

Bishop Rawle C. E. (A) Primary School



Going for Gold with God



Phonics Policy 2020

Intent

At Bishop Rawle C. E. (A) Primary school we intend:

- our children to become enthusiastic and motivated readers;
- to develop children's confidence in reading a wide variety of genres and text types;
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read;
- to encourage a love of literature and an enjoyment of reading for pleasure;
- to use reading to provoke thought within children.

We follow the **Read, Write Inc.** (RWI) phonics scheme.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage - EYFS (2018 update).

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature. From EYFS to Year 6, the National Curriculum for English (2014) aims to ensure that all children:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;

Bishop Rawle C. E. (A) Primary School



Going for Gold with God



- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Key to the delivery of these curriculum aims is the provision of a robust and systematic delivery of Systemic Phonics in the Early Years and Key Stage 1.

Aims and Objectives

To teach children to:

- Apply the skill of blending phonemes in order to read words;
- Segment words into their constituent phonemes in order to spell words;
- Learn that blending and segmenting words are reversible processes;
- Read high frequency words that do not conform to regular phonic patterns;
- Read texts and words that are within their phonic capabilities as early as possible;
- Decode texts effortlessly so all their resources can be used to comprehend what they read;
- Spell effortlessly so that all their resources can be directed towards composing their writing.

Organisation of Phonics Teaching

- Initial sounds are to be taught in a specific order;
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words;
- Graphemes written with more than one letter are described as 'Special Friends' to encourage children to pronounce the sound rather than trying to segment further;
- Blends are to be declustered. E.g. bl is two specific sounds;
- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling;
- Set 2 sounds are to be taught after Set 1 (initial sounds);

Bishop Rawle C. E. (A) Primary School



Going for Gold with God



- Letter names are to be introduced with Set 3;
- Teaching of phonics will be pitched at the correct level for each child, ensuring every child is sufficiently challenged while able to make clear progress.

Provision

Children in Red and Yellow classes have a daily phonics session, lasting approximately 25 minutes and following the 4- part lesson plan outlined in the RWI handbooks (Review, Teach, Practise, Apply). Sounds are taught in a specific order, following the RWI programme. Children are grouped according to ability.

Assessment

A range of assessment strategies are used to ensure children are making progress. Children are assessed in every lesson via teacher or LSA observations, and assessment of the written work they produce. The teacher will assess how children:

- * recognise and verbalise sounds (grapheme / phoneme correspondence);
- * decode and blend green words
- * recognise and read red words.

In addition, formal assessment is completed once per half term by the Class teachers. This checks the individual children's ability to recognise and say each sound and blend and say real and nonsense (alien words). This is done on a one-to-one basis. Although the assessments take place at the end of each half term, the child can be assessed earlier than that if higher attainment is being shown. These will be recorded on the school's phonics tracker and shared with the School Leader/ English Leader on a termly basis. Any children requiring support will be referred to the Phonics Intervention Group for the following term.

SEND Children

Children identified as having a SEND requirement are fully involved in Read Write Inc lessons. Additional one-to-one or small group tuition may take place outside of designated Phonics time. All additional provision is detailed on the

Bishop Rawle C. E. (A) Primary School



Going for Gold with God



Class provision map and noted and detailed within the Class intervention folder.

Additional Support

Children in Year 2 who did not pass the Phonics Screening Check Year 1 will have targeted “catch up” sessions. These will be allocated dependant on need and may take place as either one-to-one or small group sessions.

Home School Links

The Importance of Reading

At Bishop Rawle C.E. (A) Primary School we recognise that reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Guidelines for the Teaching of Reading

The school identifies two important phases in reading development: *learning to read* and *reading to learn*. Teaching strategies are employed that recognise children's needs in each phase.

Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book Day and Parent Information Sessions are used to emphasise the importance of reading and encourage children to read at home with their parents.

Reading scheme material is used in guided reading for children still mastering decoding skills. These texts are supplemented by a broader range of graded reading materials that provide access to different sentence structures, lay-out and styles of writing. Home-school reading materials are drawn from Collins Big Cats reading scheme. In EYFS and Key Stage 1, the children have a reading book which matches their phonetic reading ability and also a shared reader. The shared reader may be above the child's reading level but is to be jointly read with an adult

Bishop Rawle C. E. (A) Primary School



Going for Gold with God



to enable the children to read a range of texts, share books with adults and to further foster a love of reading. Once the children are secure in their phonic knowledge, home reading books are levelled to match the TMPF reading level of the children. Whilst, when able, allowing the children to choose their own reading books, we ensure that the children have access to a range of genres and reading materials.

Key Stage 1

Aim:

To develop each child's ability to read, understand and respond to all types of writing.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.

Children build a sight vocabulary from the structured scheme whilst concurrently following the phonics-based Read Write Inc programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

IT is used to support reading – Online reading program- Lexia and phonic resource programmes.

Each child takes home a scheme book with a reading record. The children are encouraged to share their books with an appropriate adult at three times a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.

A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

Bishop Rawle C. E. (A) Primary School



Going for Gold with God



The school library is open to pupils on a daily basis; all pupils are encouraged to choose a library book from the school library each week.

The Read, Write Inc phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Year 1. In Year 2 the children move to learn the spelling patterns as laid out in the National Curriculum. We follow the No-Nonsense spelling scheme.