

Clewer Green CE Aided First School

Inspiring Children

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Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

PHONICS POLICY

AIMS

Our aim, in line with our distinctively Christian values, is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page. At Clewer Green C.E First School we want pupils:

- To benefit from a systematic approach to the teaching of phonics from entry to school.
- To enjoy the discreet teaching of phonics utilising a synthetic approach to phonics.
- To have a regular access to high quality phonics teaching which secures the crucial skills of word recognition that enables children to read fluently, freeing them to concentrate on the meaning of the text.
- To enjoy a multi-sensory approach to learning phonics ensuring that the visual, auditory and kinaesthetic learning styles of the children are engaged.
- To have secured automatic decoding skills allowing the children to progress from 'learning to read' to 'reading to learn.'

To achieve this, teachers are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

TEACHING AND LEARNING

The Rose Report makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. At Clewer Green C.E First School we ensure the efficiency of our phonic teaching by ensuring that beginner readers are taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence.
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.
- to apply the skills of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- it is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- it is time-limited, such that the great majority of children should be confident readers by the end of Key Stage 1.
- it is systematic, that is to say, it follows a carefully planned programme with fidelity, reinforcing and building on previous learning to secure children's progress.
- it is taught discretely and daily, where appropriate, at a brisk pace.
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- children's progress in developing and applying their phonic knowledge is carefully assessed and monitored.

TIME, ORGANISATION AND TEACHING METHODS

Foundation Stage

When children enter foundation stage there is a wealth of continuous provision to support the development of children as readers. Children have the opportunity to enjoy books, rhymes, songs, play with letter shapes within a literacy rich environment.

Children enjoy short daily discrete phonics sessions, with the opportunity to consolidate their learning with their play in the continuous provision of the classroom as well as regular focussed activities. Blending is introduced as soon as the children have learnt a group of sounds, progressing to segmenting CVC words and then memorising 'tricky' words. Children are streamed into high quality, phased phonics groups, informed by their termly assessments.

Key Stage One

It is important at Clewer Green C.E First School that no children are held back or unduly pressured to move on before they are equipped to do so. Therefore, in Key Stage One, when appropriate, children are streamed into high quality phased phonics groups, informed by their termly assessments. Phonics is delivered daily.

Though phonics is taught as discrete lessons, children have the opportunity to consolidate their learning through the continuous provision in the classroom and focussed activities.

Key Stage Two

The children in years three and four in Key Stage Two receive phonics as small group interventions. These sessions are differentiated where appropriate to meet the needs of the children. The sessions are designed to reinforce previous phonics teaching and enable further progression in using and applying phonics skills in reading and writing.

RUTH MISKIN PHONICS – READ WRITE INC.

At Clewer Green C.E First School we follow the Read Write Inc. Phonics scheme.

It works because it provides a structured and rigorous approach to teaching and is combined with inspiring professional development for the whole school.

Teaching across the school is consistent.

The children are grouped at a level that matches their reading progress. Continuous assessment means that they work in the appropriate group so they learn to read as quickly as possible.

No child is allowed to fall through the net - including children with learning difficulties.

Lively decodable reading books are carefully matched to the sounds the children have learnt so they get real confidence from their early success. Practice is the key to every lesson, deeply embedding all learning from the very beginning.

Partner work for teaching and discussion is established for all the lessons. Speaking and listening is an integral and vital part of the programme to ensure that children develop high language comprehension.

Lessons are fun and move at a fast pace. Every activity in the programme has a very clear purpose which allows teachers have plenty of energy to devote to the teaching itself.

EXPECTATIONS AND PROGRESSION

Our expectation:

- Accuracy and consistency using spelling patterns in their work.
- Confident and fluent reading, using a 'storyteller voice.'
- Clear understanding of what has been read.

Progression:

Foundation Stage

- To know the grapheme – phoneme correspondence for speed set sounds 1 and 2.
- To read, say and write speed sounds set 1 and 2.
- To be able to blend and segment cvc words.

- To recognise some 'tricky/red' words.

Key Stage One

- To read, say and write speed sounds sets 1, 2 and 3.
- Blend and read words containing adjacent consonants.
- Segments and spell words containing adjacent consonants.
- Read and spell the 'tricky/red' words taught.
- Write each letter correctly.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words.
- Read automatically and spell some of the words in the list of Key Stage One common exception words.

Progressing to:

- Read hundreds of words, doing this in three ways: automatically, decoding silently, decoding aloud.
- Children's spelling should be phonemically accurate, although it may still be unconventional at times.
- Read automatically and spell most of the words in the list of Key Stage One common exception words.
- Introducing the past tense, investigating and learning how to add suffixes, spelling 'long' words and finding and learning the difficult bits in words.

Key Stage Two

- Consolidation of previous work to increase fluency.
- Application of speed sounds sets 1, 2 and 3 in writing.

ASSESSMENT

All teachers should ensure that they are aware of the individual children's needs through formative assessment which will be formally kept in a summative termly assessment record. All planning should be informed by the most recent assessments to ensure progress. In addition, careful weekly monitoring of understanding and application ensures that we can fill any gaps of knowledge as they occur rather than falling behind.

Children are assessed on

- Their grapheme to phoneme correspondence, including digraphs and trigraphs.
- Their recording of each phoneme to grapheme, including digraphs and trigraphs.
- Spelling tests of the 'tricky' and 100 most common words and the 200 next common words, either in a list or as a dictation sentence containing the words being taught.

Careful assessments are taken over the year to ensure that the children are progressing well. The statutory phonics screening check is administered in term 4 for year 1 children, and any year 2 children that did not pass in year 1. These results are used to plan all pupils 'next steps' in phonic learning. Assessment continues to ensure that children who are falling behind are targeted with the appropriate intervention.

MODERATION

All staff are involved in moderation to maintain a consistency of standards throughout the school and to ensure progression. All staff are encouraged to observe their colleagues and share examples of best practice. The literacy subject leader carries out frequent 'quality assurance' observations to ensure best practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

Use of the information technology is encouraged when appropriate across the curriculum

HEALTH & SAFETY

Staff undertake to make sure that health and safety procedures are observed.

OTHER RELATED POLICIES

The Phonics policy should be read in conjunction with other relevant school policies.

Revised April 2019
Review date April 2021

Date _____

Kate Kelliher, Chair of Governors