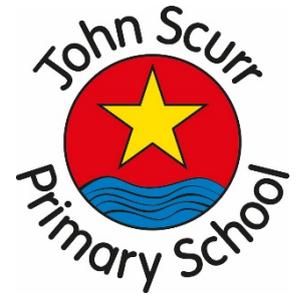


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Phonics and Early Reading Policy (following the Sounds Write Programme)

Reviewed by:	Leadership & Governing Body
Date:	
Review dates:	
Next Review	2023
Ratified by Governors:	Maria Lewington & kevin Hinde
Governor Signature:	Handwritten signatures of Maria Lewington and Kevin Hinde.

John Scurr Primary School

Intent

At John Scurr Primary School we are proud to offer all pupils a text-rich learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum, we ensure all pupils develop the skills and knowledge they need to develop as confident readers, who have a love of books. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; only pupils who learn to speak, read, and write fluently and confidently can effectively participate in wider society.

To achieve this, we ensure that:

- There is a sharp focus on ensuring that younger pupils gain the phonics knowledge and language comprehension necessary to read and spell.
- Reading is prioritised to allow pupils to access the full curriculum offer. Additional adults are directed to Year 1 to ensure that every child is read with every day.
- A rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence, and enjoyment of reading.
- At all stages of learning to read, reading materials are closely matched to our learners' phonics knowledge.

There are four key concepts that we teach to all pupils, these are:

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by one, two, three or four letters:
E.g. dog street night eight
3. The same sound can be spelled in more than one way:
E.g. rain acorn cake day
4. Many spellings can represent more than one sound:
E.g. head seat break

There are three key skills that we teach to all pupils, these are:

1. Blending: the ability to push sounds together to build words.
2. Segmenting: the ability to pull apart the individual sounds in words.
3. Phoneme manipulation: the ability to insert sounds into and delete sounds out of words. This skill is necessary to test out alternatives for spellings that represent more than one sound.

For all pupils to make rapid progress through the cumulative stages of the phonics programme, we ensure the teaching is systematic and progressive throughout foundation stage, key stage 1, and in key stage 2 for those pupils needing interventions to support phonetic knowledge and understanding.

Teachers rapidly identify and address gaps in knowledge and/or skills already covered, while at the same time, moving on to teach new code knowledge and understanding of the concepts.

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words is the goal. By repeated blending, segmenting and manipulation of words, pupils get to know them, and once this happens, they should be encouraged to read them straight off when reading text, rather than continuing to segment and blend them aloud because they feel this is what is required.

Implementation

At John Scurr Primary School phonics is taught, beginning in nursery through to year 2. We follow Sounds Write. This is a DfE approved phonics teaching programme. This SSP (systematic synthetic phonics) programme provides a structured route for all pupils to meet or exceed the expected standard in the year 1 PSC (Phonics Screening Check) and all national curriculum expectations for word reading through decoding by the end of key stage 1. The programme allows for progression within each unit and is fully resourced, including planned interventions and assessment systems. The programme is linked to a scheme of fully decodable books (Sounds Write and Dandelion Launchers and Readers).

Prior to beginning the programme of teaching GPCs (Grapheme Phoneme Correspondences), activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting, and manipulation. These experiences are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with high quality books. This phase paves the way for pupils to make a good start when they begin learning GPCs.

All year 1 children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in year 2, to provide them with sufficient knowledge and understanding to retake the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' will receive phonics interventions in year 3 and beyond. In key stage 2 interventions are based around the gaps identified through teacher assessment. Lessons are engaging and challenging for all children within the lesson.

Organisation

Phase 1 Phonics in Nursery is taught through;

- Environmental sounds
- Instrumental sounds
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice Sounds
- Oral Blending and Segmenting

An Initial Code session (Reception) is made up of three of the following lessons;

- Lesson 1- Word Building
- Lesson 2 - Symbol Search
- Lesson 3 - Sound Swap
- Lesson 4 - Reading and Spelling Words
- Lesson 4a - Dictation
- Lesson 5 - Introducing Spellings with Two Letters

Reception pupils are taught a discrete phonics session daily for a 20-minute period as a whole class. Intervention groups are put in place if or when the need is identified to ensure learners successfully access and move through the programme. Continuous provision and the outdoor learning environment

in EYFS supports pupils in closing the gap and consolidating their phonic knowledge. Phonics skills are embedded in writing and reading tasks in English sessions.

An Extended Code session (Year 1 and 2) is made up of three of the following lessons;

- Lesson 6 - One Sound, Different Spellings - Word Puzzles
- Lesson 7 - One Sound, Different Spellings - Reading and Writing
- Lesson 8 - Sounds Review
- Lesson 9 - Seek the Sound
- Lesson 10 - One Spelling, Different Sounds

Pupils in year 1 have access to high-quality daily phonics sessions for 20/25 minutes.

All staff who teach phonics have received the Sounds Write training and are secure with the principles underpinning the SSP programme, and how to successfully deliver daily lessons to ensure consistency of teaching and learning of early reading for all pupils.

Classroom Environment

Each class has a unit appropriate phonics display, concentrating on both sounds and key words that the pupils are currently learning. In EYFS, the displays reflect the sounds that the children have been taught. Phonics activities are available in the provision. The outdoor learning environment provides opportunities to consolidate learning and both the indoor and outdoor environment is rich with print.

Early reading

As pupils move through the phonics programme, they will be reading materials closely matched to the learners' phonics knowledge, both in school and at home. In this way, pupils will be encouraged to use their phonics skills and knowledge as their primary reading strategy. As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective.

Pupils will be encouraged to read aloud as well as silently for themselves. As pupils continue to progress through the phonics programme many pupils will begin reading longer texts with more complex words independently and with increasing fluency. This process culminates in a shift from learning to read to reading to learn. Pupils then move on to reading both for pleasure and for information.

Impact

Sounds Write Phonics sessions provide opportunities for retrieval practice. They are designed for pupils to work independently and so provide assessment information for teachers as pupils move through each unit and code of the programme.

Assessments are carried out daily whilst teaching a phonics session. An additional phonics assessment may be carried out to identify gaps in knowledge and to inform future planning. Teachers make use of all the assessment outcomes to inform them of the progress children are making. It also enables teachers to adapt the provision if necessary to ensure the needs of individual pupils are met. Targeted interventions alongside high quality learning environments, ensure that no child is left behind.

As pupils begin to learn to read, they move to Accelerated Reader and their progress through the levels is carefully tracked and analysed.