

Phonics at Holdbrook



Intent

At Holdbrook Primary School and Nursery, our goal is to provide pupils with the skill set to become confident, lifelong readers. We are determined that every pupil will learn to read, regardless of their background, needs or abilities. We recognise the importance of a high quality, well-structured phonics approach to develop pupil's ability to read fluently therefore, we use the Read Write Inc. Phonics programme (RWI) in line with the English National Curriculum. RWI is a consistent and systematic programme that includes teaching synthetic phonics, decoding and blending sounds in words to read and spell, as well as developing sight vocabulary. Following this structured programme allows us to have clear expectations for progress, enabling us to recognise where interventions are needed to support pupils' progress. The RWI scheme works closely alongside our English curriculum to develop children as lifelong readers.

Implementation

The teaching of high quality synthetic phonics begins in Reception, and continues through Years 1 and 2 where all pupils have a daily, timetabled phonics lesson. These lessons are engaging, interactive and differentiated, allowing all pupils to make progress from their starting point. During daily lessons, pupils are taught to blend sounds to decode words, and sight read 'red words'. Pupils progress through high-quality phonic books which focus on taught sounds and enable children to apply their phoneme awareness.

Impact

The impact of the RWI programme is shown through pupils' ability to apply their word knowledge to read independently. The large majority of our pupils achieve the pass rate in the Year 1 Phonics Screening Check, and those who do not, achieve this in their resits in Year 2. We ensure all pupils have the opportunity to develop their reading skills and then further apply these as they progress through school. Through the use of high quality books, we ensure pupils listen to a wide range of stories, poems, rhymes and nonfiction to develop their love of reading.

<p>Pupils have the opportunity to re-read these books to ensure their phoneme and grapheme knowledge is embedded.</p> <p>As pupils become confident at decoding and word recognition, their fluency develops and allows them to develop their understanding of the texts they are reading.</p> <p>Word recognition and reading comprehension are the key skills in order to develop as life-long readers.</p> <p>To continue practising and develop a love of reading, pupils will have a book sent home from school that matches their phonetic ability for them to share and enjoy at home.</p>	
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Assessment

Reading teachers are continuously assessing the pupils daily during their phonics lessons. The reading leader completes assessments every half term. The reading leader will 'check and regroup' at various points when needed to ensure that the children are in homogenous groups. We aim for all of our pupils to pass the Phonic Screening Check. When needed, additional support and intervention is given to those pupils not performing to the expected standard. For the pupils who do not achieve the pass mark in Year 1 they will retake the Phonics Screening Check when they are in Year 2. Support for these pupils is planned carefully to ensure they are ready to take it again.

<p>Monitoring</p> <ul style="list-style-type: none"> • To oversee, with support from the leadership team, the curriculum content and progression within Phonics. • To support colleagues through weekly phonics briefings and 	<p>Marking & Feedback</p> <ul style="list-style-type: none"> • There is no expectation to mark phonics books. However the reading teachers will provide verbal feedback during the phonics lessons to children when appropriate. This ensures that the teachers are continuously helping to
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coaching alongside staff during lessons.

- To take responsibility for the purchase and deployment of central resources.
- To monitor and evaluate the progress in Phonics and take action to drive improvement in Phonics.
- To ensure high quality phonics activities are part of EYFS continuous provision.
- To liaise with appropriate bodies such as: local schools, governors, the local authority with matters to do with Phonics.

develop the children's reading and spelling skills.

- When needed, we use a green pen to model correct spelling and letter formation and a pink pen when we are acknowledging the children's achievements.

EYFS

In Nursery, pupils take part in a range of activities to begin developing their recognition of different sounds and recognising words with same initial sounds. Speaking and listening skills are promoted so that pupils can move confidently into the RWI phonics programme.

In Reception the children follow the 'Making a strong Start' document. The children are then assessed and placed into homogeneous groups. During continuous provision the children have access to a variety of activities to further develop their phonics skills. Once children are assessed, they are given a reading book at their level to take home and to practice sounds taught in class.