

St James' C of E Primary School



SAINT JAMES'
Church of England School



The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	

*We are walking hand in hand with Jesus
fulfilling the potential God has given us.*

'For with God nothing is impossible'

Luke 1:37

Phonics Policy 2024

Luke 1:37 "For with GOD nothing shall be impossible"

Our LEARN Curriculum Key Principles:

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARNING** experience.

Because we truly believe that **'For with God nothing is impossible'**

What is Phonics

Introduction

At St James' School we strive to ensure that all of our children, regardless of their background needs or abilities, become successful, fluent readers by the end of Key Stage One and believe this is achievable through a combination of strong, high quality, discrete phonics teaching combined with a whole language approach that promotes a 'Reading for Pleasure' culture.

We believe that high quality teaching of phonics is the key to developing independent readers and this is given the highest priority. We want 'every child to be a reader' and we implement a rigorous and sequential approach to developing speaking and listening and teaching reading, writing and spelling through systematic phonics.

We teach phonics at St James' to ensure we have a consistent, high quality approach to the teaching of phonics across EYFS, key stage one and on into key stage two for those children who still need this support.

Phonics is a way of teaching children to read quickly and skilfully. Children are taught how to:

- Recognise the sounds that each individual letter makes.
- Identify the sounds that different combinations of letters (Special friends) make – such as 'sh' or 'oo'; and
- Blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' (Fred Talk) new words that they hear or see. This is the first important step in learning to read.

Intent

At St James', we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high-quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a synthetic phonics programme called

Read, Write, Inc. produced by Ruth Miskin. Read Write Inc. is a method of learning centred around letter sounds and phonics, blending sounds together to read and spell words and applying these skills across the curriculum. Using Read Write Inc. the children learn to read fluently so that they can put all their energy into comprehending what they read. We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our 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.

Effective Phonic teaching will:

Encourage our children to challenge themselves, take risks through the **Five key principles that underpin the teaching in all *Read Write Inc.* sessions:**

Purpose know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Implementation

At St James' we follow the Read Write Inc programme to teach phonics and reading in Reception and into Key Stage 1. Some children, that require additional support stay on the RWI programme into KS2.

Our Nursery (2-3) children are immersed in phonics delivered through continuous provision activities and whole class activities. using the phase 1 Letters and Sounds programme. Our Pre-school children (3-4) follow the phase 1 letters and sounds programme supplemented by the RWI Nursery programme.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to phonics through the specific area of 'literacy'.

In EYFS phonics is taught through communication and language games and Read Write Inc in Reception.

Key Stage One.

Children work in differentiated groups on a daily basis and are taught through Read Write Inc. Phonics skills are also embedded in writing and reading tasks in English sessions. Regular tracking of children's progress takes places through half termly RWI online assessments

Our aim is that children will be secure in Set 1, Set 2 and Set 3 Sounds and will have made a good level of progression in Storybooks. Children will also have plenty of practise in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word.

Children should aim to read and write all the common exception words for Years 1.

Key Stage Two

Some children may still need support with their reading, writing and confidence in this area. Teachers communicate the children's needs and parents are informed on progress. Children are supported differently in class depending on their needs.

Our lessons are based around teaching through the RWI sequence

The Order of Teaching Sounds

Set 1

Set 1 sounds are the initial letter sounds. They are taught in the following order.

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set 2

There are 12 Set 2 'speed sounds' that are made up of two or three letters, which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high.

When children learn their Set 2 sounds they will learn: · the letters that represent a speed sound e.g. ay, a simple picture prompt linked to the 'speed sound' and a short phrase to say e.g. may I play.

Every speed sound has a list of green words linked to it, so your child can 'sound out' and 'sound blend' words containing the new speed sound they have just learnt, for example s-p-r-ay = spray.

Set 3

When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.

The five day plan

Each phonics group follows a tailored 5 day plan depending on the colour band the child is working on. All plans are established by the RWI programme and ensure the group have daily practice in speed sound reading, reading green and red word cards, partner practice reading, spelling and dictation sentence writing.

Reading

The children:

- learn 44 sounds and the corresponding letters/letter groups
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Children will take home a Read Write Inc. Book Bag Book which are engaging texts to support children with additional reading practice outside the classroom. The books are uniquely matched to the Read Write Inc. Phonic Storybooks to reinforce children's learning of phonics at the appropriate level, helping them to make even faster progress in reading.

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Support for SEND

Phonics lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's PPJ's (Pupil's Progress Journeys) incorporate suitable curriculum objectives or birth to five matters and teachers consider these carefully when planning work. Targets may be worked upon within the lesson as well as on a 1:1 basis with support staff.

Pupils with needs will be supported according to their individual needs, and therefore the type of support they receive will vary. Some examples are:

- Homogenous grouping of children and carefully identified staff.
- Use of the small step tracker to show steps of progress
- Support with reading and writing but not necessarily with the scientific concept or area of knowledge involved
- Extra teacher/ TA support for pupils who have difficulty using language to express their idea of scientific problems and concepts.

Impact

The teaching of phonics at St James' will enable children to become confident, fluent, independent readers. It will equip them with a knowledge and skills to read and comprehend a variety of different texts and genres as well as providing them with the necessary skills to spell words with increasing phonetical accuracy.

Assessment and Reporting

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children in phonics throughout lessons by

- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations
- regular marking of work
- Children are regularly assessed and changed accordingly into groups to support their learning and development. If children are not progressing at the expected level, they are targeted through the RWI intervention so they catch up quickly.
- Each half term the reading leader uses the Ruth Miskin assessment portal to individually assess the children's sound, word and reading fluency. From these assessments the reading leader, in consultation with the reading team, re-groups the children in order to support progress.
- At the end of Year 1 children are assessed using the National Phonics Screening Test and this is repeated for those who did not achieve the appropriate level at the end of Year 2. This assessment gathers information on the children's ability to blend and segment decodable words to read..

Display

Teachers display the relevant sound charts in their phonics area. All groups have a sounds chart and red and green words displayed to support their learning. All EYFS and KS 1 classrooms have speed sound charts and red and green word displays to support WCR and English sessions.

Monitoring

The Phonic leader is responsible for monitoring the standards of the children's work and the quality of the teaching in phonics. They are also responsible for supporting colleagues in the teaching of phonics, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The phonics subject leader presents an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.