

Phonics Curriculum in a Nutshell



Subject:	English – Phonics (the decoding and blending of words)
Link Governor:	• Kerry Dove
Curriculum Intent: What do we want our children to learn?	• We want all of our children to be skilled, fluent and independent readers by the time they leave our school. • Through learning phonics our children learn the 44 phonemes associated with the English language and use these to decode and blend words. They learn strategies to decode words and also learn to read the 'common exception words' on sight.
Curriculum Implementation: How do we do it at NIS?	• Children at our school learn to read using the synthetic phonics programme – Read Write Inc., where they use the pure sounds (phonemes) to decode and blend words in order to be competent readers. • We believe Read Write Inc. allows phonics to be taught using a clear and progressive Programme of Study through a regular and repetitive teaching style. • Phonics lessons start in Reception and continue till at least the end of Year 1, with some children continuing to learn and apply their phonics in Year 2 also. • The Read Write Inc. programme uses a clear teaching sequence progressing from simple sounds to complex sounds (set 1, 2 & 3). • Each phonics session has a clear teaching structure: revisit, teach and practise of the focus phoneme. • Chn revisit previously taught sounds daily through the revisit part of the RWInc lesson. • Chn have opportunities to apply their phonics to trickier words daily – challenge words as well as sentences – multisyllabic. • In Early Years the children begin straight away by learning set 1 sounds and taking part in word time sessions. • Within phonic sessions children learn to decode and blend using multisensory ways: Practical – Use of Fred Toy, Fred fingers (use fingers for each phoneme), Fred in your Head (blending in their heads), using rhymes and actions also. Pictures – picture cards, 'Super Speedy' yellow words in order to revisit previous sounds and 'Green Words' to decode and blend focus phonemes. These are used across all year groups. • At Newport Infants we use a progression grid that pinpoints which phonemes children will be learning at each term of their education. We hope all our children know all the Set 1 and 2 sounds fluently by the end of Reception and know the Set 3 sounds by the end of Year 1 with a focus on fluency. • After children can read the 44 phonemes they increase their fluency by applying this knowledge further to read compound words, words with consonant clusters, polysyllabic words, words with alternative graphemes, words with prefixes and suffixes leading to exploring punctuation when reading words like contractions, words with possessive apostrophes and even homophones. • Phonics is taught daily to all children within our school to ensure learning is consolidated and practise time is given. In Early Years chn continue to apply learning through a play based approach. • We have shown fidelity to our chosen phonics programme (RWInc.) by purchasing RWInc fully decodable books so children can practise/consolidate their phonic learning with a focus on the graphemes (written representation of a sound) they know. • The quality of teaching and learning of phonics is monitored termly with new targets set. • Children who are identified as needing more support have access to smaller teaching groups with targeted support or interventions for more opportunities to practise. • The RWInc. books are also available to children online from home and children are encouraged to read them at least 3 times a week in order to apply their phonic knowledge and understand the book further. • The Read Write Inc. phonics books provide clear planning when teaching reading and include the sounds/sounds charts the children are familiar with,

	the focus sounds they have been taught as well as the Common Exception Words they should know by reading on sight (tricky words). • Weekly phonics homework allows children to practise their phonics learning through a fun activity. •
Core materials used: Scheme/ Assessment	• Statutory assessment takes place at the end of Year 1 in the form of the Phonics Screening Check. This is where children use their knowledge of phonics to read real/nonsense words. • Reading Leader assesses each child 3/6 weekly and puts children into groups with most appropriate adult lead. • Reading Leader sets an aspirational aim for each assessment period so teachers have something to aspire to. • Teachers also assess individuals daily whilst giving feedback or via marking. • All teaching staff are trained to teach RW Inc whether this be via external training or internal training/observations/mantoring. • Fidelity to the Read Write Inc. Scheme is shown by using the RWI teaching style, resources, language and books to teach phonics. • All classrooms/learning areas have a RWInc. simple/complex sound chart displayed well as the use pf sound charts within their literacy toolkits. • School subscribes to online RW Inc. phonics and RWInc. phonics library to allocate books to children at home and access resources.
Impact: Where are we now?	• All teaching of phonics is currently at least good across school. • More children are passing the phonics screening check due to the high quality teaching from Reception through to Year 2. • TA's understanding and delivery of RW Inc. is good throughout school. • The parity in using the same rhymes, actions and images, from Reception through to Year 2.helps children know and remember more.
SMSC & Cultural Capital	• Parent workshops allow parents to observe phonics teaching to enable them to support their own children at home. • The website has a video explaining the RWI Scheme and the theory behind it. • The website has videos of children, from different cultures/backgrounds, modelling how to say the pure sounds. • The images that support RWInc contain people of different colour. • Social – Opportunities for chn to work in a variety of ways including independently, as part of a group • Ready Eddie language is used when teaching phonics to motivate and encourage children.
Next Steps:	• Priority 1 – Complete use of RWI scheme for Phonics and Reading implemented in both EYFS and Year 1. • Priority 2 -Focus on re-reading words/sentences that chn decode and blend to improve fluency and speed of reading. • Priority 3 – Focus on pointing to sounds to read and using Fred Fingers to spell. • Priority 4 –.3/6 weekly assessment undertaken by Reading Leader.