

At Edward Pauling Primary School, we believe that Phonics is a crucial part of learning to read and that reading opens up a whole host of subsequent learning opportunities, leading to a love for reading. We aim for all children to foster a love of reading.



## 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 that they can be successful when practising.



Support children so that they can catch up quickly by identifying needs early through ongoing assessment and using targeted intervention.



Ensure the highest number of children possible pass the phonics screening check, with expectations that are aspirational yet achievable.



## Implementation - How do we achieve our aims?



### Our Curriculum

Our Reading Curriculum ensures children have opportunities to: **Read for Practice**, **Read for Meaning** and **Read for Pleasure**. High quality phonics teaching provides children with the skills to learn how to read (reading for practice), which enhances reading for meaning and makes reading more pleasurable. Therefore high quality phonics teaching is a vital part of our curriculum as it is the building block on which our reading curriculum is based on (refer to *Reading on a page*).



### Strong Foundations

The teaching of early phonics begins in Nursery, the learning environment is carefully designed by teachers to ensure that children have access to a **language rich environment** and have access to a range of books and mark making resources. During phonics lessons, you will see:

- **Engaging** and accessible **free choice** activities; such activities encourage children to develop their speaking and listening skills
- Children accessing **high quality adult interaction**
- Children have the opportunity to engage in challenging, adult-led tasks to **consolidate** learning

Children in Reception are taught phonics daily, in small groups, following the progression outlined in *Read Write Inc*, our SSP and children read books that are **matched** to their phonics abilities.



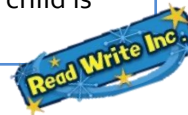
### A Consistent Approach

To allow our children to develop a strong phonemic awareness and **effective blending** and **decoding** skills, we have chosen to use a DfE validated SSP called **Read Write Inc**. The programme is a Systematic, Synthetic Programme (SSP) to teaching phonics with **clear expectations** that are laid out term by term from the Early Years Foundation Stage (EYFS) to Year Two and the progress of each child is carefully tracked.

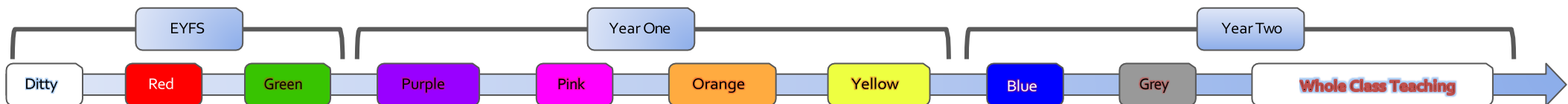


### Development of Key Skills

Synthetic phonics is a way of teaching children to read. This begins with learning that sounds are represented by written letter. During *Read Write Inc* sessions children learn to **read the 40+ sounds**. Followed by how to **blend** the sounds together to make and read words. Children learn to blend these sounds into words by using **Fred Talk** through oral rehearsal.



## Progression Through the Programme





## Implementation (continued)



### Key Stage One Phonics Screening Check



Department for Education

All children are assessed at the end of Year

One using a Government Statutory Assessment Tool known as the **Phonics Screening Check**. This check confirms whether a child has learnt phonetic decoding to an appropriate standard and will **identify learning gaps** needing further support. Those children who do not pass will continue phonics lessons in Year Two and will be reassessed towards the end of Year Two. Children are assessed one to one by their class teacher. The Phonics Screening Check is not the end of the child's journey through phonics as further learning in Year Two and beyond **consolidates phonetic awareness, builds fluency and confidence**.



### Rigorous Practice

In Reception and Key Stage One *Read Write Inc* lessons you will see:

- Phonics taught **daily** and has a regular slot in the timetable
- Phonics taught to a **target group** led by an adult who explicitly models strategies and skills
- Adults that have access to **high quality planning and resources**
- Have a **consistent structure**
- The same **visual representations** and **accompanying rhymes** are used by all adults
- Children that are trained to work effectively in **partnerships and independently**
- Children accessing **phonetically matched** books to read at home
- Teachers that make sure that children make progress through the use of **high quality teaching** and **targeted intervention groups**

### Read Write Inc Fast Track

As part of our phonics programme we ensure all children **keep up rather than have to catch up**. Each half term all children are assessed and their **progress** is discussed between the Reading Lead and their class teachers or reading group lead. Those children who are identified as needing some extra support receive additional 1:1 intervention. These sessions are carefully planned for, addressing the phonics gaps that have been identified. **Highly skilled Read Write Inc Fast Track Tutors** support children on a one to one basis for a further ten minutes of phonics teaching three afternoons a week.



### Key Stage Two Phonics

Although we expect the majority of children would have successfully completed the phonics programme by the end of Key Stage One, we recognise that some children may benefit from further phonics teaching. These children will continue to access *Read Write Inc* phonics lessons in Year Three as **children are grouped by stage, not age**. Children in Years Four, Five and Six who are in need of further phonics support will access *RWI Fresh Start* lessons and are supported by a highly skilled Teaching Assistant during class literacy lessons, following *Read Write Inc* planning.



### Access to Appropriate Books

A core component of our phonics programme are the **high quality reading books** that children access during *Read Write Inc* lessons. These books **match the graphemes** that children learn; this ensures that children can apply their developing phonetic knowledge with success. In addition, children can select books from their class and school libraries that can be shared at home with their adults.



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



Children can decode, segment and blend confidently by the end of Year One and are ready to develop their fluency and confidence.



Children feel successful when reading because books are matched to their developing needs.



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



A higher number of children pass the phonics screening check at the end of Year One.