



Phonics.

“Successful teaching of phonics will give all children a solid base upon which to build as they progress through school. It will help children to develop the habit and love of reading widely and often, for both pleasure and information.”

Department of Education

Our phonics teaching is designed to ensure all children ‘keep up’ rather than ‘catch up’.

Becoming a confident and fluent reader consists of two dimensions: word recognition and language comprehension. Successful early phonics allows children to develop automatic word recognition through decoding and blending which provides the foundation to progress confidently through school. It gives children a solid foundation for both reading and writing.

Both formative and summative assessments will be used to inform future planning and to quickly identify any child in need of same day additional support. Additional support will be implemented straight away and targeted at a specific child’s needs. Our aim is for all the children to keep up, not catch up.

At Kirk Langley Church of England Primary School, we follow the Rocket Phonics reading programme. Rocket phonics is a fully resourced programme with a complete scheme of fully decodable books which allows children to have pride in what they read and develop an early love for reading. A love of reading allows children to develop a broader vocabulary, develop creativity and imagination by bringing stories to life; it allows them to use reading as a source of information to gain a better understanding of the world around them.

| Intent |
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| <ul style="list-style-type: none">• All children will leave Key Stage 1 with a sound knowledge of the English alphabetical code.<ul style="list-style-type: none">- All children will be able to see the letters, say the sounds for reading to automaticity.- All children will be able to hear the sounds, recall the letters for spelling to automaticity.• All children will have secure knowledge of independent blending at word, sentence and text levels.• All children will have secure knowledge of independent segmenting for spelling and know of which spelling alternative to use.• All children will have developed the necessary skills for handwriting.<ul style="list-style-type: none">- pencil hold- letter formation- positioning on a writing line- print before cursive• All children will be able to confidently read and spell all common exception words for their year group.• All children will have daily planned opportunities to practise the phonics they have learn. |

| Implementation |
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| <ul style="list-style-type: none"> Phonics will be overseen by a dedicated phonics leader with ownership of the subject across school. We will accurately and consistently follow the Rocket Phonics programme throughout school. All teaching will follow the teaching and learning cycles and the key principles of Rocket Phonics will be taught explicitly. All children will be taught at least 30 minutes of phonics per day in EYFS and KS1. Formative and summative assessments will be used to quickly identify any children in need of additional support and practise. Additional support shall be prioritised and planned to meet the specific needs of the child. All staff will have sufficient training on the systematic, synthetic phonics (SSP) programme to ensure they are confident with the subject knowledge. All reading books will be matched carefully to the children's phonic level. Books should not be a challenge for children, instead they should offer the opportunity to practise the phonics they already know. Children should be able to read their own books with at least 90% accuracy. Common exception words will be taught within the SSP programme and will link with home reading books and weekly spellings. |
| Impact: to be reviewed at the end of the year |
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Assessment

Monitoring children's progress throughout their school life is vital in order to establish their acquisition of knowledge. At Kirk Langley Church of England Primary School, learning always starts with the children's prior knowledge and any misconceptions that they may have. Baseline assessments are used to initially guide phonics teaching and learning is always built upon lesson by lesson. Half termly assessments will monitor individual children's progress longer term and build towards the phonics screening check at the end of year 1 and beyond. Regular reading of decodable books will ensure that reading supports the learning and gives opportunity to practise phonics.