

## Mary Tavy and Brentor Primary School

### Intent, Implementation and Impact Statement: Reading and Phonics Policy



*A great curriculum responds to the needs of individuals and enables them to flourish academically, spiritually, morally socially and culturally. 'Enjoy' is personified in many ways when describing the intent of the curriculum at Mary Tavy and Brentor Primary School. We aim to provide a broad and balanced education that empowers and challenges children. It defines what children will **learn** at each stage of their education, preparing them for future **success**, hungry to learn more with an aspiration to achieve at the highest level across all aspects of their life.*

### Intent

At Mary Tavy and Brentor we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want to foster a love of reading exposing children to a good knowledge of a range of authors. From Reception children are exposed to the Pie Corbett Reading spine. Essential reads' create a living library inside a child's mind. This is the 'reading spine'. Schools that have a reading spine build a common bank of stories that bind the community together." Pie Corbett, Literacy expert. Children will be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

### Implementation

The key to the successful implementation of our curriculum is the belief that all members of our community are committed to lifelong **learning** and improvement. High expectations of children permeate every aspect of school life. We expect them to sustain concentration, becoming progressively independent, resilient **learners** who know what it means to **enjoy** their learning

#### **Classroom organisation**

We teach phonics and reading skills as daily in Phase Groups, so that all children have access to the related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for slower graspers to enable them to achieve at an age-related level wherever possible. Rapid graspers are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

#### **Phonics: Early Years and Key Stage 1:**

Pupils are taught as a Phase Groups, focusing on sets of phonemes, and common exception words within the different 'phases'. We have an agreed progression for the teaching of new phonemes and use a validated DfE Phonics Scheme – Little Wandle and resources to support this. Children are given

additional support from teachers and teaching assistants, either within the session or as part of planned interventions that takes place in addition to the lesson.

During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills and will resit the Test in year 2.

### **Whole school Reading Scheme**

We have a whole school reading scheme which is matched to the Phonic Phases that ensures progression in both word reading skills and comprehension. The scheme is structured to ensure that children have access to a wide range of texts and allows for pupils to develop their skills within a level before moving to the next level. All pupils have a home reading record which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

### **Summative Assessment**

Summative assessments will be entered into data monitoring platform each half term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes pupils given after structured teaching within the agreed reading skills. Teachers may also complete reading assessments (e.g. past SATS papers, Single word assessment) to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed.

### **Impact:**

Pupils will enjoy reading across a range of genres

- Pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

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## **INTENT**

### **Rationale:**

At Mary Tavy and Brentor Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more.

Phonics is a key skill that supports the development of early reading skills. We combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

### **Ambition:**

We use the Little Wandle phonic scheme intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase.
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

## **IMPLEMENTATION**

In order to implement our intent, we have:

- Opportunities for whole school and class enrichment.
- A progressive scheme of work that teaches specific and relevant vocabulary and progresses in line with children's readiness.
- Ensured that all staff are equipped with the necessary professional development to deliver our curriculum.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words

- Small and focussed group teaching to target children's specific next steps A rigorous assessment system that informs teaching A cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure:

- 

Revisit/Recap

Teach

Practise

Apply

Assess

- Regular reading opportunities and story times for all children in Early Years and Key Stage 1
- A phonics-screening test for Year 1 in the summer term
- A subject leader who monitors teaching and learning to improve standards and outcomes
- A link governor who liaises with the subject leader in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEND and PPG).

## IMPACT

Through implementing the above

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.

## Phonics

We are using the Little Wandle Scheme to teach phonics. Phonics is taught as a whole class session with intervention groups for those children who need extra input. Due to the Covid-19 Pandemic and closure of schools for most pupils from the end of March 2020 the teaching of phonics has been interrupted. Some children have been accessing the phonics activities and videos signposted to them on our Remote Learning Platform, but many others may not have done so and therefore will have missed a term of phonics and reading practice.

Our plan has been to conduct a baseline assessment of all the phonemes taught previously to allow us to see which sounds have been retained and which need revision. This has afforded us the opportunity to group the children needing the same sounds into intervention groups for additional teaching, where this is appropriate.

A baseline phonics screening test for all children in Y1 and Y2 has shown which children are confident to blend the phonemes they know in real and pseudo words.

We re-assess the children after each half term to ensure that the children who need the most support to catch up are in the correct intervention groups.

General overview of letters and sounds

Phase	Phonic Knowledge and Skills																																								
<b>Phase One (Reception)</b>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.																																								
<b>Phase Two (Reception) up to 6 weeks</b>	<p>Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.</p> <p>Letter progression (one set per week)</p> <p>Set 1: s a t p            Set 2: i n m d            Set 3: g o c k            Set 4: ck e u r            Set 5: h b f, ff l, ll ss</p> <p>Tricky words- the, to, no, go, l, into</p>																																								
<b>Phase Three (Reception) up to 12 weeks</b>  <b>Phase Three (Reception) up to 12 weeks... cont</b>	<p><b>Set 6: j v w x* Set 7: y z, zz qu*</b></p> <table border="1" data-bbox="507 920 1070 1196"> <thead> <tr> <th>Graphemes</th> <th>Sample words</th> <th>Graphemes</th> <th>Sample words</th> </tr> </thead> <tbody> <tr> <td>ch</td> <td>chip</td> <td>ar</td> <td>farm</td> </tr> <tr> <td>sh</td> <td>shop</td> <td>or</td> <td>for</td> </tr> <tr> <td>th</td> <td>thin/then</td> <td>ur</td> <td>hurt</td> </tr> <tr> <td>ng</td> <td>ring</td> <td>ow</td> <td>cow</td> </tr> <tr> <td>ai</td> <td>rain</td> <td>oi</td> <td>coin</td> </tr> <tr> <td>ee</td> <td>feet</td> <td>ear</td> <td>dear</td> </tr> <tr> <td>igh</td> <td>night</td> <td>air</td> <td>fair</td> </tr> <tr> <td>oa</td> <td>boat</td> <td>ure</td> <td>sure</td> </tr> <tr> <td>oo</td> <td>boot/look</td> <td>er</td> <td>corner</td> </tr> </tbody> </table>	Graphemes	Sample words	Graphemes	Sample words	ch	chip	ar	farm	sh	shop	or	for	th	thin/then	ur	hurt	ng	ring	ow	cow	ai	rain	oi	coin	ee	feet	ear	dear	igh	night	air	fair	oa	boat	ure	sure	oo	boot/look	er	corner
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ai	rain	oi	coin																																						
ee	feet	ear	dear																																						
igh	night	air	fair																																						
oa	boat	ure	sure																																						
oo	boot/look	er	corner																																						
<b>Phase Four (Reception) 4 to 6 weeks</b>	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.																																								
<b>Phase Five (Throughout Year 1)</b>	<p>Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p> <p>New Graphemes for Reading</p> <table border="1" data-bbox="507 1570 938 1742"> <tbody> <tr> <td>ay day</td> <td>oy boy</td> <td>wh when</td> <td>a-e make</td> </tr> <tr> <td>ou out</td> <td>ir girl</td> <td>ph photo</td> <td>e-e these</td> </tr> <tr> <td>ie tie</td> <td>ue blue</td> <td>ew new</td> <td>i-e like</td> </tr> <tr> <td>ea eat</td> <td>aw saw</td> <td>oe toe</td> <td>o-e home</td> </tr> <tr> <td></td> <td></td> <td>au Paul</td> <td>u-e rule</td> </tr> </tbody> </table>	ay day	oy boy	wh when	a-e make	ou out	ir girl	ph photo	e-e these	ie tie	ue blue	ew new	i-e like	ea eat	aw saw	oe toe	o-e home			au Paul	u-e rule																				
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<b>Phase Six (Throughout Year 2 and beyond)</b>	Working on spelling, including prefixes and suffixes (-s, -es, -ing, -ed, -er, -est, -y, -en, -ful, -ly, -est, -er,-ment, -ness) doubling and dropping letters etc.																																								

Terms- please use these terms so that children are familiar with them.

- A Phoneme is the sound made by a letter or group of letters.
- Digraph – two letters making one sound (for example- sh, th, ai) we also describe these letters as special friends.
- Split digraph- two letters that are split with another letter in the middle (for example- a\_e cake, i\_e smile)
- Trigraph- three letters making one phoneme (igh).
- Blending for reading.

This is the process of saying the letter sounds and merging them together to read words.

E.g. c-a-t ... cat

Sound buttons are used initially under each phoneme, with a line under digraphs and trigraphs.



Y1 will also practice words without these and draw on their own buttons to support children to identify phonemes.

We say 'segment' and 'blend' when reading unfamiliar phonetically decodable words.

- Tricky words- are words which you cannot decode, e.g. the, go, no, we, said
- Segmenting for spelling. This is the process of saying the word and separating out the sounds to write them. E.g. dog ... d-o-g Use letter sounds for reading, and Letter names when spelling. Other terms used include VC – a word containing a vowel and a consonant (e.g. it, am, is, at) CVC- a word containing a consonant, vowel and consonant (e.g. dog, vet, leg) CVCC- (e.g. dogs, help) CCVC- (e.g. stop, frog)

Alien words- are nonsense words made up of the spellings (graphemes) a child has already been taught, these are used in the phonics screening test in Year 1. Words like 'bip', 'steg' or 'shromp' show if pupils can recognise phonemes and blend them effectively (not just sight read them).

## Standard Year Group Over view

### Reception – 30mins daily

<p><b><u>Autumn Term 1-</u></b></p> <ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Phase 1 listening skills</li> <li>• Teach Phase 2 sounds</li> <li>• Oral blending</li> <li>• Beginning to blend VC and CVC words</li> <li>• Tricky words</li> </ul>	<p><b><u>Autumn Term 2-</u></b></p> <ul style="list-style-type: none"> <li>• Assessment- letter sounds and blending</li> <li>• Consolidate phase 2 sounds</li> <li>• Blending CVC words</li> <li>• Segmenting CVC</li> <li>• Teach phase 3 sounds, with phase 2 intervention group</li> <li>• Reading sentences</li> <li>• Tricky words</li> </ul>
<p><b><u>Spring Term</u></b></p> <ul style="list-style-type: none"> <li>• Assessment- letter sounds and blending</li> <li>• Teach phase 3 sounds</li> <li>• Reading / Writing sentences containing digraphs</li> <li>• Reading and spelling tricky words</li> </ul>	
<p><b><u>Summer Term</u></b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Teach phase 4 CVCC CCVC words</li> <li>• Tricky words • Polysyllable words</li> <li>• Reading and writing sentences with longer words in</li> <li>• Introduce Alien words</li> </ul>	

## Year 1- 30 mins daily

Baseline **phonics screen test**, then re-test half termly to identify any children who need extra work on specific phonemes and the bottom 20% who need intervention group work.

Briefly recap phase 4, review all sounds learned previously.

Teach phase 5 - all further graphemes and split digraphs Graphemes with alternative pronunciations

Tricky words Two/ three syllable words Alien words -teach and review for each sound

## Year 2 - 30 mins daily (Whole class guided reading with phonics intervention groups )

Phase 6 spelling patterns, suffixes and prefixes.

Intervention group work for those children who did not pass the Y1 phonics screen with half termly phonics screen testing to target their interventions carefully.

## Reading books

Phonically decodable books are sent home at the appropriate level for each child.

Book matching for reading and phonics in early years and KS1

Phonics phase	Book band	Year group
Phase 2	Pink	FS2
Phase 3	Red	FS2/ Y1
Phase 3/4	Yellow	FS2/ Y1
Phase 4/5	Blue	FS2/Y1
Phase 5	Green	Y1/Y2
Phase 5/6	Orange	Y1/Y2
Phase 5/6	Turquoise	Y1/Y2
Phase 6	Purple	Y2/Y3
Phase 6	Gold	Y2/Y3