



PHONICS Policy

Vision

At Emmaus it is our intention that every child will become successful, fluent readers and writers by the end of Key Stage One. We believe that Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. We value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

The acquisition of reading skills is of the utmost importance to us here at Emmaus and therefore the teaching of phonics is given a high priority within school. Read Write Inc is taught daily and the skills are modelled and reinforced throughout the day by all members of the team. We have high expectations and children are encouraged to apply their skills in their independent work and through guided activities. Their achievements are celebrated and these celebrations are shared with parents to involve them in their child's learning journey. We strive to ensure that all parents are aware of the importance of phonics and how to support their child at home by applying these skills in their reading and writing. Through parent meetings and workshops we aim to provide them with the confidence and the tools to reinforce the child's learning and have fun together learning to read.

School Aims

At Emmaus we believe that the teaching and learning of synthetic phonics is vital for children to become competent readers. In order for this to happen it is integral that we ensure:

- (1) Consistency in the approach to teaching phonics throughout FS, KS1 and KS2, where Appropriate. We have complete fidelity to the Read Write Inc programme
- (2) Rigorous planning, assessment, and tracking. We believe children should keep up not catch up and we implement the Read Write Inc strategies to support all children.
- (3) Quality first teaching, delivering high-quality Read Write Inc teaching that enables children to read fluently and automatically enables them concentrate on the meaning of the text;
- (4) That all children are able to read by the end of EYFS (ELG) and the age of six. (Year 1 phonic screening test).

Aims of Phonics

At Emmaus we aim to ensure our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme.

The programme is for:

- Pupils in Year R 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. Fast Track Tutoring.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression

- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

Curriculum Planning of Phonics

We teach pupils 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 Year R 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 – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception 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 supports their increasingly fluent decoding. 2 Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. 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.

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Teaching and Learning

Organisation of Phonics

At Emmaus we start phonics from day 1 of their school journey with complete fidelity to the Read Write Inc programme.

In Nursery we talk-a-lot and read-a-lot. Our main focus is reading stories and rhymes to children and developing their language. We plan nursery rhymes and stories we sing and read over and over again – using the same actions and special emphasis every time. We spend a significant amount of our time in Role play together. We plan talk throughout the day to ensure children talk as much as possible. We teach grammar and vocabulary by building sentences orally throughout the day.

Children in Reception and Key Stage One will be taught Read Write Inc daily. Phonics skills are also embedded in writing and reading tasks across the curriculum. Class Teachers and Teaching Assistants deliver the programme, each addressing a particular phase or part of a phase. Children identified from our rigorous tracking receive Fast Track Tutoring and Pinny time to ensure they keep up.

Key Stage Two

Across Key Stage Two children that have not secured their phonics knowledge will continue to receive Fast Track Tutoring. Children are assessed regularly and books are sent home to match their reading ability.

Homework

Parental involvement is key in the acquisition of phonics. Each child in Reception and Key Stage One receive a phonic reading book containing the sounds they know. Phonic Workshops for Reception and KS1 parents are held to involve parents in their reading journey.

Contribution of Phonics into other subjects

We have complete fidelity to Read Write Inc and all teachers are aware that phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. We expect the children's phonics skills to be reflected in their Literacy books and all of their books across the curriculum. All practitioners have high expectations and will encourage the children to develop a sense of pride in their writing and spelling.

Resources

We have invested in the Read Write Inc resources, the book bag books and the ebooks. The Subject leader will purchase new resources when they are required if they will have a positive impact on the children's learning.

Assessment and Recording

Assessment will include:

- (1) Summative Assessment - daily evaluations are completed and the next lesson is adapted accordingly to meet the needs of every child.
- (2) Teaching and learning;
- (3) Displays, working walls, resources the children can access;
- (4) Formative assessments and half termly tracking of progress. The Phonics Screening Check will be completed in Year 1 and children who do not pass will repeat it in Year 2.

Monitoring and Evaluation

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to the appropriate group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. We have high expectations of our pupils' progress. In the June 2022 phonic screening check, 96% of our pupils reached the threshold.

We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers. By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can

focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Homework

Pupils take home books containing sounds they know. They read the book 3 times in school before they take it home. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary. We share what the children are learning in school and provide supportive information for parents to support their child at home.

The Phonics Subject Leader will:

Communicate with all staff identifying CPD needs, complete fidelity to Read Write Inc and ensuring the team share the school's high expectations for phonics. At the end of each half term the tracking sheets will be analysed with our Read Write Inc consultant and discussed with teachers. Regular coaching and learning walks will take place and staff will work together to improve areas of development. Any CPD needs will be identified and support will be provided to meet those needs.

Our statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- imagination and creativity in their learning
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

Date: -September 2021

Date of next review: - September 2023