



Sandy Lane Primary School Phonics Curriculum

Mission	Taking PRIDE in all we do					
Values	PRIDE	Positive	Responsible	Inclusive	Determined	Enquiring
	School Rules	Ready	Respectful	Safe		
Curriculum Intent - To Promote the 5 Values and school rules						

Phonics Intent

Our intentions in Phonics are for children to:

- Have a **positive** attitude to becoming confident and fluent readers, equipped with the skills necessary to decode and comprehend texts effectively
- Take **responsibility** for their learning and challenge themselves to develop strong phonics skills that form the foundation for reading and writing
- Be **inclusive** by working with a partner. In addition, pupils are grouped in accordance with their progress in reading rather than their writing. Groups are not age-based.
- Be **determined** when decoding letter-sound correspondences and
- Be **enquiring** individuals who understand what they read.

At Sandy Lane we use the Read, Write Inc (RWI) Phonics Programme: a systematic programme for the teaching of phonics, reading, spelling and early writing. Our aim is for all pupils to start their journey to reading with confidence, developing a love of reading and, in turn, to apply their skills to writing.

Implementation

The RWI programme is delivered to pupils in EYFS to Year 2 who are learning to read & write. Our aim is for pupils to complete the phonics programme for Year 2, Spring term 2. Children with slower progress or SEND will have specific 1:1 or small group intervention.

Delivery:

- Initial sounds are taught in a specific order
- Sounds taught should be 'pure' sounds (no schwa) as this is central to phonic teaching & ability to recognise sounds in words
- Pupils are taught that the numbers of graphemes in a word always corresponds to the number of phonemes; this aids spelling
- Set 2 sounds are to be taught after Set 1 (initial sounds).
- Letter names are introduced with Set 3 speed sounds

Pupils are grouped homogeneously, according to their progress in reading, rather than 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. They are taught to work effectively with a partner to explain and consolidate what they are learning, providing the teacher with opportunities to assess learning and ensure that all children are making progress & have a support mechanism of paired reading.



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Pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help children to grasp these quickly; this is especially useful for pupils at risk of making slower progress. Learning is consolidated daily & pupils have frequent practice in reading high frequency words with irregular spellings (common exception words).

Pupils read books which are closely matched to their increasing knowledge of phonics and the common exception words so that, early on, they experience success and gain confidence in reading. Re-reading and discussing these books with teachers and parents supports their increasingly fluent decoding. Alongside this, teachers regularly read a wide range of stories, poetry & non-fiction to pupils and pupils benefit from regular school library sessions where they are able to choose books to share at home with their families.

Pupils quickly learn to write simple words and sentences and are encouraged to compose sentences aloud until they are confident enough to write independently. They write at the level of their phonic/spelling knowledge and the quality of vocabulary they use reflects the language they have heard in the books the teacher has read to them; the meaning of which have been discussed.

Children are assessed at least half-termly and those who are at risk of falling behind are identified early and additional tutoring is put in place to ensure these children keep up/don't have to catch up.

The effectiveness of these sessions as well as the daily group sessions is regularly evaluated by the Phonics Lead.

Impact

Pupils are assessed at least half termly using the RWI assessments and the Phonics Lead arranges the groups accordingly. This regular assessment ensures that all children receive targeted teaching according to their needs and that gaps are identified and addressed. Children who making above expected progress are moved into a different group, not limited by age, and those who are at risk of falling behind are given additional support through 1:1/small group tutoring or 'pinny time'

Through this rigorous assessment we ensure that pupils take home appropriate books.