

Kings Road CPS



Phonics and Early Reading Policy

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| Approved by | Darren Morgan (Headteacher) |
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Excellence, in every area without compromise

Kings Road Primary School has full commitment to the early, systematic and focused teaching of phonics to all children through Twinkl Phonics SSP. We strive to ensure that all children become successful, fluent readers by the end of Key Stage One; we believe that this is achievable through a combination of strong, high quality phonics teaching combined with a whole language and vocabulary approach which promotes a 'Reading for Pleasure' culture.

Intent

The Twinkl Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. The Twinkl Phonics Programme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

We also understand that not all children progress at the same rate so the phonics programme provides teachers with the tools they need to bridge this gap. For those children who are working below age related expectations, phonics learning shouldn't end in KS1. If, through assessment and observation, teachers decide that a child needs further phonics intervention, Twinkl Codebreakers, a comprehensive and scripted intervention programme, can be used. It is specifically designed for KS2 pupils to close the gap and develop essential reading and writing skills.

Implementation

Nursery – Level 1

Level 1 Twinkl Phonics provides themed teaching packs for our Nursery to deliver each of the DfE's Phase 1 phonics aspects. Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 begins in EYFS and runs throughout the teaching of phonics Levels 2-6.

Reception – Levels 2-4

In Reception, children work within Levels 2-4 where they are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

KS1 – Levels 5-6

In KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words.

During Level 6, children explore spelling patterns and grammar, in-line with the National Curriculum, while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

Impact

The impact of using the Twinkl Phonics Programme as the basis of our phonics teaching within EYFS and KS1 (and KS2 where necessary) is for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. It provides sufficient support for all children to become fluent readers and prepares them for the statutory year 1 Phonics Screening Check. Following the programme provides a consistent approach to phonics, which is clear to teaching staff and learners. The parent support materials provided within the programme ensure parental engagement is supported and promoted throughout all levels.

Delivery of phonics – Nursery to Year 2

Children in Nursery up to Year 2 are grouped for Phonics. Groupings are formatively assessed on a daily basis to ensure that children are in the group which is most suited to their knowledge of Phonics.

All Nursery children are taught Level 1 phonics daily. This is through both whole class activities and small group sessions. Children are encouraged and supported to consolidate their phonics learning through continuous provision opportunities.

For Reception up to Year 2, Phonics is taught through a daily discrete session of 30 minutes. Each lesson is split into 5 parts: Revisit and review, teach, practise and apply. In addition to the daily discrete session, children consolidate their daily learning through a range of opportunities:

- Well planned Quality First Teaching in all lessons - When modelling reading or writing, teachers model the use of phonics to aid decoding and spelling.
- Daily timetabled Twinkl Phonics Workbooks
- Weekly individual and guided reading practise
- Homework
- Intervention where necessary
- Parental support sheets – sent home in line with the sounds taught
- Twinkl Phonics for Web – parent and learner log ins for access at home

Reading Books

EYFS and KS1

Phonics scheme books

ALL children working within phonics levels take home a phonetically decodable book. This book is always a level behind where the child is actually up to in their phonics lessons as children should be able to read this book independently using their phonics knowledge. Children are given one phonics book weekly - this book is chosen by a teacher.

In addition to their phonics reading book, teachers may share electronic versions of the Twinkl Rhino Readers to be read at home. Children read their phonics reading book in school each week with a member of staff. This will be their teacher at least once a half term. Teachers/TA sign or comment in the child's reading record when they have listened to a child read.

Colour banded books

Children **choose** one colour banded book weekly. These books are to be shared/read by parents to foster a love of sharing and reading books. These books are not sent home with the aim of being read by the child.

KS2

When children have been assessed to be secure at Level 6, they will be PM benchmarked in order to move onto the colour banded scheme for their main reading book. (see reading Policy)

If a KS2 child is still working within the phonics levels, they will bring home a reading book in line with the KS1 strategy.

Assessment

Regular formative assessment is a key part of Phonics teaching to ensure that teaching is effective and all children are making progress. It is also a key part of the early identification of children who are at risk of falling behind.

We follow the Twinkl Phonics Assessment Schedule for our summative assessments. We use the Twinkl Phonics Assessment packs for the relevant levels. The reading assessment is compulsory for all. The spelling assessment is advised.

Level 1 – In addition to regular formative assessments, Nursery staff carry out the level 1 Twinkl Assessments during Summer 2. The outcomes from this are inputted onto the Kings Road Online Phonics Tracker by a teacher.

Levels 2-4 – In addition to regular formative assessments, Reception staff carry out the end of level Twinkl Assessments as and when children reach this point. The outcomes from this are inputted onto the Kings Road Online Phonics Tracker by a teacher.

Levels 5-6 - In addition to regular formative assessments, KS1 staff carry out the termly Twinkl Assessments and the end of each term (exceptions may apply for individual children). The outcomes from this are inputted onto the Kings Road Online Phonics Tracker by a teacher.

Interventions

We follow the Twinkl Phonics Intervention Programmes. In KS2 this is Decoders.

Children who are in a group which is lower than where they should be (including children with SEND) are given these extra intervention sessions. These take place at least twice a week (see intervention timetable). The aim of intervention sessions is to consolidate learning and accelerate these children's progress and therefore to enable them to keep up with their peers and not consistently require catch up.

Children who do not meet the standard in the Year 1 Phonic Screening Check (T20 children) are a continuing focus in intervention sessions as well as being a focus of teachers and teaching assistants in the classroom.

Pupil Premium

As part of our Pupil Premium Pledge, children who are identified as Pupil Premium are allocated 1.5 hours of in class intervention a week. A priority of this is focussed on reading. Where necessary, Phonics intervention or reading practise will form the main part of this time.

Classroom Aids

As we follow the Twinkl Phonics SSP, all classroom aids are in line with this, including sound mats, spelling mats, posters, phoneme flashcards, tricky words.

Reception to Year 2 classrooms all have a phonics display board targeted at the age appropriate level for that year group. This contains recently learnt phonemes/graphemes/tricky words to aid independent reading and writing across the whole day.

Terminology/Vocabulary used in the teaching of Phonics

The following terminology should be used consistently throughout the teaching of phonics at Kings Road:

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| blend | Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading. |
| segment | This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing. |
| phoneme | A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh. |
| grapheme | Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck. |
| digraph | Two letters, which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph: <ul style="list-style-type: none"> • Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; b (oa) t or d (ay). • Consonant digraph: two consonants which can go together, for example (sh) op or (th) in. • Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example c (a) k (e) or p (i) n (e). |
| trigraph | Three letters which go together make one sound e.g. ear, air, igh, dge, tch. |
| tricky words/common exception words | Words that are difficult to sound out and don't follow a phonetically decodable rule e.g. said, the, because |