



Clutton Church of England Primary School



Phonics Statement

Intent

At Clutton Church of England Primary School, we strive to teach children to read effectively and quickly. We use the Jolly Phonics programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Our structure of teaching letter sounds is derived from the Jolly Phonics programme which outlines seven phonic groups, each with new phonemes to be learnt and increasing with difficulty as you progress from group one to seven.

We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. Using the Jolly Phonics programme we teach children to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Implementation

At Clutton Church of England School, we believe that reading and writing is an essential life skill and are dedicated to enabling our children to become enthused, engaged and successful lifelong readers and writers. To support this, we implement the following:

- Daily phonics sessions, whereby the children learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.
- Whole-class reading sessions whereby the children are exposed to high-quality texts that they can demonstrate their understanding and thinking behind these, which in turn, inspires the children's own writing ability.
- All classes are equipped with a wide range of reading books to meet the needs of all children in the classroom which also engage and challenge keen readers.
- All children from EYFS to Year 6 are issued a reading book that is appropriate for their reading ability and is changed when needed. Children who are not yet 'free readers' will work through our school reading schemes – 'Jolly Phonics' and 'Collins Big Cats' for those still working on the phonics phases and 'Accelerated Readers' for those who have exited the scheme. These books match the children's current reading age. We expect family at home to read these books with their child daily and make comments onto their child's Boom reading record.

- In addition to this, it is our policy that all children are required to read their book regularly at home.

Impact

By the time our pupils leave Clutton Church of England Primary School, they are competent readers who can recommend books to their peers, enjoy reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

Phonics in the Early Years

As mentioned earlier, (Jolly Phonics) is made up of seven groups. In Reception, we teach groups 1-7 until the children are able to recognise all graphemes from those groups. Then we move on to teaching the children alternative digraphs and trigraphs in addition to short and long vowel sounds. During this stage, the children will learn to recognise, form, segment and blend phonetically plausible words and sentences. They will also start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment. Children in Reception move through the Jolly Phonics programme as a whole class. Further challenge and support for pupils is provided where necessary through the use of teaching assistants, additional phonics sessions and interventions.

Phonics in Key Stage One

In Key Stage One, we use the Jolly Phonics programme to consolidate all phonemes introduced. The children then revisit step 3 in depth and further familiarise themselves with alternative graphemes and the spelling rules. There is also a large focus on tricky words. Once Jolly Phonics is completed the KS1 children move onto Jolly Grammar, followed by Pathways to Spell in Year 2, at this stage the children learn various spelling rules, including, contractions, suffixes and homophones. The children should be able to read hundreds of words using one of three strategies: reading them automatically; decoding them quickly and silently; and decoding them aloud. Children should also be spelling most words accurately.

Children in Key Stage One are taught in small and focused groups alongside children of the same ability to target their specific needs for phonics. Teachers and teaching assistants regularly assess the children in their group and converse with the teacher daily so that all planning meets the needs of the children in that group, therefore ensuring all children are confident before moving onto a new phonics group. Children in Year 2 will be assessed using the 'Accelerated Reader' computerised system. This enables confidence when issuing new reading books for the children to enjoy at home. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words', so they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school. Provision is made for children who require extra support through intervention programmes and differentiated class teaching and extended Phonic sessions.

Phonics in Key Stage Two

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school. When children move from Key Stage One to Key Stage Two, the focus shifts from daily discrete phonics sessions to daily English lessons, in which the teaching of Spelling, Punctuation and Grammar (SPaG) is encompassed. We use the 'Literacy Company – Pathways to Spell' scheme to build on the children's existing knowledge and develop their knowledge of spelling rules. Small group phonic interventions are used when necessary.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided and demonstrated by children who require further challenge. All pupils are entitled to access the reading curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's Inclusion Policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- observing children at work, individually, in pairs, in a group and in class during whole class;
- half termly assessments using the Jolly Phonic assessments
- phonics screening in Year 1 to see if children are secure in phases 2-5
- phonics baseline used at the end of the year (in FS and Key Stage 1) to monitor progress.

British Values and Christian Distinctiveness

As a Church of England School, Christian Values are embedded at the heart of our community. Each half term we focus on a specific value in Collective Worship, in order to gain a better understanding of how these values impact the way that we live. As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Clutton our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.