



## Dishforth CE Primary School



# Phonics and Early Reading Vision Statement

## Intent

At Dishforth CE Primary School we recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout Foundation Stage and Key Stage 1 is of the highest priority. Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read words, as well as reading sight words, in order to become confident, fluent readers, who show a good understanding of what they have read. Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information, as well as using reading to promote reflective thinking.

At Dishforth CE Primary School we strive to teach children to read effectively and quickly, following Letters and Sounds. We do this by using the Read Write Inc programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

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. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

## Implementation

### **EYFS - Nursery**

The pre reading skills which all children need to eventually become successful readers are taught to all children who join are nursery. We follow Letters and Sounds Phase 1. Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

### **Aspect 1 - General sound discrimination - environmental**

**Aspect 2 - General sound discrimination - instrumental sounds**

**Aspect 3 - General sound discrimination - body percussion**

**Aspect 4 - Rhythm and rhyme**

**Aspect 5 - Alliteration**

**Aspect 6 - Voice sounds**

**Aspect 7 - Oral blending and segmenting**

Children who are confident in all 7 aspects are introduced to our phonics programme Read Write Inc during the summer term, with one sound introduced each week.

### **EYFS – Reception**

Children are introduced to phonics within the first two weeks of the Reception year.

All children are taught phonics following Letters and Sounds, using Read Write Inc. This marks the start to a structured and systematic approach to the teaching of synthetic phonic work and grapheme-phoneme. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught. Read Write Inc speed sound cards and rhymes are used to enable children to form a concrete image of how to write letters. During this phase the children are also introduced to reading and spelling common and tricky words.

Approximately 4 new sounds are introduced each week.

Set 1 sounds (Word time 1.1 – 1.7) are taught for approximately 12 weeks

Set 2 sounds (and set 1 recap) are taught in the Spring term and the first half of the summer term.

Set 3 sounds are introduced in the second half of the summer term.

### **Key Stage 1**

All children in Year 1 continue to follow the Read Write Inc programme continuing with Set 3 sounds.

### **Key Stage 2**

Children who have not yet mastered phonics continue on the Read Write Inc scheme through catch-up sessions in Key Stage 2.

## **Planning and Lesson Structure**

Phonics is taught daily. All staff teaching phonics plan lessons using the Read Write Inc structure, including speed Sounds, Words Time, green words, red words, alien words, reading books, Hold a Sentence and linked writing activities.

## **Individual Reading Books**

All children receive individual reading books to practise reading at home. All children start on wordless books, which encourage children to use the illustrations to tell the story. Once children can blend cvc words they are introduced to reading books with words. All books sent home reflect the phonics learning that is taking place in school. Children work through our school book banded reading scheme.

## **Assessment**

Children's progress is continually reviewed to allow for movement between ability groups, and to plan interventions for those needing extra help. All children are formally assessed every six weeks.

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 and receive additional intervention support to help them reach the standard. As children enter KS2 provision is made for those children still requiring support with reading and spelling.

## **Resources**

All Read Write inc phonics resources can be found in the phonics unit within the EYFS classroom. All members of staff teaching phonics have their own speed sound cards and green/red word cards.

## **Monitoring**

The Literacy co-ordinator monitors the progress of all children on a half termly basis.

## **Role of the subject leader**

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of phonics. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the Phonics action plan.

