Developing excellence at Lyndhurst Primary School

Becoming an outstanding reading school and creating lifelong readers!

Phonics

Intent:

We love reading at Lyndhurst Primary School and we believe that teaching a child to read is vital. We are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.

Implementation:

At Lyndhurst Primary School, we ensure that we deliver strong and consistent phonics teaching. We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily 45 minute phonics sessions in small groups where they participate in speaking, listening, spelling and reading activities that are matched to their developing needs. After children are taught their speed sound session this is then consolidated through the use of a phonetically decodable book strengthens the learning in a different context. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge. All staff in EYFS and KS1 are trained in delivering the hour session using RWI as the discrete daily phonics session. To ensure children receive exactly what they need, phonics is streamed from Reception to Year 2.

Assessment:

The phonics lead assesses all pupils at the end of each half term using a Read Write Inc, assessment on Phonics tracker. This tracks and assesses each child's knowledge of Phonemes, High Frequency Words, Blending and Segmenting. We use this data to assign them to either Read Write Inc. Phonics or Spelling group. This gives us a very good indication of how well they are making progress relative to their starting points. The tracking system is used to pick up on gaps in children's learning, monitor progress of all groups of children, pick up any children who are not making quick enough progress and ensures that no child falls behind.

All phonics sessions from Reception to Year 2 are delivered consistently in line with the RWI training and the phonics expectations below.

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Learning behaviours:



Pace

Ensure children respond to the:

- Team stop signal in under 5 seconds
- My Turn, Your turn (MTYT) signal immediately
- Handwriting signal when sitting at tables and writing in books
- 1, 2, 3 signal in under 15 seconds - moving silently between the carpet and tables.



Participation

- Ensure all children participate in MTYT.
- Sit all children within your 'V' of vision.
- Sit easily distracted children where they can be assessed easily.



Praise

- Praise children's effort: use genuine and specific praise e.g."You're working hard to remember your sounds."
- Use team cheers at the end of an activity.

Session structure set 1:

Sound	Say the sound		Read the sound	Review the sounds	Write the letter		Speed write	Fred Talk (oral)
g (bouncy)	g-g-g-g Make a soft sound in your throat.	*Use Picture Sound Cards:* g-g-g-gate, g-g-g-glasses, g-g-g-goat, g-g-g-girl	Draw the girl on the board, then write g next to her.	Spot the new sound in the pack.	*Round her face, down her hair and give her a curl*	g	Select 3 sounds you have taught children so far.	g-a-p gap d-i-g dig g-o-t got d-o-g dog
d (bouncy)	d-d-d-d Tap your tongue gently behind your teeth.	*Use Picture Sound Cards:* d-d-d-dog, d-d-d-dinosaur, d-d-d-doll, d-d-d-duck	Draw the dinosaur on the board, then write d next to it.	Spot the new sound in the pack.	*Round his bottom, up his tall neck, down to his feet*	d	Select 3 sounds you have taught children so far.	d-a-d dad d-i-d did d-o-ll doll d-i-g dig
c (bouncy)	c-c-c-c Make a sharp click at the back of your throat.	*Use Picture Sound Cards:* c-c-c-caterpillar, c-c-c-cake, c-c-c-cow, c-c-c-cat	Draw the caterpillar on the board, then write c next to it.	Spot the new sound in the pack.	*Curl around the caterpillar*	c	Select 3 sounds you have taught children so far.	c-a-t cat c-o-t cot c-a-n can c-a-p cap

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Session structure set 2&3:

Speed Sounds				Word Time				
Sound	**Say the sound**	**Read the sound**	**Review the sounds**	**Read the words**	**Review the words**	**Reading assessment**	**Spell with Fred Fingers**	**Spell review**
igh	 igh – fly high  *Choose 3–4 words:* high, night, light, fright, bright, sight, might	 igh	 Spot the new sound in the pack.	high *Use Phonics Green Word Cards:* high, night, light, fright, bright, might	see Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in *Read Write Inc. Phonics* Online.)	*Words to spell (choose 2–3):* high, night, light, fright, bright, might	Ask children to write two or three previously taught words.
i-e (special friends: split digraph)	 i-e – nice smile  *Choose 3–4 words:* shine, white, fine, hide, smile, nice, wide, like, mine, time	 i-e	 Spot the new sound in the pack.	smile *Use Phonics Green Word Cards:* smile, white, nice, like, time, hide	make Words from previous Set 2 and 3 lessons.	blig Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in *Read Write Inc. Phonics* Online.)	*Words to spell (choose 2–3):* smile, white, nice, like, time, hide	Ask children to write two or three previously taught words.

Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers and writers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.

Children in Nursery begin with Phase 1 which provides a range of listening activities through play, to develop their listening skills. Children may continue to build on the listening activities as they are introduced to Set 1 of the RWI program.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.
- Understand what they read.
- Read aloud with fluency and expression.
- Write confidently, with a strong focus on vocabulary and grammar.
- Spell quickly and easily by segmenting the sounds in words.
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation or problems with blending. We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag progress in reading, especially for those whose motor skills are less well developed.

In Reception we emphasise the phonetic code, pupils rapidly learn sounds and the letters or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning

is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher will support their increasingly fluent decoding. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. Pupils write at the level of their spelling knowledge. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.
In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every half term. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle are placed in an intervention to ensure they do not fall behind.

It is expected that children entering Year 2 will have completed the RWI program. They will then start their spelling program which develops a variety of spelling strategies including homophones (word specific spellings) eg see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual grapheme-phoneme correspondences eg laughs, two.

<u>Lowest 20%:</u>

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily interventions for an additional 20 minutes, in addition to their group session. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell. Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff provide daily interventions for these children.

By the end of Key Stage 1, our pupils should be able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on

developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

KS2:

Any children that did not pass the phonics check in year 2, are given specific intervention to ensure their needs are specifically catered for. Specially written programmes are made for these children with rigorous assessment to ensure that all gaps in their learning are identified and used to inform planning to ensure good or better progress is made.

Home Learning:

All pupils take home books that they have already read in the Read Write Inc. Phonics lesson approximately every 3 days. They also take home an additional book bag matched to their reading ability. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take-home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read.

Appendix 1:

Simple Speed Sounds Chart

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng nk

Consonant sounds – bouncy

b	c k	d	g	h	j	p	qu	t	w	x	y	ch

Vowel sounds – bouncy

a	e	i	o	u

Vowel sounds – stretchy

ay	ee	igh	ow

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy

Appendix 2:

Complex Speed Sounds Chart

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee e-e y ea e	igh i-e ie i y	ow o-e oa o

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure