

I N T E N T	<p><b><u>Our vision for our children as readers...</u></b> <i>a strong phonological awareness is developed by all pupils through a rigorous phonics programme supported by a variety of learning styles. Children at the end of reception will be confident in recognising and applying speed sounds set 1 and 2. Children in year one will segment and blend with fluency using sounds from set 1, 2 and 3 and apply these sounds in their reading.</i></p>
I M P L E M E N T A T I O N	<p><b><u>Our journey...</u></b>          We use Read Write inc as our main scheme for phonics, which does not include theory on the early environmental sounds, rhythm etc therefore it was necessary to base our teaching of phonological awareness using 'Phase 1' of Letters and Sounds. Once the secure foundation is in place the chn will then move onto the application of Read Write Inc. Read, Write Inc which is used throughout the early years and year 1.          Read , Write Inc will be continued as an intervention throughout the school, where necessary, to support those children who do not yet have the phonic knowledge and skills they need (eg SEN). The school follows the systematic approach laid out in Read Write Inc which we have adapted to meet the requirements of the new National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching. Discrete phonics lessons take place daily across Reception and twice weekly in key stage one. The RWI structure is closely followed by all staff who all follow a step by step lesson structure. Jolly phonics actions are used to support the teaching of the pure grapheme, supporting learners who learn with a kinaesthetic style (VAK) as we have found that children use these actions into key stage 2 to recall sounds for spelling. We have adapted 'Fred Talk' to robot talk (Letters and Sounds) to segment sounds, in order not to distract the children from the sound itself. Nonsense words are introduced in early years and practiced in every phonics session to ensure readiness for the year 1 phonics screening check. Online resources are used to engage learning through the online game 'Phonics Play'. Live feedback ensures that all children are applying the new sounds correctly. Spelling Shed spelling groups are introduced part way through year 1 in order to achieve all national curriculum spelling outcomes.</p>
	<p><b><u>In a phonics lesson, this is what you will see...</u></b> Children are taught in class groups and all children will access the lesson. The lesson will be fast paced and all children will be engaged. The teacher follows a visual lesson plan and resources are well organised. Sounds are 'pinched' on fingers for spelling in order to maximise learning for all children (VAK). 'My turn. Your turn' is embedded as a teaching style in phonics and used across the curriculum. The structure of the lesson is 'Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time.</p>
I M P A C T	<p><b><u>We know our children are achieving because...</u></b> All children typically pass the year 1 phonics screening check, unless a special educational need has been established. Repeat screening at the end of year 2 closely monitors the progression of SEN children who did not pass the screening check. SEN intervention using RWI is closely monitored through formative assessment and termly phonics screening checks to monitor progress over time.</p>