

Phonics Policy

Orleton Primary School

Curriculum Intent

What phonics looks like in our school:

- We follow the Read Write Inc. Phonics scheme of learning from week 1 of Reception Year.
- All children are taught to use 'Fred Talk' to segment and blend words.
- Every dedicated phonics teaching space has the same resources to ensure all children are having phonics taught in the same way.
- We embed rules and routines that are uniform across all phonics groups. This means the children can quickly settle into a new phonics group.
- We support children through additional, targeted intervention to ensure they keep up with the phonics program
- In KS2 we continue to develop our phonics knowledge through interventions.

This is our philosophy:

At Orleton, we want all children to become confident, accurate readers. We foster a love of reading from an early age and the way we teach phonics is a key part of this. Synthetic phonics is the first formal method for the teaching of reading that we use as it provides the foundations required to be a fluent reader. We understand that once children are able to decode fluently, the teaching of comprehension is quicker and more effective as they are able to focus all of their attention to understanding what they read. For those children finding phonics tricky, we ensure they keep up with the phonics program by giving targeted daily interventions. We encourage parents to be as involved as possible in their child's phonics journey and hold workshops to ensure all parents are equipped with phonics knowledge so that they can support their child's reading at the early stages.

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words

By the end of Key Stage 1 pupils will:

Word reading:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Curriculum Implementation

This is how it works:

- All children in Reception and Year 1 receive a daily phonics lesson.
- During their phonics session children will learn sounds, blend and segment words, read a variety of texts and learn to spell words.
- All children will read a decodable phonics text matched to their ability.
- All children in EYFS and Key Stage 1 receive one-to-one reading; the frequency is determined by their needs.
- Children are assessed every 6 weeks and groups are organised accordingly.
- In Years 2,3 & 4- children who did not pass the phonics screening check or those that require further support with their phonics knowledge continue to receive daily phonics sessions.
- In years 5 & 6, we use intensive one-to-one sessions with ‘Toe-by-Toe’ to ensure reading success for those who have not responded to phonics teaching.
- Once children complete the phonics program, they move on to book band level books for home reading and their daily phonics session is replaced with guided reading.

This is what adults do:

- All adults use positive praise throughout the phonics lesson to enthuse children and ensure they become confident readers.
- They take responsibility for the phonics teaching of the children in their group, ensuring they communicate with other teaching staff any difficulties or successes the children have.

This is how we support:

- Children are assessed every 6 weeks to track their progress. This information, alongside regular observations of teaching staff, is used to ensure all children are supported through extra keep-up sessions to revise areas of learning where they have gaps

This is how we challenge:

- Due to our rigorous assessment system all children are placed at a level that ensures they can access the text as well as being given the appropriate degree of challenge. This challenge is provided through the tricky words and sounds included in the text as well as comprehension-based questions.

This is how we ensure all children can access the curriculum:

- Children who have SEN or EAL needs are picked up through regular assessments during the year to ensure they can fully access the phonics/reading program and make the best possible progress.
- Seating children alongside good role models to support one another.
- More frequent repetition and revisiting to help make it stick.
- We provide visual/practical prompts.

Curriculum Impact

This is what you might typically see:

- Fully embedded routines, such as, my turn-your turn, 1,2,3 go, stop signal, magnetic eyes
- The use of Read, Write Inc. terms such as, Fred talk, Fred in your head, special friends, red words, green words, alien words
- All children fully engaged in their learning
- Confident readers who are well-equipped to have a go at a tricky text.
- Children who enjoy reading and are keen to share this enjoyment with others
- Children who can use their phonic knowledge to help them segment and blend words when reading and spelling.

This is how we know how well our pupils are doing:

- Adults listen to all children read at least once a week.
- Lowest 20% of readers are listened to every day.
- Daily assessment for learning.
- Six-weekly assessments
- Phonics Screening Check results

This is the impact of the teaching:

- All children have an enjoyment of reading.
- Children are confident in their ability to read familiar and unfamiliar texts and show the resilience to have a go.
- By the end of KS1 all children have a solid phonic knowledge that will enable them to develop their reading and spelling as they progress through KS2.
- Children are equipped with the tools they need to help them spell and read a variety of simple and tricky words.
- The children meeting the required pass rate in the phonics screening test at the end of year 1 is at least at national and the same for those who take the phonics re-sit in Year 2.