

Rushwick C of E Primary School

Ask, Seek, Knock

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.

Phonics Policy

Last reviewed on: November 2023

Next review due by: September 2025

Our Christian Vision

‘Ask, Seek, Knock’

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our vision and values are rooted in scripture, particularly Jesus’ teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values. At Rushwick, working with and for others, we endeavour for all our community to know how much they are valued by one another and God.

Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school.

We share their vision ‘To Love, To Learn, To Serve’ for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its full.

Equality and Diversity Statement

At Rushwick we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

Introduction

Learning to read is fundamental to accessing and making good progress across wider National Curriculum as well as leading independent and successful lives beyond school. For this reason, it is given the highest priority in our curriculum and school. Research has demonstrated that a systematic synthetic phonics (SSP) programme is the most effective way for children to achieve early success in reading (and writing), building confidence and a sense of achievement and allowing progress through the skills towards reading fluency. We have daily phonics sessions throughout Reception and Year 1 following the Oxford Owl Floppy Phonics synthetic phonics programme, this programme develops children's phonics skills quickly, and includes a range of opportunities for repeated practice to embed learning quickly. The programme allows children to learn the formation of their letters within the phonics lesson and to further understand the grapheme phoneme correspondence key to reading and writing.

The synthetic phonics teaching principles include:

- The explicit and systematic teaching of the alphabetic code with its the letter/s-sound correspondences (GPC).
- A focus on teaching the three core skills of *blending* for reading, *segmenting* for spelling and *letter formation* (handwriting).
- Keeping the alphabetic code knowledge taught up to date and the three core skills to immediate use with cumulative decodable words, sentences and texts.
- Practice and re-reading for developing fluency.

Phonics teaching starts as soon as children enter Reception and builds progressively from phase to phase with regular monitoring and half termly assessments. Our reading scheme is matched to our phonics programme with decodable practice books for reading in school and at home. Parents are given access to our online lessons on the Oxford Owl website where they can also find a wide range of online texts and support materials We have high expectations of reading development for all children, including those with SEND, disadvantaged pupils, those who are learning English as an additional language.

Children who may need enhanced or provision are given further support, including the Oxford Owl Project X intervention programme. The focus of our phonics and early reading curriculum, including 1:1 reading time and small group reading, is to develop pupil's early reading skills rapidly, to support their growing phonic knowledge, develop comprehension skills and ensure that all children are fluent and confident readers as they enter the wider curriculum demands of KS2. Strengthening the knowledge and skills of the early reader, developing fluency and reading for pleasure is embedded in all other areas of the curriculum and throughout our day to day practice.

Teaching and Learning

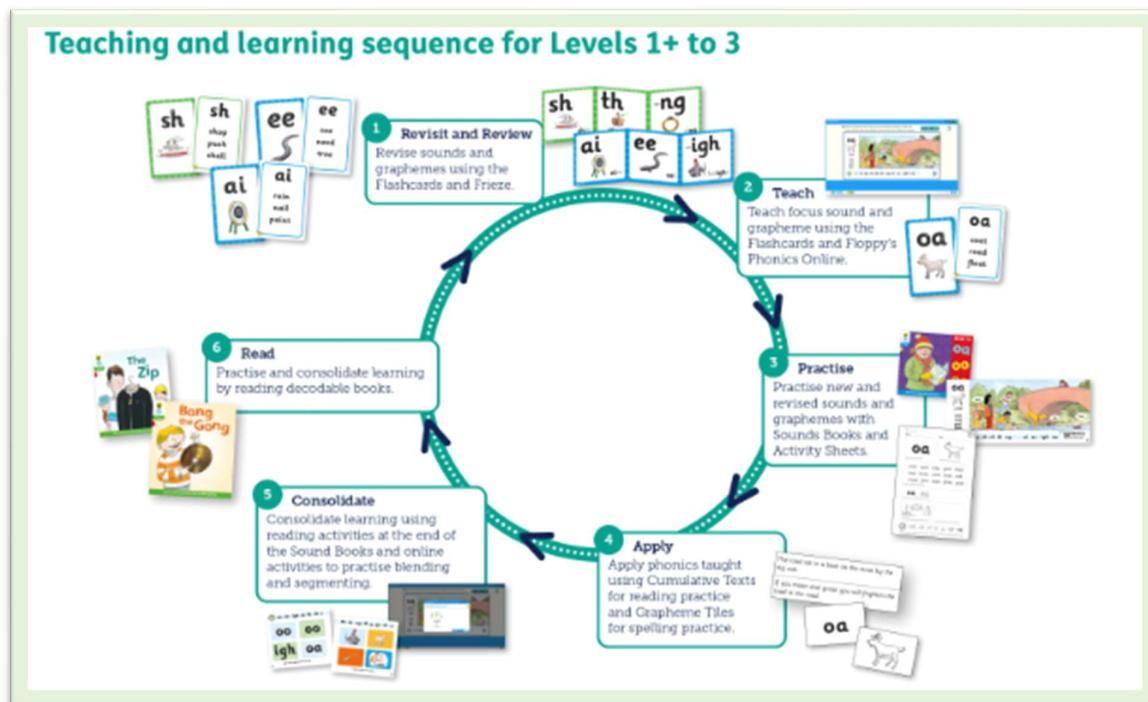
At Rushwick Primary School Primary School we strive to teach children to read effectively and quickly, primarily using Oxford Owl's Floppy's Phonics teaching programme. This includes teaching synthetic phonics, sight vocabulary, decoding and encoding words, as well as spelling and accurate letter formation. In addition to this, it also creates an engaging platform for discussion and comprehension around texts. The structure of teaching scheme uses the phonic phases that are outlined in the 'letters and sounds' programme in 5 levels, each with new phonemes to be learnt and increasing with difficulty as you progress through the levels. All of our early reading texts are compatible with this sequence of learning.

Using the Floppy phonics programme we aim to:

- To encourage children to spot new sounds so that they can decode new and unfamiliar words and make meaningful connections to their learning.
- To develop the habit of reading widely and often, for both pleasure and understanding.
- To apply their phonic knowledge in both their reading and writing, accurately and consistently.
- To apply the skills that they have learnt from the Floppy's Phonic scheme across the curriculum and to enhance their own explorative learning.

- To be independent learners using the resources from Floppy's Phonics to support them through their learning, as well as getting them to refer to classroom resources as they learn alternative graphemes for previously taught phonemes.
- To encourage them to ask questions and make connections about newly learnt vocabulary as well as being able to apply it in their learning and everyday life.

In order to prioritise early reading at Rushwick Primary School, we use the Floppy's phonic scheme to ensure that our teaching of phonics is rigorous, structured and enjoyable. In Reception and Year One, phonics is taught as a discreet lesson every day where they are introduced to new phonemes, explore, practise and revise previous learning and have plenty of opportunities to apply the knowledge they have. As children enter into Year Two, the Floppy's phonic scheme will be continued for as long as required to complete sections that run alongside the Year Two spellings, that either have not been covered or sections that have been identified by the Year One team as not secure with the children. For those children that did not meet the required standard of Phonics at the end of Year 1, they will be continuing with a discrete lesson from the scheme every day.



The Floppy's phonics scheme follows a carefully structured routine that introduces children to new sounds and provides a wealth of activities to support this. The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

Prior to learning to decode children's listening skills are developed through the use of music, environmental sounds and rhyme. During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain' or three letters 'igh as in high'. Children are taught the key skills of blending sounds together for reading and segmenting (breaking up) words for spelling. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, e.g., 'ee' can be represented as 'ee, as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense. We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, grapheme tiles, speaking and listening, and practical activities.

Children work with pace and are encouraged to apply their knowledge across the whole curriculum. The Floppy Phonics scheme supports the staff in making sure that phonics is taught in a way that models correct articulation at all times, as this is vital in helping children to learn to blend sounds together and this is also shared with parents as they support at home. We make sure that the sound produced (each individual phoneme) is as precise and as accurate as possible and no additional sounds are added. For instance, the sound /m/ needs the sound /mmmmmm/ and not /muh. The structure of the Floppy's phonics scheme really supports this – with the interactive resource giving clear examples to support both the teacher, staff, parents and the children. In addition, as this resource is also available for home learning, if a child is unable to attend school, it also allows support for families who are covering part of the curriculum from home.

The use of Floppy's phonics also provides the children with the additional resource of being introduced to common exception words – words that are not completely phonetically regular. Using the Floppy's phonics terminology these are called Tricky words/common exception words. These are taught throughout the phases of the scheme and are also revisited to teach writing. Floppy's Phonics also gives the children exposure to nonsense words that are part of the phonics screening assessment in Year 1 so that children remain confident in being able to apply their phonic knowledge in a variety of different contexts.

For those children that are not yet at the required standards of phonics by the end of Year Two or those that require additional revisiting of certain parts of the scheme, Oxford's Project X will be used to support these children as they go into KS2. For the children that continue to have support in phonics in KS2, regular phonics assessment in conjunction with the KS1 phonics screening, will show at which point the child needs to revisit the scheme. Project X reading and writing resources are tailored to capture every child's interest, giving them the best possible chance of success at Primary school and beyond. These engaging texts also provide a systemic sequence of learning that is designed to capture the interest of older readers – the programme offers:

- Motivating, high-engagement resources are at the heart of Project X, to encourage and inspire all children
- Diversity and inclusion are embedded throughout, to nurture and enrich every child's learning
- A programme which is research-based and written by experts, designed to help every child succeed

Organisation and planning

Reception and KS1 teachers use the Floppy Phonics curriculum to deliver phonics. In Reception, the order that the sounds are taught to the children are delivered in-line with the 'Statutory Framework for the Early Years Foundation Stage'. All Reception sounds are covered and the corresponding phonetically decodable reading books are used to support the in class learning. In Year one, the teachers assess the children as they join the class to work out where children will progress after the summer. The teachers make sure that sounds that are not secure are embedded in their learning before they move forward. Children that are in need of further support will revisit previous sounds with daily interventions that will run alongside the whole class teaching. As the children go into Year Two, the scheme will be completed and will run alongside the Year Two spellings.

For children that have not passed the Phonics Screening in Year One, they will be given daily phonics interventions, following the scheme, that allows them to develop their knowledge, ready to re-sit the screening with the current Year One children. As children go into KS2, Floppy's phonics principles will be continued to support children with their learning. Those that did not pass the Phonics Screening in Year 2, or those children that would benefit from additional phonics support, will continue to use the Project X scheme delivered by a trained member of staff to support their reading and writing.

Assessment and Monitoring

We strive to make our assessment purposeful, allowing us to match the correct level of challenge to the individual needs of the pupil, thus benefiting pupils and ensuring progress. It is the class teacher's responsibility to keep track of the progress made by all the children in their class. If any concerns arise then the phonics coordinator is there to offer support or direct them to members of staff that have the best skill

set to be able to support them. As the Floppy's Phonics scheme is embedded into the school, the phonics coordinator will work alongside staff to adapt the scheme to meet the needs of the children to make sure that all are given the opportunity to achieve and are inspired by the scheme as well as promote a love of reading. The Phonics coordinator has the responsibility to see how it is being used across EYFS and KS1, see how good practice can be shared, as well as offer support for introducing those children in KS2, who have been identified as needing additional support to the scheme. Using a variety of different methods, the progress of the children is carefully monitored.

In conjunction with the Floppy's phonics assessment materials, we also talk to children, ask questions, observe their work and use past phonic screening papers to identify the specific needs of the children and areas which need revisiting. We also look carefully at how the scheme is impacting pupils reading, writing and spelling across the curriculum. From reviewing the assessment of the children, teachers are then able to target specific daily one to one interventions, group interventions and weekly interventions. It also helps to inform them how they can adapt their classroom displays and enhance their English curriculum to continue to support the needs of the children.

By the time children leave KS1 our aim is for children to be fluent and confident readers who are able to use their phonic skills and knowledge of common exception words to access and enjoy a variety of texts. As they progress into KS2, children should have a good understanding of the alphabetic code and be resourceful readers and writers who reflect upon their learning. Children are introduced to a wide variety of texts, both from their own individual reading as well as those shared with the class. As a result, children will have a love for reading and are able to participate in discussions, ask thoughtful questions and apply their skills across the curriculum. Throughout the teaching of Floppy's phonics we are able to measure their attainment after each level and provide children with correct additional support to either help embed their learning or provide them with the next level of challenge. In addition, we are able to see the impact of this programme with their progress in the Year One phonics screening check as well as the use of the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. However, more than this, at Rushwick Primary School we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments and a lifelong skill for all.

Phonics Lead

The Phonics Lead will be responsible for:

- Monitoring of planning and children's work.
- Lesson observations and learning walks to ensure consistency within lessons
- Supporting staff members with planning and teaching wherever necessary.
- Keeping up to date with initiatives and delivering training to staff.
- Ensuring interventions are in place to support all learners.

Teaching Staff

All other teaching staff will ensure that the school curriculum is implemented in accordance with this policy. Staff development is supported by the phonics Leader, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programme.