



# Together Everyone Achieves More

*Through....Loving learning, loving each other and loving life itself*

***AGAPE: The Good Samaritan (Luke 10: 25-37)***

North Curry C of E Primary School  
Phonics Intent, Implementation and Impact Statement

## Intent – our agreed ways of working

At North Curry Primary School and Nursery, we aim to develop the full potential of all our pupils as confident, literate readers and writers; to enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills. For children to develop as competent readers and writers, it is essential that they have a secure understanding of the letter sounds and spelling system of the English language. Phonics skills are developed through planned, systematic lessons, which then lead to the enjoyment of a variety of books, the appreciation of different genres and the ability to access information independently.

Our primary aims are:

- To develop a love of books including stories, poems, non-fiction and fiction texts.
- To develop phonetic skills which lead to fluency when blending and reading.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To give children strategies that will enable them to become fluent and confident readers and writers.
- To promote confidence and positive attitudes to reading.
- To monitor each child's progress using a range of assessment strategies; supporting those who are progressing slowly in acquiring reading skills through personalised interventions.

## Implementation – everyday delivery

At North Curry Primary School and Nursery, we follow the Read Write Inc phonics programme from Foundation Stage, through Key Stage One, and into Key Stage Two where needed. Phonics is a method of teaching reading and writing, which is centred around learning the phoneme (sounds) and the corresponding grapheme (letter/s)

using simple picture prompts. Children learn to read words by blending the sounds together to read the word. The children will learn to write the words using Fred Talk (segmenting words into the individual sounds).

The approach is systematic, rigorous and is carefully structured into phases – Set 1, Set 2 and Set 3. The aim is for children to have fluent reading skills, developing comprehension and good foundations for spelling by the end of Key Stage 1.

Phonics is taught in daily discreet sessions at North Curry Primary School. In Nursery children follow a programme of oral listening and blending skills. From the Autumn term of Reception, children are taught in phonics groups.

The Read Write Inc lesson schedule is followed as laid out in the Read Write Inc Handbooks. All lessons include a speed sound lesson for children to learn and revise sounds, green and red words and spelling practise. All lessons then include story book reading and writing practise.

The principles of Read Write Inc are used to support spelling progression in Year 2 and beyond. For some children it is necessary for them to continue to receive Phonics teaching into Key Stage Two. These children receive carefully structured interventions to ensure they have the phonics skills needed for success.

Grapheme charts and mats are used to support the work undertaken during the specific phonics teaching sessions and support the children to successfully apply their phonetic knowledge in their writing. These show the different graphemes that can be used to represent given phonemes.

Children take home books to practise and celebrate what they have learnt at school. These 'Book Bag' books from the Read Write Inc Scheme are closely matched to their phonic reading ability. We strongly believe in promoting a love of reading so the children also have additional books to take home to read or have read to them, for pleasure.

## **Scope and Sequence**

### **Nursery**

The nursery environment is literacy rich ensuring that children have access to a broad range of texts including fiction, non-fiction, rhymes and traditional tales. Adults read to children throughout the day, individually, in small groups and as a whole. We aim to share stories at least twice a day. Regular focus books enable the children to hear a story again and again, building repetition and providing them with the opportunity to feel as if the story 'belongs' to them.

Our children have access to class and library books, and they are taught how to look after and care for books, recognising familiar texts and building a love of books. Activities help children to develop their listening skills, learning how to differentiate between different sounds, experiencing rhythm and rhyme, alliteration and body percussion.

At the start of the summer term prior to starting school, children in Little Herons begin the Read Write Inc Nursery programme. Children learn the Set 1 sounds which include some 'Special Friends' (digraphs), the sounds are taught in a specific order:

Set 1 - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk

When ready, children will take part in daily, small group lessons, focussing on:

- saying the sound
- reading the sound
- reviewing sounds
- air writing the letter
- Fred Talk

The lessons are fast paced and interactive for the children, progress is reviewed termly and groups adjusted accordingly. Children are provided with opportunities to practise their letter formation through continuous provision activities throughout the day. Once children can read the single letter sounds speedily, practitioners then start to teach children how to read words using the Teaching Blending lesson plans and introduce the children to reading sound blending books.

## **Reception and KS1**

At the beginning of Reception Class, children learn and revise the Set 1 sounds. Throughout the first few weeks of term, the children are assessed and organised into groups to ensure they receive the correct challenge and support to progress on their reading journey as outlined in the 'Making a Strong Start' document. When ready to progress, children will learn Set 2 sounds.

The Set 2 sounds are: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy

When the children know all Set 2 sounds speedily, they learn Set 3 sounds:

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear.

Our children progress, throughout Reception and Year 1, from learning speed sounds and blending words to reading photocopy ditties, red books, green books, purple books, pink books, orange books, yellow books, blue books and then grey books.

### **Impact – How are we making a difference?**

Reading teachers continually assess children on a day-to-day basis, and more formally each half term, to ensure teaching is delivered at an appropriate level for progression. Our aim is for children to quickly becoming fluent readers with an understanding of what they read.

The reading teacher assesses how children:

- Match graphemes and phonemes
- Blend to read
- Segment words to spell
- Read and write red words (those which do not follow phonic patterns)

Outside the discrete daily phonics sessions there are opportunities to observe the application of phonic skills for example during shared reading/writing activities. Regular monitoring of the assessment outcomes allows teachers and practitioners to ensure that all children are making expected progress. Through careful monitoring and tracking, practitioners are able to identify children who need extra support to keep up with their peers. This may include additional one-to-one tutoring and / or small group sessions.

## **Year 1 Phonics screening check**

In the Summer Term, Year 1 children take the statutory DfE Phonics Screening Check. This is a progress check to identify those children who are not at expected level in their reading. The children read 40 simple, decodable words including nonsense, silly or alien words. Children will be reassessed in Year 2 if they do not reach the expected level. As part of our assessment and preparation, the children in Year 1, and those in Year 2 who will be reassessed, will use past Phonics Screening Check materials.