

Curriculum Statement for Phonics

Our principle aims, following the National Curriculum in England for phonics are:

- For all children to be confident and fluent readers and writers
- Put reading at the heart of our curriculum
- For all children to appreciate our rich and varied literary heritage
- Inspire our pupils to develop an ethos of 'reading for pleasure'
- Provide children with the opportunity to discuss and understand what they have read and to apply that understanding. They should be able to elaborate and explain clearly their understanding and ideas

The core of our phonics curriculum is the National Curriculum for England, which is supplemented by Read Write Inc.

We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. Using Read Write Inc. the children learn to read fluently so that they can put all their energy into comprehending what they read. These key skills are taught through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words.



The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before, this continues from EYFS until children have mastered the basic skills to be able to blend and begin to read fluently.

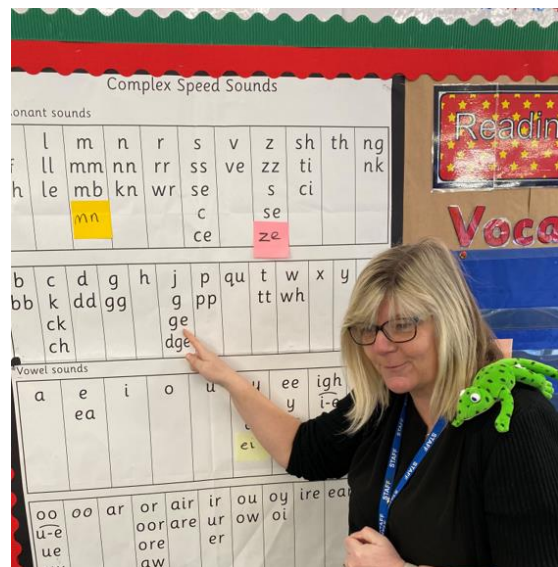
We begin, in EYFS, by teaching the children set 1 sounds. Children can start blending sounds into words as soon as they know a small group of letters well.

Once the children have been taught the first 5 sounds (m, a, s, d, t), they are then taught assisted blending using the sounds that they know. During lessons children are taught to hear sounds and blend them together in sequence to make a word. We start with blending oral sounds, then progress to reading the letters and blending them together to read the word. In Read Write Inc phonics the individual sounds are called 'speed sounds' - because we want children to read them effortlessly. Set 1 sounds are the single letter sounds and set 1 special friend sounds. They are taught in the following order;

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.

There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. These are 'special friend' sounds. When children are taught Set 2 sounds they will learn:

- a simple picture prompt linked to the sound
- a short phrase to say e.g. may I play
- the letters that represent a sound (special friends) e.g. ay



Each sound has a list of green words linked to it, so that the children have the opportunity to sound out and blend words containing the new sound they have been taught, for example, s-p-r-ay = spray. Green words are decodable words that children can use their 'Fred Talk' to sound out and blend. They feature the sound that the children have been learning that day. In a phonics lesson, children cover up to 5 or 6 new green words to support their reading of a new sound. When learning Set 3 speed sounds the children will be taught alternative sounds/graphemes, e.g. ee as in tree and ea as in tea.

The tables below show each sound, the associated phrase and example green words for set 1 special friend sounds, set 2 and 3 sounds and additional sounds that are taught.

Set 1 'Special Friend' Sounds

Sound	Phrase	Green words
sh		Ship, shop,

th		Thing, thin,
ch		Chip, chop, champ,
qu		Queen, quack, quest
ng	Thing on a string	Thing, string, ring, king
nk	I think I stink	Stink, think, link, sink

Set 2 Sounds

Sound	Phrase	Green words
ay	May I play?	Day, say, play, tray, today
ee	What can you see?	See, feel, need, sleep, three
igh	Fly high	Night, fight, flight, high
ow	Blow the snow	Show, blow, flow, snow
oo	Poo at the zoo	Zoom, moon, food, cool
oo	Look at a book	Look, book, good, hood
ar	Start the car	Star, bar, car, start, cart
or	Shut the door	Sort, short, worn, horse
air	That's not fair	Fair, hair, chair, stair
ir	Whirl and twirl	Whirl, twirl, shirt, skirt
ou	Shout it out	Mouth, found, shout, loud
oy	Toy for a boy	Toy, boy, employ, joy

Set 3 Sounds

Sound	Phrase	Green words
a_e	Make a cake	Make, cake, flake, bake
ea	Cup of tea	Neat, real, clean, please
i_e	Nice smile	Hide, shine, white, nice

o_e	Phone home	Phone, bone, home, spoke
u_e	Huge brute	Tune, rude, June, perfume
aw	Yawn at dawn	Saw, law, raw, straw
are	Share and care	Bare, spare, scare, flare
ur	Nurse with a purse	Burn, turn, hurl, burp, lurk
ow	Brown cow	Howl, down, brown, frown
oi	Spoil the boy	Join, coin, voice, choice
ai	Snail in the rain	Paint, train, rain, pain
e	e: he, she, me, be, we	He, she, we, be, me
oa	Goat in a boat	Coat, throat, boat, float
ew	Chew the stew	Flew, blew, crew, new
er	A better letter	Over, weather, never
ire	Fire, fire!	Spire, conspire, hire, fire
ear	Hear with your ear	Fear, dear, gear, spear
ure	Sure it's pure	Picture, mixture, adventure

Set 1 Sounds



Set 2 Sounds



Set 3 Sounds



Additional sounds

Sound	Phrase	Green words
ue	Come to the rescue!	Rescue, blue, glue, clue
ie	Terrible tie!	Ties, tried, pie, lie

au	Paul the astronaut	Paul, August, author, pause
e_e	Go Steve and Petel	Even, Steve, Pete, theme
kn	Knock knock, who's there?	Knight, knee, knock, knit, knot
ck	Tick tock clock	Clock, pick, black, snack

Throughout EYFS and Key Stage One, children are taught in small and focussed groups to target their specific needs for Phonics, alongside children of the same ability. These groupings are based on Read Write Inc assessments that are carried out half termly. The phonics lead then collates this information and regroups children based on their current skill level allowing progression for most children but repetition and support for those that need more time on a specific set of sounds. This approach allows lessons to be focused and specific to the needs of the children. Lessons are taught by both teachers and TA's who are supported by the phonics lead in their delivery.

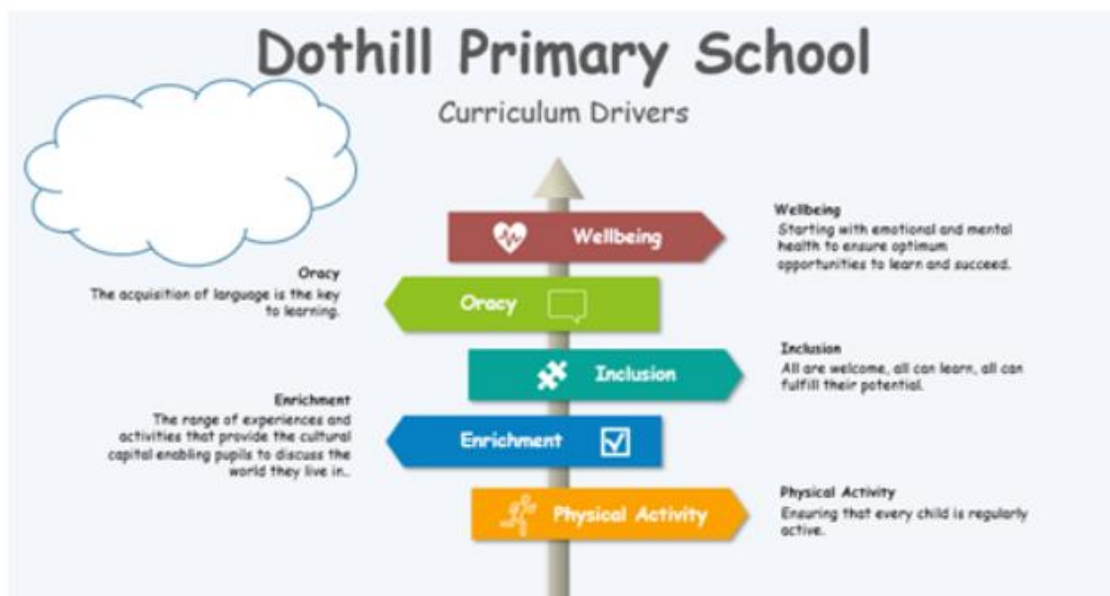
As children build up their knowledge of sounds they are able to apply their decoding skills to any unfamiliar word, whether it be real or nonsense. During lessons each day children will practice their decoding skills by sounding out nonsense words. Children are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge. This is an important part of the phonics screening check that the children complete at the end of year 1.



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. In EYFS and Year 1, children bring home a Read Write Inc scheme reading book that is matched their stage of the phonics group. Through the consistent, systematic and daily teaching of the Read Write Inc phonics programme, our aim is for children to become fluent, confident readers by the end of Key

Stage One. Children are assessed at the end of Year 1 using a government statutory assessment tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. The children are assessed one to one by the reading leader, who is a familiar adult to them. Those who do not pass the screening will continue their Phonics lessons in Year 2 by being streamed into the correct group within the Year 1 cohort. This allows for them to consolidate and develop their confidence, within a group aimed at their specific ability, ready to retake the screening at the end of Year 2.

Through the Read Write Inc programme, children will be equipped with the skills to decode unfamiliar words using strategies that they have been taught in their daily lessons. This way, children can focus on developing their fluency and comprehension as they move through the school. Hopefully, this leads to a love of reading and children taking pleasure in exploring the rich literary world around them with a firm phonic basis to support them.



At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.

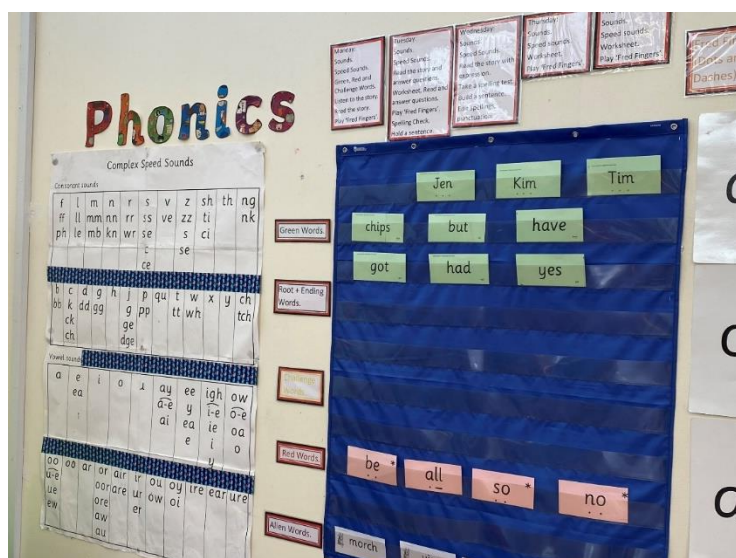
Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values - happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness - we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In Phonics this is the opportunity to share success quickly as new sounds are learnt daily and children are able to read and write new words at speed.

Oracy - Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In phonics oracy is developed through reading and discussing the texts read in each lesson.

Physical activity - Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dohill we build physical activity into phonics through physical movement from one activity to another.

Inclusion - All pupils who need to participate in Phonics are taught through Read Write Inc or Fresh Start session. Inclusion is supported through being taught in a small group with other children of similar ability. Children progress through the programme at their own speed as they are assessed and regrouped half termly. Children that would benefit from extra phonics input take part in separate phonics intervention either in smaller groups or on a one-to-one basis. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need. We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.



Read Write Inc lessons are taught in a very systematic way and follow the same structure.

- Learn a new sound
- Practice learnt sounds
- Orally blend words with new sound
- Read words with our new sound and identify 'special friends'
- Write words with our new sound and identify 'special friends'
- Read a book using our Phonics knowledge to decode
- Complete a writing activity

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

Assessment in Read Write Inc is completed at the end of each half term. Each child is tested individually. They have to show that they know the sounds taught, they need to be able to read words containing sounds taught, read words with sounds previously taught at speed without blending and for yellow, blue and grey groups be able to read a piece of text at speed with fluency.

Year 1 children also take the Phonic Screening check in the Summer term. This is a government test that requires the children to read 40 words (20 real words/20 nonsense words). To pass the test children are usually expected to be able to read 32 words.



The impact of our phonics teaching is that:

- Our pupils become confident and fluent readers.
- Our pupils have a strong foundation on which to build their reading and writing skills.
- Our pupils develop a love and passion for reading.
- Our pupils have the ability to participate in all areas of the curriculum because of their ability to be confident readers and writers.