

PHONICS ON A PAGE



MALVERN WELLS
C.E. PRIMARY SCHOOL

Let Your Light Shine!

Introduction

The Malvern Wells aim is to improve life chances for all individuals and nurture the potential for the brightest future in all areas of the curriculum. All our learning is rooted in our 4 core values of courage, commitment, compassion and community and we want to see all children LET THEIR LIGHT SHINE as readers.

We believe that reading is a gateway skill that makes all other learning possible and phonics is crucial to unlocking the reading code

Intent – What do we aim to deliver?



Deliver daily phonics through a high-quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.

Provide children with books that are closely matched to their phonics abilities so that they can be successful when practising.

Support children so that they can catch up quickly by identifying needs early through ongoing assessment and using targeted intervention.

Ensure the highest number of children possible pass the phonics screening check, with expectations that are aspirational yet achievable.

Ensure the wider curriculum allows transferrable writing skills.

Implementation – How do we teach our Phonics curriculum?

Implementing a systematic synthetic phonics (SSP) programme is key to academic success and is supported by the Education Endowment Foundation (EEF). Phonics is recognised as an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy. Studies have shown that an effective SSP programme has a positive impact on progress (+5 months). Our reading curriculum ensures children have opportunities to read for practise, meaning and pleasure. High quality phonics teaching provides children with the skills to learn how to read, which enhances reading for meaning and makes reading pleasurable. Therefore, phonics is a vital part of our curriculum as it is a cornerstone on which our reading curriculum is based.

A Systematic Approach



Read Write Inc.
Phonics

To allow our children to develop a strong phonemic awareness and effective blending and decoding skills, we have chosen to use a DfE validated SSP called Read Write Inc. The programme is a systematic, synthetic approach to teaching phonics with clear expectations that are laid out term by term from Early Years Foundation Stage (EYFS) to Year 2

Access to appropriate Books

Integrated into the programme are high quality reading books published by Read Write Inc. that match to the graphemes that children learn; this ensures that children can apply their developing phonetic knowledge with success. In addition, children can select books from the 'Share me Stories' to share at home with their adults.

Rigorous Assessment



Embedded in to the programme are termly assessment opportunities, which allow teachers to identify children that may need extra support.

Inclusion



Although we expect that the majority of children will have successfully completed the Phonics programme by the end of Key Stage 1 (KS1), we recognise that some children may benefit from further instruction. These children will continue to access phonics lessons in KS2 as children are grouped by stage, not age

Progression through the Programme

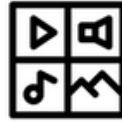


RIGOROUS PRACTISE

In phonics lessons, you will see...



Phonics is taught daily and has a regular slot in the timetable.



The same visual representations and accompanying rhymes are used by all adults.



Phonics is taught in targeted groups and led by an adult who explicitly models strategies and skills.



Children are trained to work effectively in partnership and independently.



All adults have access to high quality planning and resources.



Children are encouraged to apply their phonemic knowledge in other curriculum areas.



All lessons follow a consistent structure.



Children have access to phonetically matched books to read at home.



Each group has an engaging phonics area and this is where lessons are taught from.



Teachers ensure that all children make progress through strategic monitoring.

Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the 'Phonics Screening Check'. This check confirms whether a child has learnt phonetic decoding to an appropriate standard and will identify learning gaps needing further support. Children are assessed 1:1 by a member of the Senior Leadership Team (SLT), who is familiar to them. The Phonics Screening Check is not the end of the child's journey through phonics though and further learning in Year consolidates phonetic awareness, builds fluency and confidence.

Impact – How do we evaluate our Phonics curriculum?



Children can decode, segment and blend confidently by the end of Year 1 and are ready to develop their fluency and confidence.

Children feel successful when reading because books are matched to their developing needs.

By implementing high-quality intervention effectively and promptly, the majority of children become confident and fluent readers by the end of Year 2

A high number of children pass the phonics screening check at the end of Year 1.