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| **Phonics at Heathcoat Primary School** |

**Intent**

At Heathcoat Primary School, we strive to teach children to read accurately and quickly, using the Read, Write, Inc. Phonics programme; a systematic approach to teaching synthetic phonics based on the grapheme-phoneme correspondences (letter sounds) outlined in the National Curriculum. As part of the programme, children are taught how to use their developing knowledge of letter sounds to accurately decode the printed word, as well learning to read an increasing number of common exception words on sight. Children are also taught to use their knowledge of letter sounds to encode words, progressing from making phonetically plausible attempts to making more accurate grapheme choices to increase spelling accuracy. We believe that reading and writing are fundamental life skills that underpin the entire curriculum and impact on children’s self-esteem as well as their success in all aspects of the curriculum. We are, therefore, passionate about teaching children to read and write independently and as quickly as possible. Using the Read, Write, Inc. Phonics programme, we teach children to:

* Read accurately, fluently and with good understanding.
* Develop the habit of reading widely and often, both for pleasure and information.
* Spell words accurately.

**Implementation**

To support our children to read and write successfully, and with enthusiasm, we implement the following:

* The Read, Write, Inc. Phonics programme is taught daily in homogenous groups, with children taught at their current stage of learning, supported with engaging resources and by well-trained reading teachers.
* Daily Read, Write, Inc. speed sound session, where children learn new phonemes (sounds) and the letters that make those sounds (graphemes). Children increase the accuracy and speed with which they segment and blend with these sounds so that they can decode and encode with confidence.
* Daily Read, Write, Inc. story book lessons, where children read appropriately levelled texts so that they can apply their phonics skills and knowledge with increasing confidence and competence, as well as developing their understanding of the text. As part of developing their comprehension skills, children are taught to clarify word meaning, make predictions and simple inferences, and summarise the key events or information in the text.
* Children take home the book that they have learned in their phonics lessons, and they have a home reading book (Book Bag Book) that is appropriate for their reading ability and linked to the book that they have been reading in their phonics lessons that week.
* Children are expected to read regularly at home and comments are recorded in their reading record. Some children, depending on their need, will also be heard by school-based adults, including teaching assistants and reading volunteers.
* Children in every year group are read to by their teacher every day, using the Pie Corbett reading spine as a starting point. Teachers and children supplement the reading spine with additional texts of interest, including non-fiction texts linked to previous or current topics. During the daily shared read, teachers strive to engender word curiosity and word consciousness by clarifying the meaning of vocabulary, using etymology and morphology where appropriate. Newly-acquired vocabulary is displayed on the class vocabulary wall.

In practice:

* Children learn the letter sounds and common exception words outlined in the English National Curriculum (2014).
* Starting in Nursery, children use the Read, Write, Inc. Nursery programme to develop their sound discrimination, listening to sounds in their immediate environment and sounds created by themselves. Children also develop their phonemic awareness (aural aspects of language) by listening for the sounds in words while sound talking (segmenting and blending) them. Children in Nursery develop their phonological awareness (oral aspects of language) through opportunities to talk, listening to stories and hearing high quality spoken language. Developing good phonological awareness and phonemic awareness sets the foundations for phonics learning later in the Early Years Foundation Stage.
* In Reception, children begin the Read, Write, Inc. Phonics programme, which introduces children to an increasing repertoire of sounds (phonemes) and the letters (graphemes) that make them. Children will use these sounds to decode (read) and encode (write) simple consonant-vowel-consonant (CVC) words and captions. As they acquire more sounds, the children learn to read and write more complex words, such as consonant-consonant-vowel-consonant (CCVC) and consonant-vowel-consonant-consonant words (CVCC).
* Children in Key Stage One who complete the Read, Write, Inc. Phonics programme access the Read, Write, Inc. Spelling and Comprehension programmes. The Read, Write, Inc. Spelling programme continues throughout Key Stage Two and builds on the phonics knowledge and skills learned in Key Stage One.
* Reading teachers engage in ongoing, formative assessment as well as half-termly summative assessments to identify progress and gaps in the children’s knowledge and skills so that they can be supported to keep up with the curriculum. Children identified as struggling are targeted through a one-to-one tutoring intervention by a reading teaching in the afternoon. Children in Years 3 and 4 continue to access the Read, Write, Inc. Phonics programme if they are working below the age-related expectations in reading. Similarly, children who are working below the age-related expectations in reading in Years 5 and 6 will access the Read, Write, Inc. Fresh Start intervention.
* Children in Year One, and those re-taking the Phonics Screening Check in Year Two, complete a mock Phonics Screening Check in February and April, the results of which determine the targeted support that the children receive to help them keep up with their phonics curriculum.
* In 2017, 2018 and 2019, just over 80% of children passed the Phonics Screening Check at the end of Year One, which is in line with the national average. Children who do not pass the Phonics Screening Check make good progress based on their starting points and re-take the test at the end of Year Two.

**Impact**

Children will:

* Be enthusiastic and competent readers by the time they finish Key Stage One.
* Have read a range of genres and enjoy talking about the books that they have read and heard.
* Make appropriate grapheme choices when writing words to increase the accuracy of their spelling, including using prefixes and suffixes correctly.