
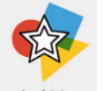







## Subject statement for Phonics

<b>Subject:</b>	<b>Phonics</b>
<b>Aims:</b>	<p>At Duncombe, we strive to teach children to read effectively and quickly using the Read Write Inc. phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Using the RWI Scheme, children in Early Years up to Year 2 will learn to:</p> <ul style="list-style-type: none"> <li>- Apply their phonics knowledge to speedily decode words – “Green Words.”</li> <li>- Read common exception words “Red Words”, noting unusual correspondences between spelling and sound.</li> <li>- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>- Have the opportunity to read books aloud daily, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Re-read books at school and at home to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading.</li> <li>- Spell words containing each of the 40+ phonemes by segmenting the sounds in words, through daily spelling activities.</li> <li>- Use strategies to spell phonically plausibly with confidence, so that all their focus when writing can be directed towards composition.</li> <li>- Select the correct sound for words that contain sounds that have more than one potential phonically plausible spelling – e.g. ay, ai, a-e, etc.</li> <li>- Form each letter correctly, using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.</li> </ul>
<b>Progression ensuring skills and knowledge:</b>	<p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Autumn term: ‘Fred Talk’ and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words</li> <li>- Spring term: Two set 1 speed sounds per week</li> <li>- Summer term: All set 1 speed sounds taught</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- October: know most Set 1 sounds and blend orally (Set 1 B)</li> <li>- December: know Set 1 sounds and read words by blending (Set 1 C)</li> <li>- February: Ditties</li> <li>- April: Red</li> <li>- May: Green</li> <li>- July: Green/Purple</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>- October: Purple</li> <li>- December: Pink (know all Set 2 sounds)</li> <li>- February: Orange</li> <li>- April: Yellow</li> <li>- May: Yellow (know all Set 3 sounds)</li> <li>- July: Blue</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>- Baseline: Blue</li> <li>- Autumn half-term: Blue</li> <li>- End of Autumn: Grey</li> <li>- Spring half-term: Grey</li> <li>- End of spring term: Whole class reading of real texts with a comprehension focus.</li> </ul>
<b>Cultural Capital:</b>	Phonics workshops are provided for parents and they are also invited into school to observe phonics lessons taking place. This is to enhance their skills to support their children’s learning, but also to develop their own.
<b>Characteristics of Effective Learning:</b>	<p><b>Engagement:</b> partner work, turn taking and taking on the ‘teacher role’ ensures active engagement in all RWI lesson.</p> <p><b>Motivation:</b> Risk-taking: learning new speed sounds, green words and nonsense words will encourage children to have a go. Children will have a sense of achievement when they are able to apply phonic knowledge and read and write correctly.</p>

	<p><b>Making links:</b> looking for patterns in RWI, and identifying links with English learning Having their own ideas: expressing their ideas by taking an active role in all parts of the RWI lessons.</p>	
<p style="text-align: center;"><b>ASPIRE</b></p>  <p style="text-align: center;"><b>School values:</b></p>	 Ambition	<p>Our approach is reading focused, which aims to ensure that all children are fluent readers by the time they leave KS1, this means that our curriculum from then on can be broad and ambitious.</p>
	 Self-Esteem	<p>Children are assessed every six weeks which means that they are always in a group which is closely matched with their level. They read a book which contains the sounds that they can read while including some sounds that they are learning. This means they are always in the zone of proximal development enabling them to make the best possible progress. Any children who are not making progress, for whatever reason, are identified quickly and support is put in place. Therefore, the children's self-esteem regarding reading remains high.</p>
	 Perseverance	<p>During phonics lessons, the teachers highlight and identify where children are making specific progress. In whole class lessons, teachers implement phonics so that children can consolidate and apply their learning.</p>
	 Independence	<p>Children learn in partners, taking turns and taking on the 'teacher role'. This ensures active engagement in all sessions and promotes independence because the children do not have to rely on an adult for support.</p>
	 Respect	<p>Every child involved in the RWI programme takes home a personalised reading folder. The children are taught to be responsible for their folder which they take to their phonics lessons.</p>
	 Enthusiasm	<p>The RWI programme is clear that learning to read should be a positive experience. The lessons are well structured and fast paced meaning that children are engaged and enjoying every step of the lesson and are motivated to continue to practise these skills at home.</p>
<p><b>Word power and communication:</b></p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Develop a deep understanding of what they read: complete texts by leading authors are introduced using a three-step approach.</li> <li>• Learn grammar in context allowing pupils to use it with understanding: grammar banks are provided to support teacher knowledge</li> <li>• Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers.</li> <li>• Learn to write confidently by following our highly supportive three step approach, building upon the story or non-fiction text they have studied.</li> <li>• Write every day.</li> </ul>	
<p><b>Resources used:</b></p>	<p>RWI Handbooks and plans used by RWI teachers. This ensures consistency across the program, as well as freeing up time for teachers to source additional resources etc. to make the lesson come alive to the class. Every RWI teacher has their own box of RWI Resources these include: simple and complex speed sounds charts, small and large phonics flash cards, magnetic boards and letters, green and red word flash cards, phonics wall friezes and Fred the Frog. Set 1, 2 and 3 teaching sequence resources. RWI storybooks (with Story Green words and Speedy Green words), ditties and linked texts and props are all stored centrally. They also have access to the Ruth Miskin school portal and Oxford Owl website, which they can use in RWI lessons.</p>	