



## Newbold School Systematic Phonics

### CURRICULUM (Intent)

Newbold School uses a systemic approach to phonics instruction from the Foundation Stage and throughout Key Stage 1 and into Key Stage 2 if necessary. In Year 2 - Year 3 there are planned phonic sessions to address specific reading/writing gaps. Children continue to be assessed at phonics until they have met the Year 1 expectations. This is because we believe a systemic approach to phonics gives our children the necessary skills to read and write and to become lifelong lovers of reading.

We use the ***Jolly Phonics synthetic phonics programme*** in order to teach children the key skills they need as readers. Phonics lessons are taught following the Jolly Phonics scheme in daily, short engaging bursts. The Jolly Phonics programme teaches the children, in a simple and multi-sensory way, how the English reading and writing system works. It teaches children to use the basic alphabetic code to work out unknown words before expecting them to read books for themselves or to write independently.

Phonics lessons include phoneme recognition (distinct units of sound in a specified language), blending (adding those sounds together) and segmenting skills (breaking words apart into the specific sounds), tricky word recognition and writing. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing.

Jolly Phonics starts by introducing the simplest skills and progresses steadily to more complex ones. Children are encouraged to apply their phonic knowledge to their reading and writing as soon as possible. So children should start reading (blending) and writing (segmenting) words that use letter sounds that they know as soon as those sounds have been taught. As each new letter sound is introduced, more regular words become available for reading and writing practice.

The programme teaches segmenting and blending and exposes children to a variety of tricky words (words that do not follow the typical phonic code). This approach allows students to break the reading code and start their journey to becoming lifelong readers. The goal is that all children in Key Stage 1 will pass their Phonics check in the first year. Reading is a key life

skill and Newbold School prioritises reading across the curriculum. Children are encouraged to read for enjoyment and we recognise that this starts with the acquisition of letter sounds, segmenting and blending.

## TEACHING (Implementation)

Phonics is taught daily to all children in the Foundation Stage and Key Stage 1. Extra support is provided for children who have not passed their screening test. These children will be supported through planned interventions with their teacher. If continued support is required moving further into year 2, this will be provided.

Children are taught the relationship between sounds and the written spelling of the word pattern or the graphemes that represent them. Phonics is delivered in a whole class format or in groups. More able children are offered extension based on the sound they are learning that week. Children who need extra support are offered that assistance during lesson time and during targeted interventions.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. These are highlighted in regular reading sessions with an adult and we ensure the pupils are regularly practising and applying their phonics knowledge.

In the EYFS the continuous provision matches the pupil's current knowledge and understanding, whilst ensuring the children are suitable challenged. Teachers regularly assess the pupil's phonics knowledge using the phonics assessment, reading milestones and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are encouraged to read regularly at home which match their current phonics level.

**Reading practice sessions** Children in reception, year 1, year 2 (and beyond if appropriate) apply their phonics knowledge by reading a matched decodable book in a small group reading practice session. These sessions are 15 minutes long and there can be up to 6 children in a group. The children also have a fully matched decodable book, which they can take home to read. We encourage parents to read this book, more than once to support comprehension. New books are sent home, every day if the previous book has been read.

Whilst 'reading' involves translating text into sounds or spoken words, 'comprehension' involves deriving meaning from those words. Both reading skills and comprehension skills are essential if a child is to be able to understand a text. It is during these reading sessions that a child's comprehension skills are developed along with their reading skills.

How do we assess phonic knowledge? In Reception and Year 1 (and children who need support in Year 2 and Year 3), are assessed at the end of every half term. Children identified in Reception and Year 1 as children who are falling behind are provided with extra support sessions.

The children in Year 1 sit the Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Year 1, will re-sit this check in Year 2. Children who are in Year 2 - Year 3 and have not achieved the expected level in phonics, receive phonics sessions and are assessed through teacher's ongoing formative assessment as well as half termly summative assessments. Attainment in reading is measured using teacher assessments, the statutory assessments at the end of Key Stage One and through Progress in Reading Assessment (PiRA) assessments at the end of each term in Key Stage 1 and 2. These results are measured against the reading attainment of children nationally.

#### ACHIEVEMENT (Impact)

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. It is this way that children can focus on developing their fluency and comprehension as they move through Key Stage 2. We want to create a love of reading that continues throughout the life of the individual. This all begins with unlocking the code of Phonics. Jolly Phonics is fun and memorable and ensures the children's reading journey begins on solid foundations.