

Phonics and Early Reading

<p>Vision and approach for Phonics and Early Reading</p> <p>Phonics is an essential tool to enable children to access the joy of reading and the ability to communicate in writing. Whilst developing a love of reading stems from sharing rich texts the key to unlocking this pleasure is through a strong foundation in phonological awareness. We dedicate time and focus to ensure that children receive tailored lessons specifically targeted at their current stage of learning and provide timely interventions when natural progression does not happen.</p> <p>The strategies for teaching phonics is consistent and infant staff are familiar and able to teach all stages of phonological development. Early reading has a strong focus on decoding and all staff ensure that book selection matches the individual child’s phonetic ability. Despite a strong focus on matching books to current phonics it is vital that children comprehend and discuss their reading material. In addition to book choices that focus on practising current learning in phonics lessons children are also given books which will present less (or no) decodable challenge in order to develop fluency, pace, expression, stamina and self -esteem.</p>	<p>Key Concepts</p> <p>Phonics Phonemes Vowels Consonants Digraphs Consonant clusters Blending Segmenting Dotting & dashing Chunking Red words Reading Comprehension Vocabulary Grammar Punctuation Expression Fluency Spoken Language</p>	<p>Content and Sequencing</p> <p>Phonics is introduced to children in their first few weeks in YR by listening to initial sounds in words, clapping syllables, hearing rhyming words, blending and segmenting simple CVC words. From October in YR children begin RWInc phonics scheme, learning to recognise, say and write initial letter sounds (set 1) and to read and write CVC words. From January YR and Y1 children are grouped according to their phonics ability (across 8-12 groups) in order to learn RWInc set 2 and set 3 sounds and there is also a structured approach to learning to read and spell “red” words . Year 2 and 3 children who are at this level will be accommodated in the groups. All children in the phonics programme are assessed half termly by the phonics Lead and teachers are deployed based on the needs of the children and the expertise of the teachers. Children who have completed the phonics programme develop their spelling strategies with a RWInc spelling programme and all children from Y2-6 are taught spelling with RWInc Spelling. Children in Y1 are given plenty of opportunities to become familiar with the format of the Phonics screen and every effort is made to ensure that they have encountered set 2 and 3 sounds prior to the screening in June regardless of their phonics ability (with the exception of SEND children for whom this would be inappropriate.) Whilst pace of learning should be rapid it is also essential that children have lots of opportunities to practice and embed learning and that there is consistency of language and strategies across the different phonics groups.</p>
--	---	---

Curriculum Drivers

Motivation	Reflection	Perseverance	Independence	Curiosity
<p>Motivation is shown through structured, fast-paced, and engaging lessons that help children feel successful from the start. Activities such as partner practice, speedy sound recall, and storybook reading make learning interactive and enjoyable. Pupils are regularly praised and grouped according to their progress, which helps them experience achievement and build confidence. The clear routine and visible improvement encourage children to stay focused and motivated to develop their reading and writing skills.</p>	<p>Reflection is shown when pupils regularly review the sounds, words, and reading skills they have learned. Teachers use assessment and grouping to help children recognise their progress and identify any sounds they need to practise further. During partner work and feedback sessions, pupils think about how accurately they are reading and spelling and correct their own mistakes. This ongoing review helps children become more aware of their learning and understand how to improve their fluency and accuracy.</p>	<p>Perseverance is shown when pupils keep practising sounds, blending, and reading new words even when they find them challenging. The structured repetition of sounds and words encourages children to revisit learning regularly and not give up if they make mistakes. Teachers provide immediate support and modelling, helping pupils try again and build accuracy over time. Through consistent practice and daily reading, children develop resilience and the understanding that reading skills improve with effort and repetition.</p>	<p>Our children are given the skills and strategies to decode words independently. All children are taught how to use Fred talk to read (blend), Fred fingers to write (segment), sounds friezes and sound mats. Children are given books at the correct phonic level that they have the skills to be able to decode as well as a simpler “fluency” book to develop other reading strategies.</p>	<p>The pace and appealing nature of the RWInc programme means that children engage with phonics lessons and are excited to learn the new sounds and ditties. Children are encouraged to be curious about spotting sounds within words and also finding discrepancies in the English language and instances where sounds are spelt in unfamiliar ways.</p>

Links with the Curriculum	Progressive	Inclusive
<p>Opportunities to apply their phonics skills throughout the curriculum:</p> <ul style="list-style-type: none"> ➤ Children will use their current phonics skills to decode texts ➤ Children will use current phonics knowledge to spell when writing 	<p>We promote high standards of literacy by equipping pupils with a strong command of how phonics works in order to allow them to decode texts. Children are also taught to recognise “red” words in texts. Our aim is to rapidly enable children to read easily, fluently and with good understanding</p> <ul style="list-style-type: none"> ➤ Learn to say, write and form set 1 initial letter sounds ➤ Learn to blend sounds together to read words ➤ Learn to segment words to spell ➤ Learn to recognise “red” words to read and then spell ➤ Learn to blend consonant clusters in order to “chunk” and sound out longer words ➤ Learn to read and write words with set 2 long vowel sounds and digraphs ➤ Learn to recognise split digraphs in words and write words with split digraphs ➤ Learn to read and write words with set 3 alternative sounds ➤ Learn to sound out and blend silently ➤ Learn not to rely on sounding out in order to read and develop fluency, pace and expression 	<ul style="list-style-type: none"> ➤ Assessment every half term completed by Phonics Lead to ensure that specific targeted teaching is at the correct level for every child ➤ Strongest teachers are deployed for children who have greatest need ➤ Interventions are given to enable children to make progress and have extra practice embedding learning ➤ Year 2 and 3 children who would still benefit from RWInc phonics programme are accommodated into groups