



Subject Information:

Phonics Education at Oxenhope C of E  
Primary School

# How we teach Phonics at Oxenhope C of E Primary School

## Subject Intent

### What do we want to achieve with our phonics curriculum?

At Oxenhope CE Primary School, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is the key to academic success and progress in a number of curriculum areas, therefore we provide our pupils with the skills and confidence to deal with printed language from a very early age. At Oxenhope, we provide children with a structured, systematic scheme, Read Write Inc., that will lead to children becoming fluent readers so that at the end of their primary education with us, they are able to read a variety of texts easily.

As we hold reading for pleasure at the heart of reading, we ensure children develop a real love and thirst for reading a range of genres by providing them with a Read, Write, Inc. story book which they are reading in class, a decodable book which they will take home and a reading for pleasure book. The decodable books sent home match the individual child's phonic ability in order for them to practice at home what they have learnt in school, building their confidence and fluency as readers. Our school is committed to ensuring every pupil will learn to read, regardless of their background, needs or abilities. The lowest 20% of children are identified from our rigorous assessments and targeted for daily one-to-one tuition to help them "keep up, not catch up".

### Aims

- Ensure that phonics has a high profile in school and we take every opportunity to celebrate success in this.
- Develop positive attitudes towards phonics to ensure reading is an enjoyable experience for all pupils.
- Ensure phonics is placed at the centre of our Early Years and Year 1 curriculum planning and development, as well as for those children who need extra support in phonics in other year groups.
- Teach our children a range of phonics strategies, so they can tackle reading problems and apply them to the wider curriculum.
- Involve, engage and update parents on their child's progress via home-school reading record communications and parent workshops.
- Upskill staff by providing them with training on a regular basis to ensure they are up to-date with school policies and procedures.
- Monitor and assess phonics every half-term, to ensure children are placed in the correct Read Write Inc group to support their individual reading ability.

### Teaching and Learning

In our school, phonics is taught across EYFS and KS1 as well as in intervention sessions across KS2. At Oxenhope, phonics is placed at the forefront of our Early Years and Lower School curriculum planning and design. Read Write Inc. teachers follow the scheme to plan daily lessons to systematically teach children the key phonics skills. They ensure they feedback to the phonics lead and child's class teacher to discuss further intervention support and provide feedback to their parents. Teachers ensure that children have access to the correct home reading book that matches their phonic knowledge. Pupils also get the opportunity to apply their phonics skills in other areas of the curriculum, like science, geography and history, and as a school we are very keen to provide these opportunities wherever possible.

Teachers work alongside the phonics lead to ensure that children are placed in the correct Read Write Inc group, which we streamline children across EY and KS1. During this time they will access a phonics book that matches their ability and will complete writing activities linked to this storybook. This ensures that there is consistency between our phonics and reading sessions and that children apply their new phonics knowledge to reading books, giving them a purpose and sense of achievement. All staff follow the Read Write Inc phonics planning and children are assessed every half-term and regrouped if required. To support the development of early reading, teachers and support staff in EY use 'Pinny Time' for same day interventions with the children in the class. This enables each child's target to be taken into their provision and practised the same day that they have accessed their Read Write Inc group.

Children in EY, KS1 and KS2 are assessed using the Read Write Inc assessments every half term. The assessment identifies the children's progress so far as well as their targets. In addition to this, children in Year 1 are also assessed using a phonics screening check just before the October and February half term. Regular assessment using the phonics screening test, alongside the RWI assessment. Regular assessments ensure the teaching they receive is tailored to the level they are at.

### Individual Reading

At Oxenhope CE Primary, we endeavour to listen to all our pupils read at least once a week. In some cases, particularly to support our disadvantaged pupils, some will read to a member of staff daily. Each week teachers will change the reading books, so that the book that is read in school with the children, is the one that they will take home at the end of the week. Children will read and discuss their home reading book and this will be recorded in their home-school reading record along with a positive comment to motivate children and a constructive next step. The next step is specific for each child and is focussed on a small, achievable target.

### Inclusion

Teachers ensure that children with SEN linked to reading, have access to the resources and scaffolding they need, in order to succeed in reading. We also carefully plan challenges for our more able pupils to help deepen their understanding and to stretch them further. We use homogeneous grouping

typically from Reception – Year 2, but sometimes above for individual children still needing phonics sessions. This means that we mix according to ability rather than focus on their age. Children who still need support to read and are using phonics to help with this have an intervention in their class using Read Write Inc resources.

### Reading for Pleasure

At Oxenhope, we are committed to providing children with the skills for reading, however we also hold reading for pleasure at the heart of everything that we do. This is to facilitate pupils to develop a real love and thirst for reading a range of genres. In our school, we have a vibrant library that not only invites in reluctant readers, but provides children with a wide range of texts to choose from. Each class is given a time to visit our library, so that children can borrow a book of their choice and return when they have finished reading. In EYFS, we run a successful 'borrow a bedtime story' scheme, which enables children to choose a book from school to take home and share with their family. It not only promotes sharing books with families, but it allows all children to experience a love for books.

### Parent/ Carer Links

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, we:

- Hold reading and phonics workshops. Parents/carers are invited to share activities to support and model the teaching of early reading/phonics.
- Send home leaflets of activities that parents/carers can engage with at home.
- Meet with parents during parents evenings to discuss their child's reading progress. We also communicate with parents via SeeSaw or Class Dojo, if and when required.
- A reading book, which matches their child's phonic ability.
- A lending library to share books/ stories at home.

### Subject Impact

At Oxenhope CE Primary School, we believe that prompt assessment and feedback is essential to accelerating pupils progress. We use the assessments developed by the Read Write Inc scheme to assess the children half-termly. These are shared with the phonics lead and the groupings discussed. Interventions are put in place to focus on the gaps in children's learning. As we have smaller groups for phonics, gaps are picked up swiftly and shared with appropriate adults, so that each child can receive the help they require as soon as possible.

At the end of Year 1 (June) the children sit a Phonics Screening Check (PSC) to test their phonic knowledge and understanding. This is conducted usually by the Year 1 class teacher, who has received the PSC training. The children who score low on this, even if passed, will still be integrated into the Read Write Inc scheme the following academic year. Any children who do not pass the PSC will re-sit in June in Year 2, they will also continue to access Read Write Inc. Any children who re-take the PSC in Year 2 and do not pass will continue to access Read Write Inc in KS2 and appropriate interventions put in place to monitor the progress they make.

- The result of phonics teaching at our school will be that children will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading.
- Children will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

### The Phonics Curriculum at a Glance – Years 1-6

| Reception   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
| <p><b>Read, Write Inc</b><br/>END POINT:<br/>Children can read all set 1 sounds and some set 2 sounds in words, including words with consonant blends. They have built speed of reading some of these words and can read them without hesitation.</p> | <ul style="list-style-type: none"> <li>• Set 1:<br/>m a s d t i n p g o<br/>c k u b f e l s h r j<br/>v w x y z t h o a u<br/>n g o k</li> </ul> | <ul style="list-style-type: none"> <li>• Recap any single letter alphabet gaps from Set 1.</li> <li>• Blend using single letter alphabet sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Recap Set 1<br/>Special Friends: sh th ch ou ng o k</li> <li>• Secure blending of cvc words using single letter alphabet sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Recap Set 1<br/>Special Friends: sh th ch ou ng o k</li> <li>• Secure blending of words containing these sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Recap Set 1 sound gaps.</li> <li>• Blend words containing consonant blends</li> </ul> | <ul style="list-style-type: none"> <li>• Teach Set 2 sounds: ay ee igh ow oo oo or air ir ou oy</li> <li>• Read words containing Set 2 sounds.</li> <li>• Build speed of reading words containing Set 1 sounds</li> </ul> |

| Year 1  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|---|--|--|--|--|--|---|
| <p><b>Read, Write Inc</b></p> <p>END POINT:<br/>Children can read all Set 1, 2, 3 sounds in words and can read Set 1 and 2 sounds in words at speed. They can read some Set 3 sounds in words without hesitation. They can read at a pace of 40 words per minute.</p> | <ul style="list-style-type: none"> <li>Set 2 sounds: ay ee igh ow oo oo or or air i ou oy</li> <li>Read words containing Set 2 sounds</li> <li>Build speed of reading words containing Set 1 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Review all Set 2 sounds</li> <li>Read words containing these Set 2 sounds.</li> <li>Build speed of reading words containing Set 1 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Set 2 sounds, particularly: or or air i ou oy</li> <li>Read words containing Set 2 sounds.</li> <li>Build speed of reading words containing ay ee igh ow oo oo</li> </ul> | <ul style="list-style-type: none"> <li>Teach Set 3 sounds: eg, a-e</li> <li>Read words containing these Set 3 sounds.</li> <li>Build speed of reading words containing all Set 2 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Continue to teach Set 3 sounds</li> <li>Read words containing these Set 3 sounds</li> <li>Build speed of reading words containing all Set 2 and Set 3 sounds</li> </ul> | <ul style="list-style-type: none"> <li>Continue to teach Set 3 sounds</li> <li>Read words containing these Set 3 sounds</li> <li>Build speed of reading words containing Set 3 sound</li> </ul> |

| Year 2                        | Autumn 1  | Autumn 2  | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|---|----------|----------|----------|----------|
| <p><b>Read, Write Inc</b></p> | <ul style="list-style-type: none"> <li>Continue to teach Set 3 sounds</li> <li>Read multisyllabic words containing all sounds</li> <li>Build speed of reading words containing Set 3 sounds.</li> </ul> | <ul style="list-style-type: none"> <li>Recap any missing sound gaps and build fluency when reading stories</li> <li>Children should complete the programme at end of Autumn 2</li> <li>Children can read stories and passages at a pace of 100 words per minute. They can read all sounds in words, including multisyllabic words, with little or no hesitation.</li> </ul> |          |          |          |          |

The above is taken from our Phonics Long Term Plan.

In KS2:

- RWI is only used with the lower ability Year 3 and 4 children. It is used as part of our intervention programme and the children join the relevant KS1 groups and where necessary have RWI phonics interventions, when required.

