

Phonics at Iford & Kingston CoE Primary School

Intent

At Iford & Kingston we recognise reading as a key life skill, which underpins access to the rest of the curriculum. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. We aim for children to read words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school. The systematic teaching of synthetic phonics, using the quality first phonics programme, Sounds-Write is given a high priority throughout Early Years and Key Stage 1. In KS2 children will continue to be taught the Sounds Write approach with a focus on spelling polysyllabic words.

Implementation

In order to achieve the aims of our 'Intent' we will carry out the following:

Staff Training:

- Teaching staff will complete six weeks of Sounds-Write training and will be accredited as a qualified Sounds-Write practitioner.
- Support staff will receive CPD Sounds-Write training with the Phonics Lead.

Phonics:

- Phonics lessons will be taught daily following the Sounds-Write approach.
- Children will be taught the key skills of segmenting, blending and phoneme manipulation of real and pseudo words.
- In Reception, children will be taught the Initial Code which comprises of single letters of the alphabet, double consonants ss, ff, ll, zz, digraphs ch, sh, th, ng, wh, trigraph tch and <q> <u> which represent the sounds /k/ and /w/.
- In Year 1 children will be taught the Extended Code (first spellings) from Unit 1 - 26. Throughout the Extended Code children will learn that a sound can be represented by more than one spelling e.g. ae/ai/ay/a-e.

- In Year 2 children will continue to be taught the Extended Code (more spellings) from Unit 27 - 49. They will be introduced to more spellings that represent the same sound e.g. ae/ai/ay/a-e/a/ei/ey/eigh.
- In Year 1 (from Unit 4) - KS2 children will be taught Polysyllabic Words. Children will learn to read, write and spell by separating words into syllables.
- In KS2 children will continue to learn the Extended Code. Sounds-Write lessons will be linked to the statutory spelling lists for each year group.
- Phonics lessons will be taught as a whole class. However, learning is differentiated where the teacher feels this is appropriate or impactful.
- Support from class teachers and TAs is available to all learners but individual pupils are targeted for support according to the outcomes of daily lessons and formative assessments.
- Intervention to support children who are finding aspects of their phonics challenging or require pre-teaching will be taught by TAs and where possible class teachers.

Reading:

- Children in R & KS1 will have access to fully decodable text matched to the Sounds-Write phonics programme.
- In KS2, decodable texts will be used to support children who haven't passed the Year 1 phonics screen or are working below age expected level.
- In KS1, children will take part in 1-1, small group or whole class guided reading sessions where blending and segmenting words takes focus.
- In KS1, children are given regular, independent and structured reading time as well as 1-1 reading opportunities with TAs, parent helpers and class teachers.
- Children identified as the lower 20% within the class will receive daily 1-1 reading with TAs, Teacher or a parent helper. Developing phonics skills of segmenting and blending will be the main focus.
- Children who are not heard read at home will be targeted at least 3 times per week.
- Children who haven't passed the phonics screen retake at the end Year 2 will receive targeted phonics interventions and 1-1 daily reading in Year 3.

Writing and Spelling:

- Children will be encouraged to use the skills learnt in phonics e.g. say the sounds and write the word to support spellings.
- In KS1 children will write words to include common exception words daily using the Sounds-Write approach.
- Carefully chosen dictation activities will enable children to practise and apply their spelling knowledge and segmenting skills.
- Dictated sentences will contain alphabetic code knowledge that has been taught previously.

- Phonics working walls and sound mats will support children with spellings and sounds taught so far.
- Teachers and support staff will provide pupils with high-quality, modelled writing examples of words in line with the Sounds-Write approach.
- Teachers will deliver quality first phonics teaching that specifically focuses on phonics, spellings, handwriting and sentence dictation.

Assessment

- Sounds-Write progress checks and diagnostic checks will be used to track children's progress termly.
- On-going formative assessment/verbal feedback will be used throughout each lesson to monitor children's progress.
- Children identified as not meeting the objectives will receive additional support through pre-teaching, catch-up and interventions.
- Reception Baseline assessment
- Year 1 Phonics Screen

Impact

As a result of high quality phonics teaching, children make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, Key Stage 1 and into Key Stage 2.

As a result of quality first teaching you will see:

- Engaging lessons that are appropriately paced, inclusive, challenging and involve whole class participation.
- Confident children who can all talk about phonics and their learning within this subject area.
- Lessons that use a variety of resources to support learning and extend children.
- Learning that is tracked and monitored to ensure all children make at least good progress.
- Children achieving age related expectations in Phonics which will be assessed through EYFS data and the Phonics Screening Check at the end of Year 1.
- Children reading decodable texts matched to the phonics stage they are on and a least two units behind the phonics sound/s being taught in class.
- Confident children who can decode texts using skills learnt in phonics.
- Children who read clearly, fluently and confidently both internally and when reading aloud.
- Children's reading enriched with a wide range of high-quality fiction, non-fiction and poetry texts.
- Children who have develop a love of reading.
- Children become increasingly independent writers, using their phonics knowledge to spell.