



PHONICS at Ashlands Primary School



INTENT

The overarching aim of Phonics at Ashlands is to ensure that all children build a secure foundation of knowledge and understanding. This enables children to feel confident and secure at all stages of their learning journey, helping all children to become confident speakers, fluent readers and skilled writers who are motivated to try their best and consequently reach their full potential.

IMPLEMENT

Phonics at Ashlands is taught following the Read Write Inc (RWI) phonics programme. This is a systematic, rigorous phonics programme which is taught daily in Reception, KS1 and for some Year 3 children. The overarching goal of RWI is to help all children learn to read fluently and at speed so that they can focus on developing their skills in comprehension, vocabulary and spelling. RWI also aims to teach children to spell effortlessly so that they can put all their energy into composing what they write.

At Ashlands, we aim for all children to move into KS2 as well-rounded learners who can:

- Decode words and use this skill to read accurately.
- Read red words (common exception words) by sight.
- Demonstrate sound comprehension skills which support children to fully understand what they are reading and what is read to them.
- Spell unfamiliar words using their phonics knowledge to segment sounds.
- Write letters that are formed correctly.

Children begin their phonics learning in nursery with the ultimate goal being the development of their speaking and listening skills.

The children are taught in fun, practical ways. As the children show signs they are ready, RWI is introduced. At this point, children will begin to learn the initial sounds in preparation for starting reception, giving them the best chance of success as they begin their school journey.

Once children move into reception they begin by learning the Set 1 sounds in a daily RWI lesson. Set 1 sounds are the initial sounds. These are referred to as 'Speed Sounds' because the aim is for children to read these quickly and effortlessly. Children are taught to say, read and write each sound. This then forms the very beginning of their life-long love of reading. All children have daily opportunities to apply their learning independently through an array of reading and writing activities available to them through high quality provision inside and outside of the classroom.

By the end of reception children are expected to be able to say a sound for each letter in the alphabet and for at least ten digraphs. They should then be able to use this knowledge to read words consistent with their understanding. This supports children to access books with simple sentences inside meaning that children feel like readers and therefore develop the belief that they can read.

As children move into Year 1 and for those children who continue to need support in Year 2, the phonics continues to be taught in phonics groups based on the children's individual ability. This ensures the teaching they receive continues to meet their needs. Children practise their phonics by using a RWI reading book which enables them to consolidate their phonetic learning whilst building their comprehension skills.



In addition to this, reception children complete writing activities which are linked to the book. This makes their writing experiences meaningful and linked to a text they have been able to access independently. In Year 1 and 2, they do this in English lessons, which focus around an exciting text. All children completing a daily RWI lesson will have access to Oxford Owl at home. This means that all children can continue practising their reading skills at home using the text they have been reading in school. This helps children to learn early on that they can read and are a 'reader' which in turns builds confidence and a huge sense of pride.

At Ashlands, we feel that giving children opportunities to read physical books at home is extremely important and therefore children will bring home a library book. This is a book that they may or may not be able to read completely independently but that they will be encouraged to share with an adult and read together. In addition to this, children will bring home a book from the library, which they will choose for themselves, independently. Children also take home a RWI core text which they have read in school that week and a RWI book bag book.

By the end of Year 1, the aim is for all children to have learnt their Set 2, Set 3 and Additional Graphemes. However, we know that not all children learn at the same pace. This is the advantage of grouping across Year 1 and 2 as it means that children can be placed where they need to be in order to ensure they have a secure understanding of what they are learning, before they are moved on.

As the children come to the end of the programme and show they are ready they will stop RWI lessons and instead have a daily literacy lesson. This lesson will follow the same lesson format as English lessons in KS2 which helps ease the transition from KS1 and 2 as children are already familiar with the expectations for English. These lessons will link to the half termly topics which children's learning is focussed around. These lessons use a book or non-fiction text which supports the children's learning journey. These texts are high quality and engaging which get the children excited about their reading and writing. As a result, they are enthusiastic about their lessons and the work they produce. These lessons encompass the children's developing comprehension, grammar, vocabulary, spelling and writing skills, all of which the children need to be able to competently demonstrate, independently, in order to be considered working where they should be for the end of Year 2.

In addition to their daily RWI lesson, all children in Year 2 will receive an additional 30-minute writing lesson every day. This provides children with further opportunities to develop their writing skills, apply what they have learnt and build additional evidence which allows them to showcase their ever-improving writing.

IMPACT

The impact of phonics teaching and learning will be evident through the following outcomes:

- Internal monitoring including learning walks, lesson observations, pupil conferencing and book scrutiny will ensure teaching and learning is of high quality and consistent across the school.
- Teachers will receive frequent, real time support during their phonics lessons from the 'reading lead' teacher who will spend time each week supporting teachers to deliver their phonics lesson. This will ensure quality teaching and learning is taking place in all classrooms and that advice can be given and modelled in real time.
- Results of the Phonics Screening Test will be in line with the national average each year.
- Children will develop a love of reading, talk enthusiastically about reading and confidently attempt to spell words as they read.
- Confident writers who enjoy writing for a variety of different purposes.
- Phonics assessments will be carried out half termly by the reading lead and this data will be analysed and used to group children into their phonics group for the following term. These groups are fluid and can change during the course of the term if needed. The reading lead will be able to measure the progress of each child and will investigate concerns when children have not made sufficient progress.
- Where possible, support will be given to children who are not making sufficient progress and would benefit from additional phonics intervention.