**INTENT**

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| **Purpose of Study** |
| The acquisition and application of phonetic knowledge underpins and compliments successful early reading and writing, enabling children to achieve success and gain full access to the enriched curriculum offered here at Roby Park. Fast-paced, engaging and active, phonic knowledge allows children to share their own ideas whilst gaining access to the ideas of others. Targeted phonics will be transparent to all children, and their families, giving them opportunities to rehearse and apply their phonic knowledge across the curriculum and at home. At Roby Park, we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with our children. |
| **Intent from Subject** |
| At Roby park Primary School, we recognise the importance of phonological decoding as one of a number of strategies to develop early reading skills. When combined with high quality reading books and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts and to express themselves in written form, thus becoming independent readers and writers. Teachers will employ a variety of differentiated learning strategies using a high-quality systematic synthetic **phonics** programme of proven effectiveness.  It is followed with rigour and children are taught consistently to use **phonics** as the route to reading unknown words.    At Roby Park Primary, we recognise the importance of phonological decoding as one of a number of strategies to develop early reading skills. When combined with high quality reading books and the promotion of reading for pleasure, children can apply these skills to tackle unfamiliar texts and to express themselves in written form, thus becoming more independent readers and writers. |
| **Aims from National Curriculum** |
| The national curriculum for phonics aims:   * To provide pupils with a clear understanding of how the alphabet works for reading and spelling; * To enable our pupils to become fluent and confident readers with a strong phonological awareness; * To develop pupils’ sight vocabulary to aid fluent reading; * To provide opportunities for repetition and consolidation so that spelling and reading become automatic. |

**IMPLEMENTATION**

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| **Teaching & Learning** |
| Pupils will have a variety of teaching and learning experiences following the Letters and Sounds Framework and incorporating actions and songs. Pupils will be taught each phase in set year groups (listed below). All classes in Early Years and Key Stage One will receive a daily phonics input.    Each phonics session will follow the same structure.  1. Revisit/Recap  2. Teach  3. Practise  4. Apply  5. Assess  Each phonics session will provide the children with a variety of multi-sensory, visual, auditory, kinaesthetic learning experiences. Adults use planning from LCP. Through the ‘apply’ element of each session, pupils will use their phonic knowledge for reading and spelling. These will be recorded on whiteboards and phonic books. For KS1, the expectation is that children will record dictated sentences, phonically decodable words that include sound buttons and common exception words in phonics books.  Nursery (Phase 1 )  Pupils will be taught to:   * Develop speaking and listening skills; * Developing language and vocabulary; * Explore environmental sounds, instrumental sound, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting;   Reception (Phase 2 , 3 and 4 )  Pupils will be taught:  Phase 2   * To read some tricky words (words which are not phonetically decodable). * To recognise the first five sets of sounds from the letters and sound program. * To begin to blend and segment simple words.   Phase 3   * To use their blending and segmenting knowledge when reading and spelling. * To know the all the letters of the alphabet and begin to understand alphabetical order. * To read more tricky words and begin to learn how to spell these. * To secure spelling of phase 2 ‘tricky words’( I, no, go, the, to, into )   Handwriting and letter formation will be taught within phonic sessions throughout phase 2 and 3.  Phase 4  Pupils will be given the opportunity to consolidate their knowledge of graphemes, segmenting and blending. They will be focused on reading and spelling words with adjacent consonants and polysyllabic words.  Year One **( Revisit Phase 4 and teach** **Phase 5)**  Phase 4  Pupils will be given the opportunity to consolidate their knowledge of graphemes, segmenting and blending. They will be focused on reading and spelling words with adjacent consonants and polysyllabic words.  Phase 5  Pupils will be taught:   * New digraphs and alternative pronunciations for the graphemes and digraphs they already know. * Reading and spelling year 1 common exception words.   Year 2  Revisit Phase 5 and teach Phase 6 (in conjunction with Y2 curriculum)  Revisit Phase 5  Pupils will be taught:   * New graphemes and alternative pronunciations for the graphemes they already know. * To select the correct grapheme or digraph to represent phonemes when spelling.   Phase 6  Pupils will be taught:  Spelling rules and conventions , including past tense, adding suffixes, strategies for spelling longer words and words with irregularities, |
| **Cross Curricular Links** |
| Throughout the school, children will be given opportunities to practice and apply their encoding and decoding skills in a variety of contexts and for different purposes. The skills of reading and writing are embedded throughout the curriculum as children are given high quality opportunities to engage in reading and writing tasks. |
| **Inclusion** |
| Children with English as an additional language:  It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Each classroom should have on display key words associated with current topics being studied.  All teachers include a range of strategies to support children with EAL which includes:   * Teacher and peer modelling and consistent use of visual support * Repetition and recasting of language features * Word banks and scaffolded speaking and listening activities.   Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.  Special Educational Needs:  Some children experience learning difficulties, which affect their progress in Phonics. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support and will take part in small group phonic teaching.  High Achievers:  Children who achieve highly in Phonics will be supported and given opportunities to deepen their knowledge and skills through the reading and writing groups and differentiation. The success criteria for the lesson also indicates how greater depth has been taught within the context of the lesson and how this can be demonstrated by the child in outcomes of work. |
| **Equal Opportunities** |
| All children have equal opportunities to reach their full potential across the phonic curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability. |
| **British Values** |
| Children will have opportunities to develop personal qualities and use social skills by working in pairs and small groups. Children are encouraged to share ideas and listen to the contributions of others, developing tolerance and respect. |
| **Enrichment Opportunities** |
| Every opportunity is taken for children to practice their phonic skills using a variety of multi-sensory activities, these may include printing letters using a variety of materials, paper and pencil, markers, chalk and chalkboards, or dry erase markers and boards.  Children will be engaged in letter learning games such as rolling alphabet letter dice, fishing for letters, alphabet bingo, and lowercase and uppercase letter matching. |
| **Community Links** |
| Parental and family engagement in their child’s education is a key factor in attainment and equity. A co-ordinated partnership approach is key to the development and success of attainment and progress in Phonics, early reading and writing. Positive parental engagement will result in increased confidence for both parents and children. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

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| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.**  As a result, we have a community of enthusiastic readers and writers who enjoy showcasing  their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. |
| **Assessment** |
| The phonic knowledge of all pupils in Nursery, Reception, Year 1 and Year 2 will be assessed half termly at a specified data collection time and recorded on the online phonic assessment tool – Phonic Tracker. This data is reviewed and analysed, and children’s progress, attainment and barriers to learning will be discussed at pupil progress meetings. These assessments will highlight any gaps that have emerged which will shape the teaching of phonics for the coming term, including any additional teaching intervention which may be required. This may be continued into KS2 where necessary.  Children’s phonics check scores will be uploaded onto Insight half termly  In line with statutory requirements, all pupils in Year 1 will undertake a phonics screening in the summer term. The results of this screening will be included in the annual report to parents for each individual pupil. Prior to this, in Spring term, pupils will gain experience of accessing similar test materials as those used in the screening and a gap analysis will be conducted and used to address learning needs.  In line with statutory requirements, any pupils who do not meet the expected standard in the Year 1 phonics screening will be rescreened in summer of Year 2. From September, they will be monitored and supported through close teacher assessment and regular phonic interventions. |
| **Review Date** |
| **Policy Agreed:** July 2021  **Policy Review:** July 2022 |