and 3 sounds, speedly	More, film, funny, stuff, jar, normal, look, sort, grow, know, bored, rub, pink, bathroom, bright, green, might, started, stuck,	What, old, was, they, do, old,some, there, school, one, their, were, watch,	<ul style="list-style-type: none"> • To read assessment passage 1 (Module 16) accurately in under 50 seconds. • To reinforce through further

Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

			<p>yelled, held, thinks, short, flat, then, bowl, mess, will, out, until, grow, cut, born, big, talent, hangs, star, football, cash, more, meets, tripped, kicks, model, play, shoot, wedding, sends, shock, cars, from, boots, left, flash, pay, ends, playing, dad, England, haircut, bench, still, fit, mad, long, fresh, light, around, them, pinch, crack, crisp, flat, mixed, melted, stirring, test, keep, stack, dish, first, swirl, lemon, gas, flour, slowly, sweeten, firm, cooking, more, squirt, ring, smooth, thin, sheet, pan, scorched, seconds, crunch, right, lunch, wrong, grabbed, flown, baked, bag, round, hard, shop, fight, pair, sorry, hair, dog, more, floor, window, play, freshly, spotted, left, mum, moon, sight, garden, look, kitchen, kicked, himself, funny, eggs, dad.</p>	<p>who, any, where, small, saw, baby, tall, wall, fall, once, son, over, two, does, could, would, water, anyone, through, whole, people, one, brother</p>	<p>practice sounds and graphemes previously taught</p> <ul style="list-style-type: none"> • To read Green Words speedily with same sounds • Read multi-syllabic words
<p>Blue - Grey Group</p>	<p>Module 15 to 25</p>	<p>Read Set2 and 3 sounds, speedily plus alternative vowels sounds (ear ure tion tious/cious)</p>	<p>Take, bright, small, them, light, have, girl, pick, such, voice, admit, little, glass, finished, days, that, look, good, this, black, three, start, shrinking, green, know, hang, face, best, visit, taste, with,</p>	<p>Come, many, mother, father, other, ball, here, buy, bought, great, walk, caught, worse, talk,</p>	<ul style="list-style-type: none"> • To reinforce through further practice sounds and graphemes previously taught • To help students understand the structure of a sentence. • To read with greater speed and

Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

scrape, take, edge, French, squirt, chase, hair, leave, sharp, around, green, about, first, lick, squeeze, smell, cold, this, off, for, strong, school, well, last, bake, ask, scarf, voice, round, cloth, started, deal, beep, late, brand, case, high, mine, life, while, bike, grow, left, second, really, squeaky, tea, moment, second, tablet, know, camera, nasty, name, rose, night, wedding, hide, sound, ground, ride, noises, fine, cool, horses, gallop, suppose, happens, just, without, royal, broken, holding, dragged, foul, wicked, witches, really, queen, snake, shooting, shouting, yelled, noise, like, sticky, until, dark, greeted, sickening, stage, squeak, case, tried, squeeze, least, night, called, nose, swirl, tune, played, sing, for, replied, followed, off, mess, soon, family, strange, felt, beside, stop, advised, liquid, kissed, life, agreed, cell, plans, danced, happening, inside, third, poison, mask, risk, quite, dawn, bed,

thought, love, wear, how, down, by, saw, why, above, should

Further Stages:
People, thought, water, love, wear, through, laugh, children, made, time, Mr, Mrs, asked, looked, very

understanding.

Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

			<p>marry, eaten, corpse, body, pound, point, loyal, scare, care, knee, tease, please, advice, know, note, stolen, time, bully, ignore, room, careful, because, first, thirteen, cloakroom, school, pavement, bored, parents, lonely, problem, lighter, low, hard, breathe, space, shaking, time, life, rise, lie, close, drifted, cooled, tube, ground, cope, hatch, enjoy, stop, sleep, laptops, cabin, bottle, message, loud, finished, closed, helmet, surround, online, game, empty, point, found, useless, out, dismay, firm, first, product, start, air, know, life, storing, model, return, send, common, today, quickly, arrive, useful, refund, please, away, stressful, deeply, within.</p>		
Grey Group	Module 26 to 33	<p>Read Set2 and 3 sounds, speedily plus advanced word endings (_al / _il / _ve, _able / _ably / _ible / _ibly, _ture, _ure, _sion,</p>	<p>Started, posh, right, healed, sound, hurt, real, speak, shock, pain, plate, kitten, doctor, five, nice, spoke, stand, school, mucking, lives, drink, lads, fixed, round, meat, spat, skidding, strong, door, prize, cage, name, cheese, true, flew, first, howled,</p>		<ul style="list-style-type: none"> • To read assessment passage 3 (Module 32) accurately in under 40 seconds. • Reinforces prior phonics learning while developing advanced reading, writing, and comprehension skills. • Sentence Focus: Includes

Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

		<p>_ssion)</p> <p>boxes, commented, toddlers, slowly, supposed, desk, puffing, freedom, screamed, monster, corner, sorry, classroom, ignore, allow, partner, chased, brings, brave, zoomed, smooth, race, false, hard, strain, white, stroke, float, crowd, frenzy, jewels, handsome, again, start, off, city, local, banner, massive, village, manage, every, excite, church, horses, dragon, forest, knees, summit, together, angry, thirsty, needed, mountain, problems, ice, book, blizzard, landed, probably, lucky, disaster, wrote, five, died, broken, lower, balance, doctors, void, stages, hanging, hungry, wind, sound, wedding, face, village, mountain, window, few, destroyed, process, drilled, prepared, grinning, marriage, months, nature, female, rushed, mixture, picture, capture, terror, hammer, raw, pale, face, brains, striding, monster, forget, speech, stormy, battle, appeared, startled, muttered, slain, vanished, loyal, power, servants, against, belly,</p>		<p>specific, focused activities to improve student understanding of sentence structure.</p>
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Fresh Start Overview

(children below reading age-related expectations in Year 4-5-6)

			<p>clutching, killed, together, wrong, tired, soldier, wishing, normal, safe, heath, rightful, dagger, murder, stared, head, peace, shape, remained, these, flake, strange, mountains, reason, surface, bitter, control, plunged, massive, message, swirling, heaving, dawn, harnessed, smoky, active, damage, complete, noticed, unhitched, other, heavy, fleeing, molten, began, crew, cannon, pirate, death, noise, merchant, ruled, coast, eighteenth, bitter, known, gallows, hard, anger, skull, below, crossbones, soldier, bound, taken, husband, died, except, fighting, smoke, tavern, clothes, revenge.</p>		
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Reading Comprehension Overview: Future Planning

At New Horizons Academy, we are currently designing and trialling a reading comprehension programme which will best support the needs of our pupils in order to further develop their reading and comprehension skills, continue to support their engagement and enjoyment of reading and support their social and cultural capital development.

Our reading comprehension programme also supports the SEMH of pupils, both in terms of the style of delivery and adaptation of planning and resources.

The planned programme may use and include the following programmes and resources:

Grammarsaurus Comprehension Crusher Scheme and Quick Comprehension resources: <https://grammarsaurus.co.uk/portal/category/reading/>

Ashley Booth: <https://theteachingbooth.wordpress.com/2020/06/28/a-ks2-reading-curriculum>

VIPERS

Using VIPERS to explicitly teach the domains of reading:

- **V - Vocabulary:** Understanding and exploring new words in a text.
- **I - Inference:** Figuring out what's suggested but not directly stated (reading between the lines).
- **P - Prediction:** Guessing what might happen next based on clues in the story.
- **E - Explanation:** Explaining aspects of the text or how things work.
- **R - Retrieval:** Finding specific facts or information from the text.
- **S - Sequence/Summarise:** Putting events in order or summing up the main points.

Vipers Proposed Reading Overview

Reading Comprehension Overview: Future Planning

<u>Aut 1</u>	<u>Aut 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Focus Areas: Retrieval and vocabulary	Focus Areas: Retrieval inference and vocabulary	Focus Areas: Retrieval inference, explanation and vocabulary	Focus Areas: Retrieval inference, explanation, prediction, sequence/summarise and vocabulary	Focus Areas: Retrieval inference, explanation, prediction, sequence/summarise and vocabulary	Focus Areas: Retrieval inference, explanation, prediction, sequence/summarise and vocabulary