



Treverbyn Academy

Teaching and Learning Principles

Subject: Phonics

Aspiration, Perseverance, Collaboration, Compassion

School Vision:

Our aim is for all Treverbyn children to be confident and enthusiastic readers and for them to develop a true love of literature. We passionately believe that teaching children to read and write independently as quickly as possible is one of the core purposes of a primary school giving them the fundamental skills to access the rest of the curriculum as well as impacting on positive self-esteem and future life chances.

School Mission Statement:

At Treverbyn Academy the systematic teaching of phonics has a high priority throughout EYFS and KS1 and where necessary in KS2. Our intention is to rapidly and effectively build Phonics knowledge and skills of blending, decoding and segmenting to become fluent and effective readers.

Curriculum Intent:

At Treverbyn Academy we value reading as a key life skill and are dedicated to enabling our children to become fluent readers as quickly as possible. We recognise that mastery in phonics is fundamental to children being able to access the curriculum. We aim to achieve this by teaching Read, Write Inc phonics systematically with a relentless drive to address the needs of all learners. Following the aims and objectives of the National Curriculum, the school endeavours to create a lifelong love of reading by providing children with the skills and knowledge to access and enjoy reading. Our curriculum is the totality of a child's experience at Treverbyn Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns and is structured through:

- High quality teaching of phonics daily
- developing sequential learning

- reading material carefully selected to match the levels of the pupil. This is particularly important in closing the vocabulary gap.
- accelerate the progress of the lowest 20% by ensuring children's phonological accuracy is relentlessly addressed.
- Every child to achieve a high phonics screening check pass rate by the end of KS1.
- To ensure pupils read confidently, fluently and with good understanding.
- To develop the habit of reading widely and often.
- To appreciate a rich and varied literary heritage.
- Children are exposed to high quality texts.

Subject Intent

- To teach high quality phonics at Treverbyn Academy.
- Ensure that every child has daily phonics input.
- To achieve a high phonics screening check pass rate at the end of KS1.
- To ensure pupils read confidently, fluently and with good understanding.
- To develop the habit of reading widely and often.
- To appreciate a rich and varied literary heritage.
- Children are exposed to high quality texts.

Subject Implementation:

We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and writing activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. First children learn the 44 common sounds in the English language and how to sound-blend words for reading, at the same time they develop skills of handwriting and spelling. They progress to read and comprehend lively storybooks containing words that they can decode so they achieve early success in reading. A key element of the Read Write Inc. approach is that practice across the school is completely consistent. This is achieved because every reading teacher is highly trained, coached and supported to be an expert in the teaching of reading. Children are grouped by ability allowing lessons to specifically address individual learning needs. Our children do well in the phonics screening check and by Year 2, the majority are fluent readers with the best chance of success in the KS1 tests.

- Children in EYFS and Year 1 will be taught daily phonics sessions.

- Children in Year 2 and KS2 will take part in phonic sessions where necessary.
- Links will be made between prior learning and future learning
- Each term will begin with a recap of prior sounds taught.
- Gaps will be filled with 1:1 phonics sessions.
- Regular assessments will be undertaken to assess the children's learning and progress.

Subject Impact:

Ongoing formative assessment takes place within each phonics lesson. Regular RWI assessments by reading teachers at the end of each half term are used to identify gaps in knowledge and will inform future planning and adaptation of groups. Pupil progress will also identify precise actions and objectives for targeted focus children, including the lowest 20% who are not likely to meet end of year expectations and/or not making expected progress. These outcomes are fed forward into 1:1 RWI tutoring interventions and subsequent planning to ensure gaps in phonological knowledge are closed and progress is not limited. Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics groups when it is felt necessary to meet their needs. Children are regularly moved onto the next Book Band when their fluency and understanding show that they are ready. Children move through the Book Bands until they reach the required standard to become a Free-Reader, choosing a book to read from our well-stocked school or class libraries. The national Phonics Screening Check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in Year 2 with additional support. We recognise that quality first teaching in phonics is the essential first step in improving outcomes for all children. With this in mind, we ensure that teachers and teaching assistants are kept up to date on the latest initiatives and news. This is through continuous professional development through Read Write Inc development days and within school from the reading leader.

We aim for every child to be able to:

- Know all of their set 1 sounds by the end of EYFS.
- Know all of their set 2 and set 3 sounds by the end of Year 1.
- For all children to pass the phonics screening check.

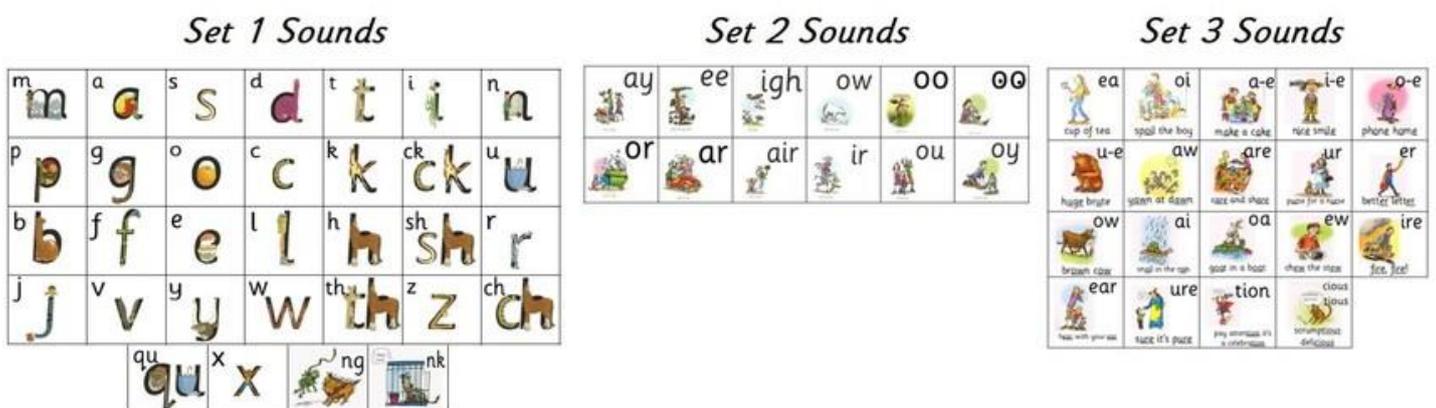
Skills Progression:

We carefully track the children's knowledge to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of phonics. Within lessons, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

Our children in Nursery are exposed to set 1 sounds and practice orally blending to enable them to be 'EYFS ready.'

EYFS onwards are taught reading and writing skills through their daily phonics lessons, based on Read Write Inc. The children are introduced to set 1 sounds which include phonemes and the corresponding graphemes including digraphs and trigraphs throughout the year. At the same time they are taught the skills of blending to read and segmenting to spell. Through interactive games the children are able to read and spell CVC words before progressing to sentences. Throughout the school day the children have opportunities to apply these skills in their 'own learning time'. The children initiate their own activities and read and write in contexts that are meaningful to them, e.g. writing recipes and ingredients in the mud kitchen, labelling pictures, writing cards and stories and writing labels for models they have made.

In Year 1 the children consolidate their learning of set 1 sounds before moving onto set 2 and set 3 sounds – the long vowels. This is practiced during daily phonics sessions which also include spelling words and reading story books linked to that daily sound. Within all the books children will have red and green words to learn to help them to become speedy readers. Red words are words that are not decodable and challenge words to extend children's vocabulary. Green words are linked to the sounds they have been learning and are easily decodable. Children take home the corresponding reading book which link to the sound they have learnt.



In Read Write Inc we use pure sounds. So that our children will be able to blend the sounds into words more easily, we use a puppet called Fred who is an expert on sounding out words! We call it, 'Fred Talk'. E.g. m-o-p, c-a-t, m-a-n, sh-o-p, b-l-a-ck.

Each sound is taught with a rhyme to help children form the letters correctly and instantly recognise sounds ready for blending.

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'nonsense words.'

Teaching and Learning Expectations:

- Lessons will promote a love of learning
- Daily phonics session
- Regular opportunities for AfL through a range of activities
- Recall of prior learning
- 1:1 sessions where appropriate
- Half termly assessments to track progress.
- Ensure children are praised for their effort and not ability.

Working Walls/Displays:

- Set 1 and Set 2 sounds displayed as taught in EYFS & Year 1.
- Speed sounds charts displayed in each class throughout the school.
- Reading areas to promote a love of reading in each class.

Monitoring/Assessment:

- Half termly assessments
- Phonics screening check
- Learning Walk/Lesson Observations
- Continuous CPD for all staff.