

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 one that lays the foundations for lifelong learning. We want every child to learn to decode quickly and accurately so that reading becomes effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure.

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”.

Subject Implementation

In our school, phonics is taught across EYFS and KS1 as well as in intervention sessions across KS2. In KS1 we do this using the Read Write Inc programme of study (<https://www.oxfordowl.co.uk/for-home/find-a-book/read-write-inc-phonics--1/>). This is a scheme, developed by [Ruth Miskin](#), which provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. We teach in this way because, research shows that, when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. According to the DfE (Department for Education), ‘almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words’. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

In our school we realise the importance of Phonics as it provides children with the building blocks needed to become successful readers. They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’ and then blend these sounds together from left to right to make a word. Children can then use this knowledge to ‘de-code’ new words they hear or see.

In KS1 we continue to develop children’s phonics knowledge through the RWI scheme. The children learn set 2 and 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound (‘graphemes’), for example ay, a-e, ai. This enables children to become

more confident with not only their reading, but also spelling and develops skills which are transferrable to their Literacy. In Year 1 there is a greater emphasis on the reading of the sounds, whereas in year 2 this progresses by using the graphemes more in spelling.

Across KS1, children have daily phonics lessons which they enjoy. Each session is broken up into different parts including: revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them. We do this through a range of games and activities to engage the children and ensure they enjoy their learning, making it a memorable experience.

Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics is displayed in each classroom across the school, including the RWI sounds and tricky red words. The children are encouraged to use these to support their writing in all lessons across the curriculum.

Children are streamed for daily reading sessions across KS1 and during this time we use RWI phonic based reading books. 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.

Children in both Year 1 and 2 are assessed using the RWI assessments test at the end of each term. The test 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 test, enables us to stream children for phonics and RWI, ensuring the teaching they receive is tailored to the level they are at. The final Year 1 phonics test takes place in June. The check is designed to confirm whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. The test consists of 40 words – it is a combination of 20 real words and 20 pseudo words (nonsense words) for the child to read 1:1 with their teacher. This is carried out by a member of staff who has undertaken the phonics testing training and who the children are familiar with. Children who do not pass this in Year 1 will be re-assessed in Year 2, in the same manner. The results of this are reported to parents in the summer.

The children are put into sets across the 3 classes (Reception, Year 1 and Year 2) and are grouped according to ability. E.g. lower ability children can access Reception phonics if still struggling with earlier sounds.

In Year 2, the children do RWI until February half term (longer for the past 2 years due to Covid catch up). The children that are then past grey level RWI partake in guided reading and adopt the reading strategy of KS2: 1 text per week, whole teacher read, then paired reading and questions about the text. The children working below grey level RWI continue to be put in sets in their specific phonics groups.

The spelling continues every week using a mix of No Nonsense Spelling and the National curriculum Appendix. The children are also tested on the common exception words. They have a specific spelling test which tests spelling patterns and not words.

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 workshop. Parents/carers are invited to share activities to support and model the teaching of early reading/phonics.
- Meet the teacher – class teachers explain the approach to teaching of reading and phonics, a leaflet is provided.
- Parent meetings twice a year to share progress (however parents can request a meeting in between if they wish).
- A weekly R.W.I. book to match the sounds they are learning in class..
- A lending library to share books/ stories at home.

Subject Impact

- 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

FS2 and KS1

- Children are taught the sounds in the order of the Read Write Inc. scheme of learning.
 - Phonics is taught for 20 minutes a day in FS2 and an hour in KS1.
- Children are assessed on entry and half-termly using the Read Write Inc. assessments.
 - Comprehension activities, as well as sentence work and reading, are done daily

Day 1

Reading Activity 1- This activity reinforces the sounds that are covered in the story. The children work in partners to quickly read the sounds at the front of the book.

Reading Activity 2 - In this activity the children practice their Fred talk reading words that they will meet in the book.

ch i p n i g h t m o o n

The teacher also uses my turn your turn to develop instant recognition of Red words.

does all said

Day 2

Reading Activity 3- The teacher introduces the story in a way that engages the children. Children will be given the opportunity to predict the story.

Reading Activity 4- This activity checks any vocabulary that the children maybe unfamiliar with.

Day 3

Activity 5 - In this activity the children take turns to read the story. So Partner 1 points to the words , whilst partner 2 reads – the partners then swap at the bottom of each page. The teacher then reads the story to the children to model reading with fluency.

Day 4+

Reading Activity 6 - The children re-read the story. The children then discuss and answer the questions to talk about at the back of the book.

Reading Activity 7 – Children will use the text to answer the questions.

Reading activity 8 (LA) – Chosen by the class teacher based on the book. This may be opinion giving or retelling parts of the story.

Reading activity 8 - (HA – Inference questions written by the class teacher.

Reading activity 9 – (HA) - Chosen by the class teacher based on the book. This may be opinion giving or retelling parts of the story.

(For more detail on the timetable, see the R.W.I. schedule and planning template.)

- To support what children are learning in class, they will receive a R.W.I. home reading book. This will be signed out to them by their R.W.I. teacher on a weekly basis. This reading book will match the sounds being taught/focused on during that week during their guided reading session.

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 guided reading group and where necessary have RWI phonics support following the literacy session in the morning.

Speed Sounds

<p>Set 1:</p> <p>m a s d t i n p g o c k u b</p> <p>f e l h sh ck r j v y w th z</p> <p>ch qu x ng nk</p>	<p>Set 3:</p> <p>ea oi a-e i-e o-e u-e aw aw are ur</p> <p>er ow ai oa ew ire ear</p> <p>ure tious tion</p>
<p>Set 2:</p> <p>ay ee igh ow oo oo ar</p> <p>or air ir ou oy</p>	