What is Red Rose Letters and Sounds?

The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS) have developed a new systematic, synthetic phonics **planning programme** using the Letters and Sounds approach titled *Red Rose Letters and Sounds.*

This planning programme has been developed, continuously evaluated and refined over several years, using the expertise of effective classroom practitioners and phonics experts at LPDS.

The programme includes planning from Phase 2 to Phase 5 with specific daily sessions and a very rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year One.

At present, the programme is being piloted in selected schools before publication in spring 2022.

Phase One is currently under development and will be piloted prior to publication during 2022/23.

Red Rose Letters and Sounds will be available to purchase with the accompanying training package from February 2022. This will be via central training at LPDS which will be advertised on the LPDS website. Alternatively, a school training package will be available upon request.

What is the intent behind *Red Rose Letters and Sounds*?

The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

What is included to implement *Red Rose Letters and Sounds*?

The programme includes:

- overviews for each phase with termly expectations
- word banks that directly match the teaching of focus graphemes
- additional word banks to broaden and deepen vocabulary in order to provide stretch and challenge
- comprehensive daily planning following revisit / review, teach, practise, apply
- carefully sequenced tricky words and high frequency words with high expectations for application into reading and spelling
- application opportunities planned throughout to ensure blending and segmenting of words and sentences
- regular consolidation and assessment points to support the identification of children on track and those falling behind

Further supporting materials to support teaching, learning and assessment will continue to be developed to support the programme. This will include practical resources for use in the classroom.

How has *Red Rose Letters and Sounds* developed from the *2007 Letters and Sounds Handbook*?

The consultants at LPDS have created a tightly focused progression from Phases Two to Five informed by classroom practice and subject expertise. All phases, but in particular Phase Five, have been more carefully sequenced to provide clarity with an explicit teaching progression. *Red Rose Letters and Sounds* incorporates frequent opportunities for application and consolidation of reading and writing skills, before introducing new Grapheme Phoneme Correspondences (GPCs). Planning materials have been created in a user-friendly format, are easily accessible and can be adapted according to the children's needs. It is recommended that all adults delivering sessions are trained to the same standard.

Which reading schemes link to *Red Rose Letters and Sounds*?

Many reading schemes which are currently organised using the *Letters and Sounds 2007 Handbook* progression, will closely match the progression in *Red Rose Letters and Sounds.* Schools will need to continue to ensure that guided and home reading books are fully decodable in line with the National Curriculum expectations, and that focus GPCs within books are closely matched to recently taught sounds. This allows schools to select books from more than reading scheme, providing they are organised and sequenced to directly match the progression within *Red Rose Letters and Sounds*. The LPDS consultant team can provide advice with signposts to a range of appropriate reading schemes.

Is *Red Rose Letters and Sounds* validated or being submitted for validation to DfE?

Red Rose Letters and Sounds is not a validated programme for the following reasons:
- validation would require LPDS to select **only one** reading scheme publisher
- the infrastructure at LPDS is unable to support the production of the extensive range of resources required within the validation time frame (Feb 2022)
- *Red Rose Letters and Sounds* provides the option for schools to use print, pre-cursive and / or cursive handwriting

DfE - 16 essential core criteria published SSP programmes must meet

Red Rose Letters and Sounds – Self Validation

	Criteria	Explanatory notes	*Red Rose Letters and Sounds*
1	**Constitute a complete SSP programme providing fidelity to its teaching framework for the duration of the programme**	*Note 1: Phonics is best understood as a body of knowledge and skills about how the alphabetic system works, and how to apply it in reading and spelling, rather than one of a range of optional 'methods' or 'strategies' for teaching children how to read. A programme should promote the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. It should not encourage children to guess unknown words from clues such as pictures or context, rather than first applying phonic knowledge and skills. It should not include lists of high frequency words or any other words for children to learn as whole shapes 'by sight'. The focus should be on phonemes* [footnote 2] *, and not on 'consonant clusters' (/s/+/p/+/l/ not /spl/) or 'onset and rime' (/c/+/a/+/t/ not c-at, m-at, b-at).* Footnote 2: Focus on phonemes includes those few cases where a letter or letters form a unit corresponding to two phonemes, e.g., 'x' as /k+s/ in 'box', 'ew' as /y+oo/ in 'few', 'qu' as /k+w/ in 'queen'.	*Red Rose Letters and Sounds is a full systematic, synthetic* planning programme *with fidelity to the teaching progression and overviews from Phases 2-5.*

2	**Present systematic, synthetic phonic work as the prime approach to decoding print**	*See Note 1*	This approach is consistently used throughout the programme. Explicit modelling, direct instruction and application opportunities for decoding are included within the planning document.
3	**Enable children to start learning phonic knowledge and skills early in reception, and provide a structured route for most children to meet or exceed the expected standard in the year one (Y1) Phonics Screening Check and all national curriculum expectations for word reading through decoding by the end of key stage 1**		The programme provides a clear route through Phases 2-5 with a strong and swift start in Reception and a trajectory of learning to meet, and exceed, the expected standard in the Y1 Phonics Screening Check. It is essential that children in Reception begin the programme following baseline assessments. Reception Phase 2 – 12 weeks (autumn term) Phase 3 – 15 weeks (spring term and continuing into summer term) Phase 4 – 4 weeks (summer term) Year 1 Phase 5 – 5 weeks – further graphemes for reading Phase 5 – 4 weeks – alternative pronunciations Phase 5 – 13 weeks – alternative spellings for phonemes Phonics Screening Check (PSC) graphemes specifically indicated throughout the programme. Pseudo words included from Phase 4 onwards for PSC practice. Year 2 – word reading Lancashire *Key Learning in Reading*, and *Learning*

			and Progression Steps documents support planning for word reading through decoding by the end of key stage 1. In addition, a further document links the Teacher Assessment Framework in Reading for KS1 to all national curriculum expectations specified *in Key Learning in Reading* across the key stage.
4	**Be designed for daily teaching sessions and teach the main grapheme-phoneme correspondences of English (the alphabetic principle) in a clearly defined, incremental sequence**		The programme provides clearly focused daily lesson sequences following review, teach, practise, apply from Phases 2-5. Grapheme-phoneme correspondences are introduced in tightly focused incremental steps with carefully considered application opportunities into reading and writing.
5	**Begin by introducing a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on**		From Phases 2-5, groups of **grapheme-phoneme correspondences are progressively planned including 3-4 new GPCs per week. Phase overviews are provided in order that practitioners understand the progression by week and phase. Following teaching of new GPCs, specific words and sentences have been carefully planned which enable children to read and spell many words early on.**
6	**Progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English**		Carefully planned word banks are included to support planning to apply phonic knowledge of skills into reading and writing after explicit teaching of each GPC. These word banks include decodable high frequency words linked to each group of GPCs. In addition, stretch and challenge word banks are provided. This supports vocabulary development across each phase.
7	**Teach children to read printed words by identifying and blending**		Within the programme, daily sessions include modelling of blending with the GPC/s taught in the session, and include previously taught GPCs.

	(synthesising) individual phonemes, from left to right all through the word		Children then apply blending of individual phonemes through a word, following modelling.
8	Teach children to apply the skill of segmenting spoken words into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words		Within the programme, daily sessions include modelling of segmenting with GPC/s taught, and include previously taught GPCs. Children then apply segmenting of individual phonemes for spelling and writing. Explicit links between segmenting for spelling and blending for reading are included throughout the programme. Children are taught that segmenting is the reverse of blending.
9	Provide opportunity for children to practise and apply known phoneme-grapheme correspondences for spelling through dictation of sounds, words and sentences		As part of daily phonics sessions and in additional handwriting practice sessions, opportunities are included for children to practise the spelling of GPCs with application into words and sentences. Dictated sentences are frequently included so children can apply phonic words, tricky words and high frequency words within engaging activities.
10	Ensure that children are taught to decode and spell common exception words (sometimes called 'tricky' words), appropriate to their level of progress in the programme	Note 2: Common exception (or 'tricky') words are those that include grapheme-phoneme correspondences (GPCs) that are an exception to those children have been taught. They include correspondences that are unusual and those that will be taught later in the programme (such as 'said' and 'me'). Programmes should teach children to read and then spell the most common exception words, noting the part of a word that makes it an exception word. These words should be introduced gradually.	Within the programme, tricky words and high frequency words have been specifically planned in each phase to ensure children can read and write them. This exceeds the previous expectation from the *Letters and Sounds 2007* handbook. Careful consideration, based on classroom practice, has informed the placing of all tricky words and high frequency words within each phase, to ensure these are at the correct point of learning.
11	Provide resources that	Note 3: At first, children should	The programme will include support resources for

	support the teaching of lower-case and capital letters correctly, with clear start and finish points. The programme should move children on by teaching them to write words made up of learned GPCs, followed by simple sentences composed from such words as well as any common exception words ('tricky words') learned	not be taught to join letters [footnote 3] or to start every letter 'on the line' with a 'lead-in', because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs, but this is optional. (All resources designed for children to read should be in print). Footnote 3: Children may be taught simple exit strokes for letters that end 'on the line' (a, d, h, i, k, l, m, n, t, u).	printed lower case and capital letters for direct teaching of GPC recognition. In addition, printed lower case, pre-cursive and cursive script with a newly developed Red Rose Letters and Sounds handwriting patter will also be available. This allows schools to select their preferred approach when teaching handwriting from Reception. The teaching and application of words and sentences with learned GPCs, tricky words and high frequency words, are included via dictated sentences and composing own sentences.

12	Be built around direct teaching sessions, with extensive teacher-child interaction and involve a multi-sensory approach. The programme should include guidance on how direct teaching sessions can be adapted for online delivery (live or recorded)	Note 4: Direct teaching sessions should involve a routine so that teachers and children get to know what is coming next and minimum time is spent explaining new activities. Teaching and learning activities should be interesting and engaging but firmly focused on intensifying the learning associated with the phonic goal. Where computer-based resources are included, these should support or supplement direct teaching by the teacher, but not replace it.
		Note 5:
		At each step, children should have sufficient time to practise reading and writing with the grapheme-phoneme correspondences they have been taught,
			Red Rose Letters and Sounds is structured daily via a revisit/review, teach, practise, apply sequence.
			
			The daily sequence involves direct teaching around the same routine in order that children are familiar with what is expected.
			
			Explicit teaching by an adult within the 'teach' section of the sequence includes the same routine of:
			   - hear it
			   - say it
			   - read it
			   - write it
			This sequence is used consistently throughout each day, week and phase.
			
			Multi-sensory approaches are included daily within this programme to engage and motivate all learners, and familiar teaching and learning

		cumulatively. For this purpose, the programme should provide:
		a) words and texts for reading practice
		b) teaching activities for writing practice (letter formation and spelling)
		Resources provided as part of the programme such as:
		• *flash cards*
		• *friezes*
		• *word cards*
		• *grapheme wall posters*
		should match the GPCs and progressions in the programme.
			activities are repeated to ensure children succeed with GPC recognition and application into reading and writing.
			
			The daily teaching sessions can easily be adapted for online delivery, if required.
			
			Resources to support are being developed to include:
			  - flash cards for each GPC
			  - handwriting patter cards with print, pre-cursive and cursive
			  - tricky word cards
			  - word cards for the word banks
			  - phonics mats
			  - grapheme wall posters

13	**Provide resources to enable teachers to deliver the programme effectively including sufficient decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise by reading texts closely matched to their level of phonic attainment, that do not require them to use alternative strategies to read unknown words**	*Note 6: The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. The only exceptions should be a small number of common exception words (see **note 2**) that the child has learned as part of the programme up to that point. In the early stages, even these should be kept to a minimum. Practising with such decodable texts will help to make sure*	*Red Rose Letters and Sounds* provides the freedom for schools to choose a **variety of decodable texts from a range of reading schemes**. **This will ensure sufficient closely matched reading material supports children's reading development.** One single reading scheme, currently available, may limit the application of phonic knowledge and skills. Using a range of texts from different reading schemes, ensures a wider reading diet for children. Schools need to use the *Red Rose Letters and Sounds* progression with fidelity to organise decodable reading books in the correct sequence from a range of reading schemes.

		children experience success and learn to rely on phonic strategies. **Note 7:** *If a complete programme relies on guidance on the teaching of phonics from one publisher and decodable books from another, the programme publisher must demonstrate:* *a) where matching decodable books can be sourced* *b) how these decodable books match the phonic progression of the programme* *Additionally, the programme publisher must state how they communicate this information to schools. To ensure ongoing validity and currency, programmes should regularly update the recommended sources of decodable books that match their programme (including publisher details) and share this with schools.*	
14	**Include guidance and resources to ensure children practise and apply the core phonics they have been taught [footnote 1]** *Footnote 1:* This should include providing examples of adapted teaching approaches and materials that accommodate the learning needs of children	**Note 8:** *A phonics programme should not include teaching and learning activities that are:* • *over elaborate* • *difficult to manage* • *take children too long to complete* • *will likely make children focus on something other than reading or writing* *For example, it should not*	*Red Rose Letters and Sounds* includes comprehensive planning guidance, with engaging teaching and learning activities for every session from Phase 2 to Phase 5. All approaches have been trialled in the classroom within a range of schools. They have been carefully planned in order that they provide opportunities for children to apply the core phonics directly taught in a session. All approaches are easily adaptable to accommodate the learning needs of children with special educational needs and/or

	with special educational needs and/or disabilities where required. This could include, for example, editable large dice, small magnetic whiteboards with magnetic letters as well as phoneme frames, foam magnetic letters and flash cards.	*include finding letters in sand, because children are likely to focus more on playing with sand than on learning about letters. Teaching and learning activities like this may be valuable for other areas of learning including developing language but are not suitable for core phonics provision. A publisher should consider testing and trialling teaching and learning activities to ensure they are effective for all children, particularly those children with additional learning needs.*	disabilities.
15	**Enable children's progress to be assessed and highlight the ways in which the programme meets the needs of those who are at risk of falling behind, including the lowest attaining 20% of children**	***Note 9:*** *Full guidance should include clear expectations for children's progress. If the programme is high quality, systematic and synthetic it will, by design, map incremental progression in phonic knowledge and skills. It should therefore enable teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided.* *Children who are at risk of falling behind need extra practice to consolidate and master the content of the programme. Programmes should*	Within the programme, a comprehensive overview of progression is provided. This tool outlines clear incremental progression steps for phonic knowledge and skills, and expectations of progress within and across phases. It enables teachers to conduct frequent and ongoing assessment to track and record children's progress and to identify those children at, below or above expected levels, so that appropriate support can be provided. The English and Literacy team at Lancashire Professional Development Service have produced catch-up and consolidation programmes in order to support children falling behind who need extra practice. These programmes follow the same progression as *Red Rose Letters and Sounds* and have been extensively trialled with excellent feedback. The programmes include:

		provide guidance on how to support these children so that they keep up with their peers. Options for support could include 1 to 1 tutoring. They should not suggest or provide a different SSP programme for these children.	- Fast Track Phonics for Phase 2 to early Phase 5 - Bounce Back Phonics for Phase 4 and Phase 5 - Bounce Back Boost Pack for additional elements of Phase 5
16	**Provide full guidance for teachers to support the effective delivery of the programme and appropriate, programme-specific training either directly, through appointed agents or remotely; with assurances that there is sufficient capacity to do so and that those delivering this training will have appropriately high levels of expertise and relevant experience**	*Note 10: High-quality training is an essential element of an SSP programme and is key to ensuring it is effectively implemented with fidelity and consistency within settings. A comprehensive programme of training must ensure continuous professional development of all those leading or delivering phonics teaching, assessing children's progress and supporting children who are at risk of falling behind the expected pace of the programme. Programmes should demonstrate how they will ensure those delivering the training are appropriately qualified and that they have the capability, capacity and resources to provide on-going support to those teaching phonics in different settings. Programmes should also demonstrate a responsive approach to changing circumstances and an ability to adapt delivery methods when required.*	CPD for implementation of the Red Rose Letters and Sounds planning programme is available via: - Full day course - Twilight - Half day INSET Bespoke consultancy including planning support, demonstration phonics sessions, health checks, monitoring and evaluation, and deep dives in phonics and reading are available on request.

https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation