

# Kew Woods Primary School

## Phonics Statement



### Phonics Intent Statement

#### Basic Curriculum Principles:

- 1. Learning is a change to long-term memory**
- 2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge**

At Kew Woods Primary, we have Curriculum Drivers that shape our curriculum breadth. These come from the background of our students, our beliefs about high quality education and our values. They also ensure we give our pupils appropriate and ambitious curriculum opportunities. One of which is, 'A love of reading' - Phonics is a key skill that supports the development of early reading skills. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. Phonics can start to open the door for this love of learning.

At Kew we aim to teach the children to read fluently and accurately and to develop skills that promote understanding and interpretation of texts to support the curriculum. The importance of having secure phonic knowledge is essential for these skills to develop. We teach the children to apply their phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.

Our aim is to ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible. Children are taught how to blend and segment words and are encouraged to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar. Within the teaching of phonics, we ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight. Through teaching all the skills required, we are enabling the children to read and write with confidence, for a range of purposes in everyday life.

#### Implementation:

At Kew Woods Primary, we strive to teach children to read effectively using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling. We combine quality phonics instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers. In school, reading books (from RWI) are matched to a child's phonic ability. As the

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children progress and complete these books, they then move onto other books in the scheme which provide a richer and wider reading.

Daily sessions of RWI are taught in the Foundation Stage and Year 1. Children are taught in small groups, either by a teacher or highly trained teaching assistant, which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge. In Year 2 and Key Stage 2, daily phonics/spelling sessions are timetabled into the curriculum to ensure continuity and progression. Regular homework and weekly spellings are set to reinforce and develop phonics skills taught in school.

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is a full teaching programme proven to develop: fluent, enthusiastic readers, confident speakers and keen writers. Children are taught to:

- learn to read and write letter-sound correspondences quickly
- decode effortlessly
- apply skills of phonemes in order to read words
- read high frequency words that do not conform to regular phonics patterns
- spell and handwrite easily
- comprehend what they read
- read with fluency and expression
- write confidently using oral rehearsal
- work effectively with a partner to articulate their learning at every step

Any pupil who is identified as not making expected progress within Key Stage 1, receives additional support and intervention using the Read, Write Inc. phonics programme. This includes one-to-one support addressing identified misconceptions to differentiated groups for daily phonics sessions. To ensure all pupils' within Year 3 make appropriate progress in reading and writing we use the Read, Write, Inc. One-to-one tutoring intervention programme. The emphasis on this programme is placed on regular practice of assisted blending to support children from reading isolated sounds to blending words. In addition to this intervention, we offer an alternative Read, Write, Inc programme Fresh Start. This daily structured intervention for pupils aged 9 and above, use a proven phonics-based approach. Most intervention takes place before and after the school day to ensure it is additional support outside of curriculum time in order to maximise pupils' learning. All adults in Kew Woods Primary School who support learning are trained in the Synthetics Phonics Programme.

In addition to Phonics lessons/interventions, Kew Woods also offer planned opportunities for parents to participate in 'stay and read' phonics workshops when their child starts in Reception. This allows for parents to support their child with their reading at home.

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### Impact:

Through implementing the above, pupils will be confident in their phonic knowledge and will be able to blend and segment words confidently. They will learn to love reading through fun but challenging phonic activities and with secure knowledge of phonic sounds, this will enable reading for pleasure as part of our reading curriculum.

During daily sessions of phonics there are opportunities for practitioners to regularly assess children's understanding of grapheme-phoneme (letter-sound) correspondences. Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills, e.g. during guided/ shared reading. During each term, Foundation Stage, Key Stage 1 and individually identified Key Stage 2 children are assessed using the Read, Write Inc assessment. Following the analysis of these assessments children are grouped accordingly. At Kew Woods Primary School, we use a phonic progress tracking sheet which provides an overview of children's progress through the phonic stages. Regular monitoring of the tracking sheet allows teachers and practitioners to ensure that all children are making expected progress, including children in the most vulnerable groups. This is also used to identify children who are not making expected progress and therefore early intervention can be put in place.

Every Year 1 child in the Summer term will take a Phonics Screening Check. This is a phonics based check where children will be expected to read 40 simple, de-codable words including nonsense words. This progress check will identify those children not at expected level in their reading. The results will be reported to parents. Children will be rechecked in Year 2 if they do not reach the expected level.

The RWI programme enables pupils to build upon their phonic knowledge through a repetition-based approach. Pupils will build on previously learned skills, enabling a more secure and deeper learning.

### Policy Implementation and Review

This policy was reviewed by SLT, shared with staff and approved by governors. It will be reviewed annually as per the policy review cycle.