

## Subject on a page:

# Phonics

At Culverstone Green Primary School, phonics provides our children with the skills needed to read and write. These skills are vital for our children as they develop a love of reading but being able to read also provides a gateway to all other subjects.



## Intent - we aim to...

Deliver daily phonics through a high-quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.

Provide children with books that are closely matched to their phonics abilities so they can practice learning from their phonics sessions and build their accuracy, fluency and confidence.

Support children in catching up quickly by assessing frequently and providing targeted intervention.

Ensure the highest number of children possible become confident, fluent readers by the end of KS1 having developed a love of reading.



## Implementation- How do we achieve our aims?

We believe that learning to read is key to academic success, and this is supported by research by the EEF (Education Endowment Foundation). They consider phonics to be one of the most secure and best-evidenced areas of pedagogy. Studies have shown that effective SSP programme has a positive overall impact (+5 months). Our phonics teaching is a key component of our reading curriculum as it provides the children with the foundational skills needed to read which is the building block the rest of the reading curriculum is based on.

To allow our children to develop strong phonological awareness, effective blending and decoding skills, we have chosen to use DfE validated synthetic phonics Read Write Inc. RWI provides comprehension, handwriting, spelling and composition to get children reading, writing and speaking fluently.

Book Bag Books, linked to the core Storybooks read in class, are sent home for extra practice. These books focus on practising the sounds the children are learning within their phonics lessons. Parents are aided by questions and prompts within the books which help them to support their child.

### Assessment

Children are assessed and grouped according to their phonic knowledge. Each child is then taught at the level of their phonic knowledge to ensure quick progress.

Levelled progression

Ongoing assessment means that any struggling children are picked up the moment they fall behind and if necessary given intensive one-to-one tutoring to catch up fast. Groups are adjusted regularly so all children make the best progress.

### Teaching sounds

The 44 sounds and corresponding letters are introduced and taught systematically

### Teaching words

Children learn to blend sounds to read words. Then they use short 'ditties' to practise early reading and writing before being taught more letter-sound correspondences.

### Developing reading and writing

Developing reading and writing Children read a series of levelled decodable texts, both fiction and non-fiction, and complete integrated writing activities including spelling, grammar, vocabulary and handwriting practice.

# Implementation (continued)

## Progression through the programme

Nursery

Reception

Year 1

Year 2

Set 1 sounds group A

Set 1 sounds group B

Set 1 sounds group C

Ditty

Red

Green

Purple

Pink

Orange

Yellow

Blue

Grey

Accelerated Reader

### Strong foundations In Nursery phonics you will see...

Time for stories, poems, songs and rhymes daily.

Introduction to RWI Set 1 sounds when the children are ready.

Language-rich environment developing children's vocabulary.

High quality adult interactions developing children's spoken language.

### Support to catch up

We expect that the majority of children will complete our Phonics programme by the end of the autumn term of Year 2. Every child is carefully tracked each term and, where children are falling behind the stage expected for their age, 1:1 or small group interventions are provided in addition to their phonics lessons. This support will continue until they are able to decode to an appropriate level and are reading fluently.

### Building blocks In Reception & KS1 phonics you will see...

Daily phonics lessons taught at the same time in all classes.

All lessons follow a consistent structure using the same visual representations.

Small group teaching, based on assessments, with children grouped by their stage rather than age.

All teachers have access to high quality planning and training.

Children are encouraged to apply their phonics skills in other curriculum areas.

Children take home a phonetically decodable book matched to the stage they are working within.

Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether a child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Children are assessed 1:1 by the Phonics leader. Those who do not pass will continue to be supported through Year 2 before retaking the screening at the end of Year 2.

## Impact- How will we know we have achieved our aims?

Children feel successful in reading and are happy reading their Book Bag Books because books are closely matched to their needs.

By implementing high quality intervention effectively and promptly, the majority of children become fluent, confident readers by the end of KS1.

Children can decode, segment and blend confidently with a high number of children passing the Phonics Screening Check at the end of Year 1

