

Intent

Our phonics programme is designed to support the teaching and learning of early reading and writing. It seeks to ensure that teachers have the freedom to plan, teach and assess learning creatively whilst following a clear structure that promotes continuity, consistency and clarity for teaching and learning. This will allow all of our children to gain a strong foundation in both reading and writing. We aim to have standardised language, vocabulary and resources that will be used throughout the school. This will enable the children to make progress in their phonics learning throughout their education, without having to relearn new techniques when they move to a new group or class. Our children will be given opportunities to use and apply their phonics skills in all of their lessons, with all members of staff taking accountability for reading and spelling throughout the curriculum. Our phonics programme will help foster a love of reading throughout our school, and it will give all of our children the lifelong skills that they will need to access and enjoy a wide range of literature.

Our programme will...

1. Foster a love of reading and writing for pleasure.
2. Engage, motivate, challenge and stimulate all children in their learning.
3. Provide children with a consistent, interactive and kinaesthetic approach to learning.
4. Utilise the phonics learning within every day reading and writing by drawing upon a range of resources and strategies in order to promote autonomy and independence.
5. Teach children to apply skills for reading and writing within the states of being.
6. Ensure that planning and teaching is flexible and responds to the needs of each individual.
7. Undertake daily formative reviews, in order to plan the next steps in the children's learning.

8. Undertake regular summative assessments in order to track progress, identify gaps in learning and then plan subsequent lessons which will close those gaps.
9. Provide ongoing opportunities to embed sounds and to internalise the sounds into the children's long term memory.
10. Provide appropriate interventions as necessary, to support children who have additional needs or who are not yet working at ARE in reading and writing.
11. Teach common sight words (tricky words) and high frequency words, in order to promote the children's fluency when reading and spelling when writing.
12. Promote the teaching of spelling, punctuation and grammar both discretely and through applying the skills in reading and writing.

Progression at King's Oak Academy

We follow the Letters and Sounds progression as outlined in the LCP planning. This planning tool suggests the weekly progression for each of the 6 phases. The LCP planning tool is used at each practitioner's discretion, where the pace of the lessons can be adapted to meet the needs of the individual children. Phonics is taught in discrete daily lessons.

Throughout the Reception year, the children will play a range of phase 1 games and will experience sessions on each aspect from the letters and sounds phase 1 programme. Phase 2 will begin when staff have judged that the class can demonstrate the appropriate behaviours and dispositions required for learning - children are expected to have started by the beginning of term 2.

When introducing a new phoneme, the children will be shown the Read Write Inc sound card. This image will then be displayed on resources and working walls in every learning environment.

At the end of Year One all children will undertake the National Phonics Screening - the results of which will be reported. The children who do not meet the expected outcome of the Year One screening, will then receive targeted interventions whilst they are in Year Two. These interventions will aim to meet the children's needs and fill the gaps in each child's phonetic understanding. These children will then resit the phonics screening at the end of Year Two, with the aim of them meeting the expected National level. If the children still

do not meet the expected level at the end of Year Two, they will receive further individual interventions throughout Key Stage Two.

The teaching and learning of phonics.

Each session should include...

- Review
- Teach
- Practise
- Apply

Lessons should be interactive and fun, including movement breaks and child participation. Resources such as phoneme frames, sounds mats and sound friezes will be used in alignment throughout the school. Strategies such as using robot arms to segment words, counting and writing sounds on fingers, the use of pure sounds, playing blending and segmenting games - will be used in alignment throughout the school. Staff will receive CPD throughout each year to ensure alignment and consistency.

Assessment at King's Oak

Whilst **formative** assessments are used throughout the academic year in order to track ongoing progress and attainment, **summative** assessments for both Reception and Year 1 are also generally undertaken:

1. End of Phase 2 sounds (Year R; end of Term 2)
2. End of Phase 3 sounds (Year R, end of Term 4)
3. Consolidation of Phase 2 and Phase 3 (Year R; mid term 6)
4. On entry into Year 1.
5. End of Autumn, Spring and Summer terms in Year 1.
6. End of Summer term in Year 2 for the children who did not meet the required expectation in Year 1.

These assessments will include:

1. Independently reading discrete phonemes for sounds already taught.
2. Independently writing decodable words for sounds already taught.
3. Independently reading tricky words already taught.
4. Independently writing tricky words for spellings already taught.
5. Undertaking mock phonics screening checks in order to support children in reading 'alien' and decodable words (Year 1).

Assessments will complete a cyclical process whereby the outcome will feed back in to the planning, teaching and learning.

King's Oak phonics vocabulary

Phoneme - a sound represented by graphemes (letters) in order to distinguish between sounds.

Sound buttons - a dot used to highlight individual phonemes in a written word.

Sound bars - a line used to highlight digraphs and tri-graphs in a written word.

Sneaky words - Common high frequency sight words, that are not decodable when using a phonetical approach.

Alien words - A word that can be decoded using a phonetical approach but has no meaning or sense.

Sound talk - when you segment a word into its phonemes. Cat as c-a-t.

Robot arms - moving your arms to show the segmentation of the sounds in a word.

Sound families - a visual representation for alternate sounds for a specific phoneme.

Phases - a group of sounds amalgamated from the Letters and Sounds and Read-Write-Inc programmes.

Sound cards - a card that has the phoneme on one side and a mnemonic with written examples of words that include the phoneme on the other.

Segmenting - breaking down words into discrete phonemes.

Blending - representing individual phonemes as a whole word.

Decoding - the process of segmenting and blending sounds in order to make sense of a word.

Encoding - representing sounds as graphemes for spelling.

