



## PHONICS AT TREGONY CP SCHOOL

### INTENT

At Tregony CP School, we value reading as a key life skill, and are dedicated to enabling our children to become lifelong readers and have a love of literature. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier.

We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. We aim to achieve this by teaching phonics systematically with a relentless drive to address the needs of all learners.

Our intent is to teach children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

### IMPLEMENTATION

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. (Fresh Start)

Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is



consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (red words).

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the red words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher will support their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

The RWI approach is taught considering the 5 Ps:

- Praise – Children learn quickly in a positive climate.
- Pace – A good pace is the key to each session to ensure all children are engaged and on task.
- Purpose – Every part of the lesson has a specific purpose.
- Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation – A strong feature of RWI lessons is partner work and the partners 'teaching' each other.

## Early Years Foundation Stage

### Nursery

During the autumn and spring term, children in our nursery spend time listening to, learning and joining in with carefully chosen stories, rhymes, poems and songs. They then use this to role-play together, develop vocabulary and build sentences orally and make up stories through planned talk experiences. In the summer term, the focus of learning, for those children who are ready, is to learn the initial letter sounds and introduce oral blending through 'Fred Talk' throughout the day.

### Reception

Children in our reception class are taught daily phonics lessons. In the first four-six weeks of reception, the initial sounds (Set 1 Speed Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage.



Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave reception at green or purple RWI bands to be on track to achieve the expected standard for the Year 1 phonics screening check.

## Key Stage 1

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. They have a daily RWI lessons lasting an hour. This lesson starts with a 10 minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading red words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge following a 3 day/5 day plan (depending on the stage). The learning in the remaining part of the session includes spelling, grammar, and other writing activities.

Children are assessed at least half termly and those who are at risk of falling behind the programme's pace and expectations are identified early and additional 1:1 Fast Track Tutoring is put in place to ensure that these children keep up and don't have to catch up. The effectiveness of these sessions and the impact on progress is regularly evaluated by the Reading Leader.

Children in Year 1 complete the phonics screening check at the end of the year.

It is our aim that children in Year 2 complete the RWI programme by end of the spring term in Year 2.

## Key Stage 2

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the RWI spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.



## IMPACT

Through the teaching of RWI our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently.

Attainment in reading is measured using statutory assessments such as the end of EYFS and Key Stage 1 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of RWI half termly and screening assessments and NFER reading papers.

More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We want reading to be the golden thread running through a child's journey at Tregony School. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.