



## Phonics Subject Statement

<p><b>Subject</b></p>	<p style="text-align: center;"><b>Phonics</b> <i>'Today a reader, tomorrow a leader' – Margaret Fuller</i></p>		
<p><b>Purpose and aims</b></p>	<p>At Ashmount, we have chosen to use the Read, Write Inc. Phonics Programme (RWI) to meet the requirements of the EYFS Framework and the National Curriculum. We teach children to read effectively from the moment they enter our reception classes by teaching systematic synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.</p> <p>We aim to teach all children to read fluently by the end of Year 1 or the beginning of Year 2 regardless of their needs or background. We aim to ensure all children can read sounds and blend them into words and read story books matched to the sounds they know, with fluency and intonation. In addition, we aim to ensure all children spell and form their letters correctly and compose their writing, drawing upon ideas from the stories they read.</p>		
<p><b>Core values</b></p>	<p style="text-align: center;"><u>Community</u></p> <p>The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. This means the children will be able to read and enjoy books that support their sense of belonging within the wider community.</p> <p>In addition, the leadership team work closely with the staff and parents to ensure that all adults in our community are well equipped to support all children to become confident readers by the end of KS1.</p>	<p style="text-align: center;"><u>Responsibility</u></p> <p>Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils. The values of responsibility and kindness are at the heart of every lesson. Staff are consistently kind, considerate to each other and to pupils – no shouting, shushing and nagging. As a result, our pupils become increasingly independent and take responsibility for their learning.</p>	<p style="text-align: center;"><u>Growth</u></p> <p>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. In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading attainment, 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 make best progress. Pupils are assessed half termly and this data allows us to intervene in different ways. For instance, we quickly</p>



			<p>move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.</p>
<p><b>Knowledge and skill progression</b></p>	<p>The programme is for:</p> <ul style="list-style-type: none"> <li>• Pupils in Year R to Year 2 who are learning to read and write</li> <li>• Any pupils in Years 2, 3 and 4 who need to catch up rapidly</li> <li>• Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start.</li> </ul> <p>In Read Write Inc. Phonics pupils:</p> <ul style="list-style-type: none"> <li>• Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills</li> <li>• Read common exception words by sight</li> <li>• Understand what they read</li> <li>• Read aloud with fluency and expression</li> <li>• Write confidently, with a strong focus on vocabulary and grammar</li> <li>• Spell quickly and easily by segmenting the sounds in words</li> <li>• Acquire good handwriting.</li> </ul> <p><u>Nursery</u></p> <p>Daily sound discrimination activities sessions for 10-15 minutes throughout the Nursery year. Rhythmic story-based activities are embedded into the daily routine, for example, using a musical instrument to signal transition and in bi-weekly music lessons.</p> <p>When children are ready, they will move onto more the aspects of 'Fred Talk' (oral segmenting and blending) through activities such as 'Silly Soup'.</p> <p>Children should also be able to independently explore sound and discriminate between different sounds through activities they can access in the continuous provision.</p> <p>In Summer Term of Nursery, children who are moving into Reception in the Autumn term will begin learning the RWI Set 1 sounds.</p>		



	<p><b><u>Reception</u></b>                  End of Autumn 1: Read single-letter Set 1 sounds                  End of Autumn term: Read all Set 1 sounds; blend sounds into words orally                  End of Spring 1: Blend sounds to read words; read short Ditty stories                  End of Spring term: Read Red Storybooks                  End of Summer 1: Read Green Storybooks; read some Set 2 sounds                  End of Summer term: Read Green or Purple Storybooks</p> <p><b><u>Year 1</u></b>                  End of Autumn 1: Read Purple Storybooks; read some Set 2 sounds                  End of Autumn term: Read Pink Storybooks; read all Set 2 sounds                  End of Spring 1: Read Orange Storybooks; read some Set 3 sounds                  End of Spring term: Read Yellow Storybooks                  End of Summer 1: Read Yellow Storybooks; read all of Set 3 sounds                  End of Summer term: Read Blue Storybooks</p> <p><b><u>Year 2</u></b>                  End of Autumn 1: Read Blue Storybooks                  End of Autumn term: Read Blue Storybooks with increasing fluency and comprehension                  End of Spring 1: Read Grey Storybooks                  End of Spring term: Read Grey Storybooks with fluency and comprehension                  End of Summer 1: Access RWI Comprehension                  End of Summer term: Access RWI Comprehension</p>		
<p><b>Characteristics of effective learning</b></p>	<p><u>Engagement</u>                  All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we</p>	<p><u>Motivation</u>                  Praise for hard work and good behaviour is fundamental to pupils' motivation and progress. All the staff use the same positive strategies and silent signals consistently in and out of lessons to ensure children are aware of</p>	<p><u>Thinking</u>                  We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. Pupils know their teacher's expectations for each activity and have time to reflect on the</p>



	believe that all pupils should answer every question. The teacher selects pupils to answer.	what is expected from them and motivated to learn at all times.	next steps in their progress. We mark short activities with the pupils in the lesson so that they can begin to think more critically about what they can do to improve using the RWI checklists.
<b>Communication and vocabulary</b>	Integrated comprehension, writing, grammar, spelling, vocabulary and handwriting means that Read Write Inc. programme and helps develop communication skills for every child. Children respond orally using my turn/your turn and use a confident voice. Each story book from Ditty to Grey Storybooks includes story green words where children are introduced to new vocabulary on a regular basis and are supported not only to decode these words but to understand, use them in context and answer questions about them.		
<b>Cultural capital</b> “the essential knowledge pupils need to become educated citizens”  “introducing them to the best that’s been thought and said”  “engendering an appreciation of human creativity and achievement”	The RWI phonics programme provide our pupils with the opportunity to become fluent readers rapidly.  The invaluable reading skills children develop throughout the programme opens up their opportunities to access a wide variety of fictional and non-fictional texts full of rich language and knowledge about the world around them. As a result, our pupils can develop their own interests and ideas as educated citizens.		
<b>Learning experiences</b>	Children are taught phonics daily in Reception, Year 1 and Year 2. In KS1, children have a 1 hour 15-minute session which incorporates the speed sound, story book and get writing elements of the Read Write Inc programme. We believe it is essential for children to participate in the full programme to ensure they are able to read fluently before they start KS2. Children are assessed regularly to ensure they make rapid and sustained progress in their reading.		
<b>High quality resources</b>	Reading teachers have access to the RWI Handbooks and lesson plans to ensure fidelity to the scheme. They also have access to the Read Write Inc online portal for – continued CPD, as well as Oxford Owl for all of the necessary resources to deliver the programme. Each RWI reading teacher has a box that contains:		



Green and red word cards

Picture cards and set 1-3 sound cards

A4 RWI desk sound mats

Wall friezes

Fred the Frog

Pinny

Magnetic letters

RWI story books, Get Writing books and There are simple and complex speed sound charts displayed in classrooms and areas where sessions are taught and book bag books are all stored centrally.