

Phonics at Rodbourne Cheney Primary School

Intent

At Rodbourne Cheney Primary School we strive to ensure that children are accessing the best possible teaching to support their reading and spelling. We aim to ensure that all children have a sound phonetical awareness to become fluent readers by the end of Key Stage 1. We ensure that children are reading decodable books matched to their phonics ability. We believe Phonics should be taught through a rigorous Systematic Approach, we follow 'Little Wandle Letters and Sounds Revised SSP'. We use the programme to effectively teach phonics in the Early Years Foundation Stage and Year 1.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This ensures they are freed up to focus on developing their comprehension skills as they move through the school and developing themselves as a reader, where the children have more freedom to choose their own books.

Attainment in phonics is measured by the Phonics Screening Check (PSC) at the end of Year 1 and children who did not pass have the chance to take it again in year 2. As a school.

Children are then able to use their ability to read to develop their comprehension skills through Year 2 – Year 6.

Implementation

Nursery

In our Nursery Pre-School room children receive daily phonics sessions which focus on, listening carefully to sounds, noticing rhymes and alliteration, developing vocabulary and hearing sounds within words. Children listen to Nursery Rhymes and focus on a Traditional Tale every two weeks.

Reception and Year 1

In Reception and year 1, Phonics teaching follows the 'Little Wandle Letters and Sounds Revised' programmes. Phonics is taught daily in Reception and twice daily in Year 1. Children in Reception will learn a new sound every day. Children in year 1 will continue to learn a new sound every day and will review learning in an afternoon session. In Reception, children will complete Phase 2, Phase 3 and Phase 4 to ensure they are ready to start Phase 5 in Year 1. In Year 1 the children will regularly review Phase 2, 3 and 4 and will be taught Phase 5.

Year 2

In Year 2, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment. In Year 2 – Year 6 there are planned phonic 'catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week. Children from Year 2 – Year 6 will learn spelling rules through the essential spelling scheme.

Reading books

Alongside our daily phonics lessons, Reception and Year 1 children will take part in reading practice sessions. Children will be reading in small groups and will read the same book with adults in school before bringing it home to read with you.

Each read in school will have a different focus:

- Decoding
- Prosody- reading with rhythm, stress and intonation
- Comprehension

Children in Year 2 will choose books that are matched to their phonics and decoding ability. These books are all matched to the Little Wandle Letters and Sounds revised programme

Aims

- For children to be able to blend and segment words to support reading and spelling
- To use phonics learning to develop fluency in reading
- To use repetition of re reading texts to develop fluency in reading, spelling and writing
- Hear the children read weekly
- Ensure all children take part in daily Guided Reading sessions starting in KS1
- Ensure all children have access to a range of books to read in school and at home
- Have a Quality Text based curriculum where the children have access to the class book
- That each classroom has a purposeful reading corner
- To teach Phonics daily to ensure that children develop fluency in reading
- Follow a well-developed and resources Phonics Scheme – Little Wandle
- Use reading records well to communicate with Parents.

