

# **Phonics Curriculum Statement:**

## **Balshaw Lane Community Primary School**

### **INTENT**

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. At Balshaw Lane Primary School, we use the Read Write Inc synthetic phonics programme to teach our children the core skills of segmenting and blending and to start them on their 'reading journey'.

Read, Write, Inc. Phonics is an inclusive programme for all children learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The use of pictures and memorable phrases is used to aid children's retention and recall of phonemes for reading and spelling. Children are given ample opportunities to orally explore characters' action, thoughts and feelings and to rehearse their writing.

The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. All staff are trained and the expectation is that these staff will provide cover for staff absence, should the need arise. In this way, daily provision is consistent and uninterrupted.

### **IMPLEMENTATION**

Pupils work within ability groups which are defined by their performance on R.W.I. phonic assessments. Pupils are re-assessed every 6 weeks and the groups are reorganised accordingly.

Teacher generated planning is minimized as the planning is integrated into the teacher's handbooks and follows set routines. Each group leader has a printed format for planning ditties or storybook lessons. To this framework, is added the particular ditty/ storybook being studied, new phonic elements that are being introduced and any other points worthy of note for future use.

LSA's will be responsible for planning for their R.W.I groups, with the support of the R.W.I lead as required. LSA's will be given preparation time prior to the daily sessions.

Delivery of Phonics:

- Initial sounds are taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.

- Children are to be taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are to be taught after Set 1 (initial sounds)
- Letter names are to be introduced with Set 3.

### **IMPACT**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Children who are new to their English reading journey on entry to our school will begin their phonics journey with initial sounds.