



Curriculum Statement

Intent

At Norton and West Chinnock Primary Schools, we believe that reading is the gateway skill that makes all other learning possible and phonics is crucial to unlocking the reading code. We believe reading is about practice, meaning and pleasure. Our mission is to teach every child to read and write whilst developing their lifelong love of reading.

Using the Read Write Inc. (RWI) programme, we aim to:

- Deliver daily phonics through the high-quality Read, Write, Inc, Programme and consistently implement it so that children have the skills to decode and become fluent readers
- Provide books that are closely matched to their phonic abilities so that they can be successful when practicing.
- Support children with their progress by regularly assessing and re-grouping our phonics groups alongside the RWI Programme.
- Ensure the highest number possible pass their Phonics Screen Check, with expectations that are aspirational, yet achievable.
- Develop a love of reading in all our children; to show them the power that reading has on all learning, their lives and their well-being

Implementation

In both schools, Key Stage 1 pupils are assessed and streamed into their phonics group each half term. Their phonics groups address any common errors and the sounds set for the colour band. This is determined by RWI progression.

Key Stage One pupils are building their 'practice' of reading so that they take 'meaning' and 'pleasure' from books that they read independently. In Key Stage Two, children that need to continue their reading 'practice' are assessed and streamed for phonics where necessary. Some children undertake intervention in phonics for accelerated progress. This is called Fast Track Tutoring.

Phonics is taught as a discrete lesson every day but will also be used throughout other lessons, including the hand signals and resources such as speed sound charts. Our children are streamed according to their phonic knowledge (assessed by the RWI Lead) into smaller group sizes.

The teacher provides stimulating experiences and opportunities to motivate the child, using a range of resources to engage individuals and groups of children. These lessons include pace, practical and interactive activities to engage the children.

Activities are carefully chosen to develop their skills in oral discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme-phoneme correspondence. We believe that phonics teaching should be:

- Systematic
- Interactive
- Practical and Engaging
- Multi – Sensory
- Differentiated



Intervention

Although we expect the majority of our children will have successfully completed our Phonics programme by the end of Year 1, we recognise that some children may benefit from further teaching and learning.

Further Phonics Provision is in place for:

- Children who did not pass the Year 1 Phonics Screening Check
- Children who are learning English as an additional language
- Children with SEND who are finding decoding tricky. These interventions will look different for different children.

In Year 2-6 you may see:

- Small group interventions focusing on teaching speed sounds, graphemes, blending or segmenting.
- 1:1 interventions
- A child joining KS1 learning on a temporary “catch-up” agreement.

Assessment

The attainment and progress of children in phonics is assessed regularly across the year. RWI is assessed every half term by the RWI Lead. This is carried out on the RWI assessment sheets which are taken from the RWI handbook. A record is kept of the assessment alongside a pupil progress tracker.

This RWI assessment along with the Phonics screening mock is collaborated to form new RWI groups which are re-arranged half termly. The RWI Lead will provide all group teachers with starting point this half term and will check in with each group leader to notify them of any gap analysis information that needs to be targeted.

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme-phoneme correspondence and their skills in blending. This information is submitted to the LA. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

Feedback

Children are provided with constructive and timely feedback in lessons. Teachers provide parents with feedback on their child's progress and achievement at parent's evening and through reports. Assessment information is also passed onto the next teacher as part of transition between year group and phases.



Organisation

The English Lead is responsible for phonics throughout the federation. There is an additional phonics coordinator at Norton.

This includes:

- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics, within the confines of the school budget
- Monitoring the quality of teaching and learning in phonics across the school

The group teacher is responsible for:

- Ensuring progress in the acquisition of phonic knowledge and skills
- Developing and updating their skills, knowledge and understanding of phonics
- Taking advantage of training opportunities
- Keep appropriate on-going records
- Planning effectively for phonics, liaising with the phonics leader when necessary

Impact

Through implementing the above and careful monitoring from the RWI Lead/Coordinator:

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum