



## Our Phonics Strategy

God's children learning together; looking after His world  
and each other.

Show Love; Act Justly; Give Thanks



### **How we teach children to read through phonics?**

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc.* Phonics to teach our children to read and write. We make sure *every* child can read the last set of phonic stories before they progress to our higher-level programmes, Comprehension and Spelling. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too.

During this time, we group children by their reading progress and re-assess children every half-term so we can place them in the group where they'll make the most progress. We provide extra daily one-to-one sessions for children who need a bit of a boost to keep up and use Reading Champions to give some children extra practise.

### **How do we get children to remember what we teach them?**

It's much easier teaching one child – we can get them to repeat what they have understood in their own words, step by step. Then, if they haven't understood, we can try different words and explanations. So, in order to replicate this back and forth dialogue with a group or class, we often use partner work. The teacher checks what children know and only moves on when they understand. It means that all children stay focused throughout the lesson. Partner talk, white board work, 'talk, do' teaching strategy is fundamental to the success of our phonic learning.

### **How do we make phonics easy for children to learn?**

*Read Write Inc.* Phonics depends upon children learning to read and write sounds effortlessly, so we make it simple and fun. The phonic knowledge is split into two parts.

First we teach them one way to read and write the 40+ sounds in English. We use pictures to help, for example we make 'a' into the shape of an apple, 'f' into the shape of a flower. These pictures help *all* children, especially slower-starters, to read the sounds easily. Children learn to read words by sound-blending. Teachers says the sounds and children help blend the sounds to read each word.

Then we teach children the different spellings of the same sounds, for example, they learn that the sound 'ay' is written ay, a-e and ai; the sound 'ee' is written ee, e and ea. We use phrases to help them remember each sound for example, ay - may I play, a-e – make a cake?

### **How do we ensure children can read every book?**

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.) Please see list of books document.

Before they read the story, they sound out the names of characters and new words, practise reading any of the 'tricky Red' words, and we tell them a thought-provoking introduction to get them excited about the story.

Then, over three days, children read the story three times: first to focus on reading the words carefully; the second to help them read the story fluently; and on the third, we talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

### **How do we assess and track children's phonic progress?**

For children to make the best possible progress, they will read Storybooks closely matched to their reading level.

This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR and record their assessments in their Pupil Phonic Passports. Y2 who have not yet met end of Key Stage 1 National Curriculum expectations for reading and haven't passed the phonic screening will take their Phonic Passport with them to KS2.

Years 5 and 6 children who are at risk of not meeting end of Key Stage 2 national expectations for reading are given small group interventions.

The Reading Lead carries out all the online assessments to ensure children are placed in the correct group.

We track each child's individual progress on our Phonic Tracker. We use this to identify children who need more support through daily one-to-one tutoring.

### **How are slower progress readers supported?**

We identify those children who are at risk of falling behind their peers immediately. We make sure children 'keep up not catch up' from Reception.

The slowest progress readers in both KS1 and KS2 receive additional one-to-one reading by staff and reading champions, in addition to their group session. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

### **What are the expectations of children's progress on the *Read Write Inc.* Phonics programme?**

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue-Storybooks by the end of the summer term.
- Year 2 children will have completed the Phonics programme by the end of the spring term.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help *all* children to be accurate and fluent readers by the time they enter Key Stage 2.

### **How is the programme led to ensure these expectations are achieved?**

The Reading Lead's role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress.

All staff have been trained to teach reading and have support from the English Lead from the Academy Trust

### **Story and poetry time**

Storytime is the highlight of every day. We have a canon of stories that children get to know really well, and others we read just for fun. Children learn to retell the stories, learn the refrains of fairy tales by heart and act out the stories. Children also have opportunities to learn poetry too.

### **How can parents help at home?**

The children take home two books: a *Read Write Inc.* 'phonics' Storybook for children to read to parents, a phonic story book linked to their phonics and a book of choice to share with parents.

#### *Read Write Inc.* 'phonics' Storybooks

Children will have already read the 'phonics' storybook in the reading lessons so they should be able to read it confidently. We encourage parents not to say 'this is too easy'! There is guidance in the storybooks to guide parents too.

Children also take home a Book Bag Book which matches the book they have read in school.