

Together We Flourish

Phonics & Early Reading

Phonics: Intent Statement



At Claybrooke Primary, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through RWI phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. The teaching of phonics is of high priority.



Phonics: Implementation

Helping children hear, identify and use different sounds that distinguish one word from another in the English language.

We use Read Write Inc. Phonics, a DfE-validated systematic synthetic phonics programme with a whole-school approach to teaching early reading and writing, designed to ensure progress for every child.

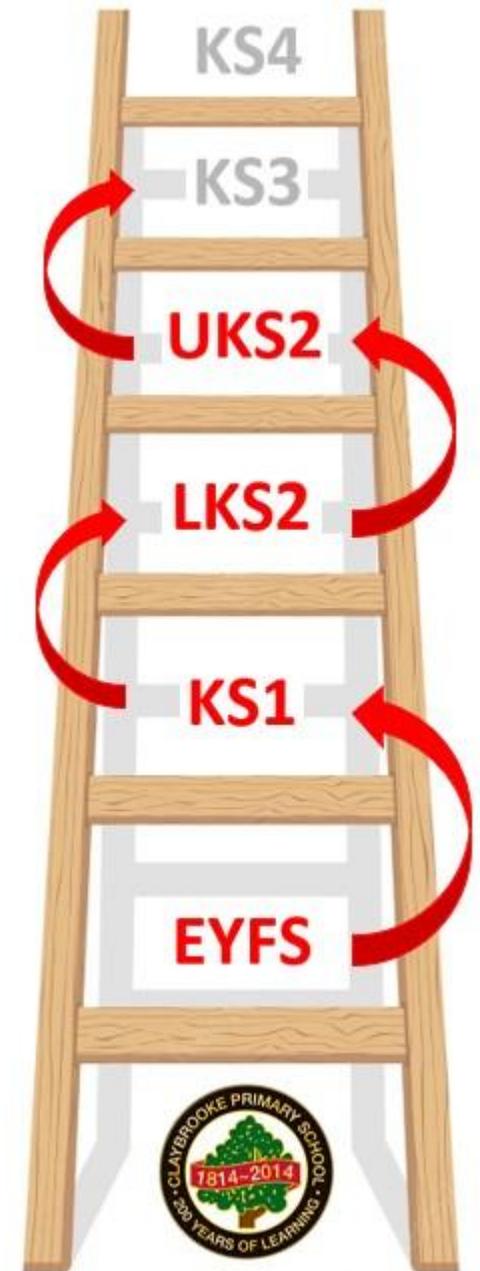
Our Read Write Inc. teachers inject our daily lessons with energy and enjoyment, from teaching the first sounds to developing fluency and comprehension and engaging children in the best texts that reflect all children's lives.

Children learn to read sounds and blend them into words. They apply this phonic knowledge to read and comprehend Storybooks that are carefully matched to the sounds they know. Children learn to read these books with a storyteller's voice.

The aim of Read Write Inc. Phonics is for children to learn to read early. By the end of Spring term in Year 2 children are able to read stories at over 100 words per minute. They also learn how to form letters using mnemonics to help them. They learn to spell correctly using their Fred fingers and they learn to compose their own writing - drawing upon ideas from the text they've just read.

Additionally, we provide phonics sessions to any child who arrives mid-year or mid-phase who needs this level of support, up to the end of Year 3 if required.

The phonics supports the reading and writing; The reading supports the writing, the writing supports the reading.



Phonics: Intended Impact

Helping children hear, identify and use different sounds that distinguish one word from another in the English language.

Pupils can read age-appropriate books fluently.

Pupils can use words from spelling patterns taught in their writing.

Pupils enjoy reading and can discuss books with excitement and interest.

Parents and carers will have a good understanding of how they can support pupils' reading development at home.

We measure the impact of our phonics teaching in the following ways:

- In-session assessment of a child's progress.
- Daily 'keep-up' sessions for those children that need extra support.
- Regular discussions amongst staff around progress and groupings.
- Phonics leader reviews groupings at least half-termly.
- Phonics level grids updated half-termly.
- Termly summative phonics assessments.
- Termly progress meetings between SMT and phonics leader.
- Annual, national Phonics check.

