

Phonics

Flourish and grow with responsibility, respect and resilience.

“As I have loved you, so you must love one another.”

John 13:34

Intent

At Harleston C of E Primary Academy we believe in supporting and preparing children to flourish into lifelong readers. We value reading as a key life skill and believe it is key for academic success. In order for pupils to become resilient readers we implement the following:

- Children take part in guided reading sessions, where they are exposed to a range of texts and have the opportunity to discuss and demonstrate their understanding of what has been read.
- We are lucky to have a wide range of books in our own school library where all children choose a reading book to take home each week.
- Early Years and Key Stage 1 pupils participate in daily phonics sessions to aid their knowledge and application of sounds to read and write.
- All classrooms also have a selection of books in their classroom that are directly linked to their topic, giving the children opportunities to apply their reading skills across the curriculum.
- Children are read to daily by their teacher.
- Each classroom has an inviting reading area that hosts a wide range of books appropriate for the children’s reading age.
- In Early Years and Key Stage 1, parents are invited in to their child’s classroom to participate in a reading café every week.

Phonics in Early Years and Key Stage 1 is planned and delivered following a synthetic phonic programme called ‘Letters and Sounds’ which is supported by ‘Jolly Phonics’ in Early Years. Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2017. The programme aims to build a child’s speaking and listening skills, beginning in Nursery and progressing through to preparing children to read by developing their phonic knowledge and skills through to the end of Year 2. Letters and Sounds sets out a detailed and systematic programme for teaching phonics with the intent for children to become fluent readers by age 7. Children are grouped and participate in daily phonics sessions that are matched to their developing needs. Teachers use continuous assessment to ensure that children are stretched and challenged and also to identify those who may need additional support.

By the time children leave Harleston Primary they have grown in to competent readers who show a love of reading. They are able to talk about and discuss a wide range of books and text types of different genres including poetry.

Implementation

Our whole school approach to the teaching and learning of Phonics as an aspect of Reading are as follows:

- Teachers and support staff plan and deliver fun and engaging phonics sessions daily.

- We build upon prior knowledge and understanding from previous years, enabling children to become more proficient in the application of skills taught including segmenting and blending.
- Teachers demonstrate and model how to segment words and blend sounds in order to read unfamiliar words.
- Guided Reading sessions, using a wide range of different texts.

Additionally, teachers must plan time to assess children against the phonemes, phase words and tricky words in order to ensure their progress and to identify extra support where it is needed. Teachers also assess children to identify their Reading age in order to ensure that stage reading books from the Oxford Reading Tree (ORT) are appropriately matched. Children enter the Reading Scheme when they are confident with Phase 2 phonics and are able to blend sounds. They enter on Stage 1 and progress through the stages before becoming a free reader.

Impact

Through the teaching of systematic phonics, children will become fluent readers by the end of Key Stage. Following this, children will focus on developing fluency and comprehension as they move through the school. Reading attainment is measured using statutory assessments at the end of Key Stage 1 and 2. Furthermore, the results are measured against the reading attainment nationally. In Phonics, attainment is measured by the Phonics Screening Check at the end of Year 1.

As a school, we truly believe that reading is an integral part of all learning and that the impact of our reading curriculum goes well beyond statutory results and beyond our school. All children are given the opportunity to develop a pleasure for reading and enter a world of creativity that books offer.