



Intent

At Regent Farm First School we believe that fostering the love of reading is the key to all learning and as such children should be exposed to books on a daily basis from the moment that they enter the school. Learning to read is a priority and begins in nursery. As a school we teach phonics as the initial, and most important, approach to the teaching of reading.

We want all pupils at Regent Farm First School to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing. We use a consistent and structured approach to support a smooth transition as children progress; involving parents and giving teachers the flexibility but security to plan to the needs of their cohort.

Aims

The aims and objectives of this policy are:

- To ensure a consistent approach, to the teaching of phonics, across the school.
- To ensure that children have direct phonics teaching daily, from Reception to Year 2.
- To ensure that children are given opportunities to use and apply their phonics learning.
- To ensure that all children use phonics, as their first approach, when reading and writing.
- To ensure that all children entering KS2 are secure at decoding unfamiliar texts.

Curriculum Design

In nursery we begin by using elements from the 'Letters and Sounds' curriculum, phase 1 to encourage children to become attuned to the sounds around them so they are ready to begin developing oral blending and segmenting skills. During the spring term of Nursery we start to introduce elements from Read Write Inc such as 'Fred Fingers' and set one sounds to help prepare them for Reception. In the autumn term of Reception we then concentrate



Regent Farm First School
Phonics Teaching in EYFS, KS1 and KS2

on the systematic teaching of phonics through **Read Write Inc.** which will continue into key stage 1 and beyond as required.

As a school we have adopted the Read Write Inc approach to the teaching of phonics and as such the sets or sounds and images are used throughout the school and are displayed in all classrooms throughout the school. This consistent approach gives the children references points, particularly with their writing.

Implementation of Phonics - Nursery

Letters and sounds – phase 1 is taught through a mixture of planned whole class activities, continuous provision, enhancements and small group sessions. From the Autumn to Summer terms in Nursery, different aspects are covered, with activities and enhancements planned specifically to improve skills in this aspect. Teachers are encouraged to re-visit all aspects to reinforce learning, by providing opportunities for children to explore these skills in continuous provision.

A Summary of Aspects 1-7 Letters and Sounds:

Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.



Regent Farm First School
Phonics Teaching in EYFS, KS1 and KS2

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The letters and sounds curriculum is based upon sound play, therefore children will be immersed in opportunities to explore on daily through a combination of whole class teaching, small group and 1:1 activities in addition to exploring independently during 'choose' time.

The aspects are non-hierarchical, therefore can be taught when they naturally arise and not in a set order. Teachers will focus on an aspect each half term, often linking opportunities to our 'big think' question, however rhyme, music play will feature throughout the year. This particular aspect will be the focus of each half term, with activities and enhancements planned specifically to improve skills in this area.

During the Spring term of nursery we expect that children's sound discrimination will be ready for hearing alliterative sound and segmenting and blending, so these will become a



Regent Farm First School Phonics Teaching in EYFS, KS1 and KS2

focus at this point. We then begin to introduce the children to Set 1 sounds from Read Write Inc.

Teachers teach/ provide planned opportunities for phonics every day, either through planned support with an enhancement/ small group work or carpet session.

Teaching assistants play a crucial role in the development of early phonics skills, teaching small groups and working in continuous provision to model skills and scaffold questions to develop learning further as guided by the class teacher.

Implementation of Phonics – Reception, KS1 and KS2

Reception begins the Read Write Inc Programme in the Autumn term when most children are confidently blending/ beginning to segment CVC words. Teachers follow the Read Write Inc. Programme teaching two sounds a week, with opportunities to read and write sounds carefully planned. Every Friday, the children have a range of phonics play activities to reinforce their knowledge. After each set is complete 'word time' is taught to recap the sounds, read, write and apply.

The RWI approach is:

- Initial sounds are taught in a specific order.
- Sounds taught should be 'pure' ie 'b', not 'buh' as this is central to phonic teaching and ability to recognise sounds in words.
- Blends are declustered. eg bl is two specific sounds.
- Children are taught that the number of graphemes in a word always corresponds to the number of phonemes. This greatly aids spelling.
- Set 2 sounds are taught after Set 1 (initial sounds)
- Letter names are introduced with Set 3.

The RWI approach is taught considering the 5 P's:

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.



Regent Farm First School
Phonics Teaching in EYFS, KS1 and KS2

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of R.W.I. lessons is partner work and the partners ‘teaching’ each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

In Reception this is done through sessions:

- 5 days a week they have a 25 minute phonic session and follow the RWI speed sound lessons (review, teach – say, read, write and apply). The children from both classes are put into 4 ability groups from the second half of the Autumn Term.
- Independent reading happens once a week for each child. The children are in ability groups and read the RWI book to match their assessed phonic level. The session is used to focus on a RWI book or ‘real’ book. The focus is on red and green words, then comprehension. Children also get the opportunity to read other books. In addition to the one to one reading sessions the children may have another reading books, these may not be from the RWI scheme however they are carefully chosen to ensure children can attempt to decode the words within the text.
- The children are assessed using a RWI assessment each term and then re-grouped depending on their needs. These assessments are recorded in the phonics tracker.
- Throughout Early Years a love of reading is also developed through the learning environment: children are constantly exposed to books with whole class texts and every classroom has a designated reading area.
- Children in Reception also have a Year 4 Reading Buddy, these children come and enjoy reading with the younger pupils weekly.
- When children have the individual reading skills required, they may begin to access a structured guided reading session focusing on discussion and comprehension of texts.

In KS1 this is done through sessions:

- RWI phonics is taught for 25 minutes each day in the morning. The children are grouped by ability with the majority of children staying with their class. Some



Regent Farm First School Phonics Teaching in EYFS, KS1 and KS2

children may work in slightly smaller groups to help them make progress, consolidate a sound or challenge their learning even further.

- Year 2 children who passed the Phonics test take part in spellings (in class). This uses the RWI sounds and principles to teach the end of year expectation words for Year 2.
- Children who did not pass the Phonics test in Year 1 work to build on their phonic skills.
- Guided Reading is done weekly. The groups work through the RWI books at their phonic level and follow the first 3 days of the reading programme (speed sound, red and green words, 1st and second read and questions). Following that they spend another day or two looking at comprehension through a range of activities.
- The children are assessed using a RWI assessment each term and then re-grouped depending on their needs. These assessments are stored in the phonics tracker.
- Children may also work in small groups or one to one for interventions.

In KS2 this is done through specific Read Write Inc Interventions:

- RWI is only used with the children in Year 3 and 4 who need it; this may be because they have struggled to access/retain the material from KS1 or perhaps they have recently relocated to the UK and have little knowledge of the English language. It is used as part of our intervention programme and the children join a relevant group and where necessary have RWI phonics support within their English lessons. Spelling is done with the rest of KS2 children and is focused around each year group's high frequency words from the National Curriculum.

Lesson Design

In EYFS, teachers teach/ provide planned opportunities for phonics every day, either through planned support with an enhancement/ small group work or carpet session. This is clearly indicated on planning. Teaching assistants play a crucial role in the development of early phonics skills, teaching small groups and working in continuous provision to model skills and scaffold questions to develop learning further as guided by the class teacher.



Regent Farm First School Phonics Teaching in EYFS, KS1 and KS2

In Reception and KS1 the RWI programme is used. This begins in Reception, when most children are confidently blending/ beginning to segment CVC words. Teachers follow the Read Write Inc. Programme teaching a sound a day upto 'f'. At this point we introduce two sounds per week giving the children time to learn and apply their knowledge of a new sound. After each set is complete 'phonics play' is used to recap the sounds, read, write and apply.

Each session follows – recap, teach, practise, read and apply, write format.

Teachers' discretion is used to assess when children are ready to move onto set 2 sounds.

Recap – This is a very quick segment of the lesson, possibly in a whole group situation or in a focus group. This can be done using a game, such as 'spot the sounds' or using flashcards.

Teach- this is where the new phoneme(s) are taught and used by blending and segmenting. Blending is for reading, taking the graphemes that you have in front of you and blending them together to find out what the word is. Segmenting is for writing, taking the word you have and working out what phonemes it consists of and thinking of which grapheme to use.

Practise - This can include speaking, reading, writing and fun games to help the children remember the sound.

Apply – Children need to have the opportunity to apply the sound they have learned. This could be done in a manner of ways. For example, writing, using word building cards, playing with matching cards, playing phoneme bingo games and ICT games, such as those available on Phonics play.

EYFS (Early phonics)

In Regent Farm Early Years the environment provides a rich and enabling space for children to pursue interests, practise and develop skills in continuous provision to support learning across the Early Years Foundation Stage Curriculum. Resources are provided both in



Regent Farm First School
Phonics Teaching in EYFS, KS1 and KS2

continuous provision to support the development and application of early sound discrimination and phonic skills. Enhancements are planned by the class teacher, in areas listed below to encourage the development of a particular skill either through additional resourcing and/ or adult support.

All Early Years Foundation Stage Classrooms have:

Indoor environment:

- A quiet space, for reading and listening including a cosy chair/ soft furnishings for comfort
- Books appropriate for the cohorts age and stage of development. Including a mix of picture, rhyme and non-fiction texts
- Technology including interactive whiteboard
- Musical instruments
- Rhyming and story character puppets
- Story telling shelves
- A range of tactile and malleable materials to support sound talk, listening skills.
- Display words in sensory areas to reflect sound/ actions. Eg. squash
- Mark making areas for children to write on both a small and large scale with a range of medial.
- Painting table/ easel – assorted papers and mark making tools.
- Phonic areas including changing activities, in addition familiar RWI resources, Fred the frog and mark making resources.

Outdoor:

- Writing area, assorted mark making materials for paper and large scale marks. Large space for children to explore painting/ chalking and removing their own marks
- Water area to explore sound and effects of large scale movement on sound
- Open ended den building, different places such as tunnels to explore sound.



Regent Farm First School Phonics Teaching in EYFS, KS1 and KS2

In Reception, teachers use English group sessions to model writing ideas and model use of phonics to support their writing and equipment used is left for children to explore freely and alongside adults in continuous provision.

Parent/ Carer Links

At Regent Farm First School we believe strongly that partnerships with families are key to supporting a child through their development, reading and phonics is an area that many parents are keen to develop early on with their child. To support parental understanding of our teaching of phonics and how to encourage skills at home, at Regent Farm we:

- Hold an early reading and phonics workshop. Parents/ carers are invited to share activities to support and model the teaching of early reading/ phonics.
- Meet the teacher in a VIP (very important parent meeting) prior to starting school - class teachers talk to parents about their child. This give them an opportunity to talk about the teaching of phonics in school and ask questions.
- Parent meetings twice a year to share progress (however parents can request a meeting in between if they wish)
- Reading books are changed weekly. Every child has a reading diary which staff will stamp or comment in. Parents are also encouraged to write in the diary every time they hear their child read.
- Optional homework booklets – these will often have English challenges to help support a child's learning.
- Half termly curriculum overviews. These inform parents of what their child will be learning over the coming weeks.
- A lending library to share books/ stories at home.

Classroom environment

The sets of RWI sounds and images are used throughout the school and are displayed in all classrooms throughout the school. Speed sound charts are also on display in each



Regent Farm First School
Phonics Teaching in EYFS, KS1 and KS2

classroom. This is checked during Environment learning walks/by the English and Phonics coordinators. All classrooms also have a designated reading area.

In KS1 and KS2, class teachers display the weekly spellings in their room. Red words from RWI are also displayed to support children.

Assessment

Assessment of phonics –Nursery and Reception

The assessment of phonics in nursery is split:

- The collection of data on the phonics tracker to track children’s progress.
- Ongoing observations to support these judgements, collated in children’s learning journeys.

In Nursery achievements in phonics are written into Tapestry (with a photo attached if appropriate). Examples of pictures, mark making, early writing etc are placed into individual learning journeys.

For example:

“Sam taps the surface of the drum with the beater, then picks up the maraca and shakes it, he returns to tap the drum alternates this pattern back to the maraca, he explores sounds”.

Assessment of Phonics – Reception and KS1

Children complete a phonics assessment in Autumn, Spring and Summer. This is tracked by class teachers and the subject lead, using Phonics Tracker. These scores and sheets enable the children to be supported based on their attainment. When putting children into intervention group their scores, but also areas of phonics they struggled with (such as split sounds) is taken into account when grouping them to make sure they can be supported well. Children in key stage 2 who are having regular phonic intervention are also tracked using the Phonics Tracker.



Homework

Reading and spelling homework are non-negotiable at Regent Farm. We want our children to develop a love of reading at school and at home. We ask parents to read with their children each night and make a comment in their child's diary. Spellings are sent home each half term which shows the words the children must learn each week. We also send home optional homework booklets which are filled with a range of practical, fun tasks designed to help reinforce their learning from school.

Accountability

Role of Class Teacher

- To plan individual lessons on a weekly basis
- To follow the policy structures when planning lessons
- To mark work on a daily basis
- To adapt planning to suit the needs of the class/group/individual
- To provide resources to support independent learning
- To carry out assessments and report data to SLT
- To use the phonics tracker/LA data tracker accurately
- To carry out gap analysis to identify next steps of learning
- To provide evidence of adhering to the policy in performance management
- To respond to feedback from lesson observations, book scrutinies and learning walks

Role of Subject Leaders

- To write and review the policy on an annual basis
- To write an action plan and review it each year
- To keep an up to date checklist of resources
- To order appropriate resources
- To keep up to date on developments within the subject nationally
- To provide support and guidance for staff in relation to the teaching and assessment of the subject
- To produce a long term plan showing what needs to be covered when, for each year group



Regent Farm First School Phonics Teaching in EYFS, KS1 and KS2

- To ensure that there is curriculum coverage and appropriate pitch and progression across the school
- To monitor teaching and learning annually, through a learning walk
- To collect data on an annual basis in order to track standards
- To lead staff meetings to in order to help raise standards within the school
- To create meet with the link governor and keep them up to date with standards in the subject
- To write an annual report, for governors, on achievements and standards within the subject
- To demonstrate good/outstanding teaching in your subject in order to lead by example

Role of SLT

- To monitor whole school data on a half termly basis and discuss with the SLT
- To identify areas of need across the school and make suggestions with regards to intervention and support programmes for staff
- To provide materials/advice for intervention groups
- To hold staff accountable for performance data during performance management and pupil progress meetings
- To track the progress of pupil premium children, identifying any gaps in learning and finding ways to address it
- To monitor teaching and learning termly – planning scrutiny, learning walk, discussion with children
- Support subject leads through performance management targets and by giving them opportunities to discuss any issues and give advice
- Lead by example in all areas of the curriculum

Role of Governors

- Meet with co-ordinators to gain a thorough knowledge of the subject; standards, strengths and areas for development
- To have a good understanding of the policy



Regent Farm First School
Phonics Teaching in EYFS, KS1 and KS2

- To hold subject leads to account by asking challenging questions
- To be involved in some monitoring of teaching and learning each year
- To hold SLT to account in the governors a meetings
- Approve all relevant policies
- Have an understanding about progress and standards across the school