



English: Phonics

At St Osburg's, we know that phonics is a crucial aspect of learning to read. Once children can read, it can make all learning possible and successful.



Intent- We aim



Ensure that phonics is delivered through a high quality phonics programme which allows children to develop the skills to decode and become fluent readers.



Make ongoing and regular assessments so that children are being grouped appropriately and targeted for intervention as re-



Ensure that the number of children passing the phonics screening is as high as possible, so that expectations are aspirational but achievable.

Issue children with home reading books that are closely matched to their phonic ability to ensure that they are successful in learning to read.



Implementation

We achieve these aims through delivering a systematic phonics programme and targeting children who need further support.

What does this look like at St Osburg's School



Phonics is delivered through the RWI programme, which is a systematic approach to teaching phonics validated by the DfE. Teachers and support staff are trained in delivering high quality and engaging sessions, which are taught throughout Reception and KS1 daily. In Nursery, phonics begins through listening to environmental sounds, hearing rhymes and clapping syllables and then is taught from the spring term through RWI. It supports pre-school children's literacy progress, including their language development through story times and teaching phonics.

Reading Books:

The children move through carefully designed stages of books which consolidate the sounds which enables the children to gain speed and confidence in their reading ability. The books from the lessons are sent home to allow the children to read a familiar story. Along with this, a 'Book bag Book' is sent home. This book is unfamiliar to the children and allows them to apply their reading skills.

KS2 support: There may be children, who by the end of Year 2, have not passed the phonics screening. These children will continue to be placed within a RWI session and will receive targeted and 1-2-1 interventions to consolidate their phonic knowledge. Children in Year 5 & 6 are identified and placed on the Fresh Start scheme based on need; children may be new to the school, country or have missed a period of time at school.

Speed Sounds:



Children are taught the early sounds in Set 1. This covers the single initial sounds and the introduction of 'special friends' which are two letters, one sound e.g. ch. They will learn to spot and recognise these through fun activities, as well as learn to write them using phrases to help them to remember. The children use these simple sounds to blend words together, with the use of Fred the frog. Fred can only talk in sounds so the children blend for him. This approach then helps with their early reading as when they see an unknown word they can 'Fred Talk' to help read the word, as well as their early writing. Once the children are confident with their Set 1 sounds, the children move onto Set 2 and then Set 3 sounds, which introduce alternative spellings for sounds they know. They begin to 'Fred in their head' to read more quickly and fluently.

Assessment:



Children are assessed every 6 weeks so they are placed into groups based on their phonics sound knowledge and reading ability. This ensures that all children are working at the right ability level and can be moved groups as to whether they have had accelerated progress or need further consolidation. Any children who are not making sufficient progress will then be given targeted interventions to close any gaps.

Impact: How do we know that we have achieved our aims?



The children can decode, segment and blend accurately and confidently. At the end of Year 1, children are now able to read, rather than learning to read. A high number of children pass the phonics screening check at the end of Year 1.