Phonics

Kimbolton St James

Primary School

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| Curriculum Intent |
| **What phonics looks like in our school:**   * We follow the Letters and Sounds scheme of learning * All children are taught 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 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 Kimbolton St. James, 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. * Decoding and graphic knowledge are taught using the Letters and Sounds phonics scheme. * Children are taught the graphemes and their corresponding phonemes in the order set out in the scheme. * Each phonics session has 4 clear parts: review, teach, practise, apply and during this children will learn sounds, blend and segment words, read and write words and sentences. * The teaching of common exception words is threaded through phonics sessions and daily sessions focusing on a set group each week. To allow for further consolidation, these words are sent home with children to ensure continuous practise. * 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 at the end of each Phase or at the end of every half term and any children who are falling behind are identified and groups organised accordingly. * In Year 2, children who did not pass the phonics screening check continue to receive phonics session. * 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 Read Write Inc. Spelling.   **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 at the end of every Phase/ half term to track their progress. This information, alongside daily 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 ensure they can access the text as well as being given the appropriate 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 catch up sessions at any time during the year to ensure they can fully access the phonics 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:**   * 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 uses 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 at least 3 times a week. * Daily assessment for learning. * End of phase/ half-termly 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. |