

Subject Policy: Phonics

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Written by:	R Simester
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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the Phonics curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our **'Shine Curriculum'** encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



This policy should be read in conjunction with the Learning Policy.

Intent

- Develops children's reading skills through a systematic approach of recognising and recording phonemes, graphemes, multisyllabic and sight words using the Read Write Inc. Phonics scheme.
- Encourages the children to develop as effective readers by reading accurately, confidently, fluently and with understanding.
- Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong readers.
- Read texts and words that are within their phonic capabilities as early as possible.
- Read high frequency words that do not conform to regular phonic patterns confidently.
- Read rapidly to apply what they have learned across the whole curriculum.
- Effectively apply their phonic knowledge to writing and spelling tasks as early as possible.
- Encourage a love of reading through an engaging phonics curriculum and a creating a positive mindset towards reading.
- Gives each pupil a chance to believe in themselves as a reader and develop the power of resilience and *perseverance* when faced with challenges.
- Recognises that reading and writing underpins much of our daily lives and is therefore of paramount importance in order that children *aspire* to become successful in this and the next stages of their learning.
- Provides opportunities to develop the ability to work alongside others as children engage in daily paired reading activities, showing *kindness, respect* and humility as they learn and support each other.

Implementation

Planning, Teaching and Learning

Strategies are in place within school to develop each of the key areas of mathematics, ensuring coverage of the Nation Curriculum 2014, and systematic coverage of key skills.

- In Nursery children are taught to hear and identify sounds in words and to recognise rhymes and patterns. The focus initially is to identify phonemes orally. Children are taught to orally blend and segment simple words. In the summer term children are introduced to the graphemes and RWI rhymes associated with each sound, beginning to recognise and record some of these graphemes.
- From Reception to Year 1, phonics is taught through discrete, daily, 30 minute lessons, following the Read Write Inc. phonics reading and spelling activities.
- Year 2 children will work on consolidating their phonic knowledge and improving fluency and speed of reading during the first term, moving on to following the Read write Inc. Spellings programme.
- From Reception, children are taught to form letters accurately, using the correct formation. Children will be taught joined writing in conjunction with the learning of 'Special Friends Sounds' during phonics lessons. Joining is taught inline with the Handwriting Policy.
- Initially children learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.
- To begin with, children will learn only the sounds, not names of letters. As they move on to spelling more complex words on fingers (when reading at blue/grey level) they will use letter names to say the spellings.

- A sequence of lessons will progress from learning to recognise a new sound, correctly forming the letters which make that sound, recognising the sound in words to reading a RWI storybook containing both familiar sounds and sight words and spelling familiar common words.
- Consistency of teaching and learning across the school, following the RWI Phonics reading and spelling activities.
- Ensuring all lessons are delivered using the 5 Ps:
 - **Pace** – good pace is essential to the lesson
 - **Praise/Positive Teaching** – children learn more effectively in a positive climate
 - **Purpose** – every part of the lesson has a specific purpose
 - **Participation** - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
 - **Passion** – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!
- Children are streamed across the EYFS and KS1 according to their phonetic ability. They are taught in small groups with lessons pitched at the most appropriate level.

Leadership, Assessment and Feedback

- Feedback on phonetic knowledge is given verbally throughout lessons to individual children.
- Formative assessment within *every* lesson helps teachers to identify the children who need more support to achieve the intended outcome as well as those who are ready for greater stretch and challenge.
- Ongoing assessments are made by the teachers against the year group reading objective trackers. This helps them to identify gaps and support children to develop their learning.
- Regular half termly assessments are carried out across the school by the reading leader for consistency. These assessments are used to group children effectively.
- Assessment informs the teaching and learning sequence, with children also working on individual target objectives if necessary to underpin future learning and ensure rapid progress within a 'keep up' culture rather than 'catch up'.
- Children who are not making expected progress, in line with the Read Write Inc. assessments will be identified for small group or one to one support, as early as possible. This includes children who have moved into KS2.
- Small group or one to one support will be delivered through short daily sessions and reviewed on a two week cycle to ensure the intervention is pitched appropriately.
- A termly monitoring cycle ensures that the delivery of lessons is moderated and quality assured at regular intervals throughout the year providing staff with CPD throughout the year through 'Master classes' led by the phonics lead..
- The Phonics leader has a clear role and overall responsibility for the progress of all children in phonics throughout school. Working with the Senior Leadership and Management Team, key data is analysed and regular feedback is provided, to inform on progress and future actions.

Impact

- Children demonstrate an understanding of the importance of reading across all aspects of the curriculum and as a crucial life skill.
- Children show confidence in their abilities as a reader and are able to apply their knowledge to the wider curriculum, with increasing independence.
- By the end of Reception, most children will confidently recognise Set 1 sounds and confidently read Set 1 green, red, alien and multisyllabic words.
- By the end of Year 1, most children will confidently recognise Set 1,2, 3 and additional sounds. They will confidently read Set 1,2,and 3 green, red, alien and multisyllabic words.
- The vast majority of children will pass their Year 1 Phonics Screening Check.
- By the end Key Stage 1, the vast majority of our pupils can read aloud age-appropriate texts accurately and with sufficient speed.

This policy will be reviewed biennially or more frequently if required.