

Phonics

Intent

“Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language..... Understanding phonics will also help children know which letters to use when they are writing words.” National Literacy Trust <https://literacytrust.org.uk/information/what-is-literacy/what-phonics/>

At St. Anselm's, we aim to ensure all our pupils have secure phonic knowledge that enables them to read and write successfully. Through the high quality teaching of synthetic phonics, children will be able to decode a range of words which will allow them to read sentences and books consistent with their phonic knowledge, including some common exception words, unlocking other areas of the curriculum. When writing, children will be able to write recognisable letters and make phonically plausible attempts at unfamiliar words so that their phrases and sentences can be read by others.

Implementation

At St. Anselm's we use a systematic Phonics teaching programme called Read Write Inc. Phonics (RWI) throughout Reception year and Year 1 (this may continue in to Year 2 depending on the cohort and how well they have progressed through the programme).

Through the RWI teaching sequence the children:

- learn the letters and sounds (set 1, set 2 and set 3)
- learn blending and segmenting
- apply phonics knowledge to reading books
- write phrases and sentences

In term 1 and 2 of Reception, children are taught as a whole class. When children are familiar with all set 1 sounds and have begun to blend, they are assessed and placed in a group where they will make the most progress (2 groups- one taught by a teaching assistant and one by the teacher). The children are then reassessed every half term and placed in the group appropriate to their needs. The table below (**Appendix 1**) shows the overview of teaching and assessment for Year R and 1.

Please note: the colour refers to the books the children will be learning and is assessment based- the terms give a rough guide but this may vary based on the needs of the cohort.

Overview of teaching and assessment of RWI phonics with 2 adults in each year group.

	YR (initially whole class then taught in 2 groups)						Y1 (taught in 2 groups)					
Term	1	2	3	4	5	6	1	2	3	4	5	6
Session times	30 mins x4	40 mins x4	45mins x4	45mins x4	1 hour x4	1 hour x4	1 hour x3	1 hour x3	1 hour x5	1 hour x5	1 hour x5	1 hour x5
Teaching (based on assessment)	Start set 1 sounds (week 3 or 4)	Continue set 1 sounds	set 1 blending practise	set 2 red books	set 2/3 green	introduction to set 3 purple	set 3 pink	set 3 orange	set 3 yellow	set 3 blue	set 3 grey	set 3 grey
			set 2 ditty	set 2 ditty	set 2 red	set 2 green	set 3 purple	set 3 pink	set 3 orange	set 3 yellow	set 3 blue	set 3 blue
Assessment End of term	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ Statutory phonics check	✓

RWI is presented in a simple, repetitive format.

- Children are introduced to new sounds using pictures and phrases to help them remember what the letter looks and sounds like.
- They learn to 'Fred talk' with the help of a toy frog to blend and segment words
- They learn how to write the letter in the air and on paper.

- They learn tricky 'red words' that can't be sounded out.
- They take home books to practice which are matched to their phonic knowledge

For more information on the teaching of RWI see attached document 'Introduction to Read Write Inc. Phonics' (**Appendix 2**)

Some pupils may require some additional revision of the sounds or blending these together to read words and will take part in additional support sessions following the RWI programme. If there are children in KS2 who need support with phonics they will take part in 1:1 Phonics tutoring sessions delivered by a trained member of staff.

Impact

Children feel confident using their phonic knowledge and the strategies that they have been taught to read words. By becoming fluent readers, children can access a range of material, develop a love of reading and flourish in all areas. They can access the next stage of the English curriculum for KS1 and KS2.

Children will be able to spell words by identifying sounds in them and writing recognisable letters therefore communicating their ideas in writing across a range of subjects and for a range of purposes both in and out of school.

Children achieve well at the EYFS, Year 1 and KS1 assessment points.