



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL

PHONICS CURRICULUM STATEMENT

'Together with God, Making Learning a Life Long Friend'

At St Anne's Primary School, we teach synthetic phonics as the initial, and most important approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc. (RWI) Phonics Programme which is a systematic programme for the teaching of phonics, reading, spelling and writing. We want all pupils to begin their journey to read with confidence, develop a love of reading and apply their skills competently to writing.

We aim to ensure that **all** pupils:

- Decode letter - sound correspondences quickly effortlessly using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Learn letter formation and handwriting skills
- Spell quickly and easily by segmenting the sounds in words.

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write
- Any pupils in Year 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc.

Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and letter or groups of letters they need to represent them. Simple mnemonics help to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words).

We make sure that pupils read decodable books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Our aim is for the pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

The RWI approach is taught considering the 5 Ps:

- Praise - Children learn quickly in a positive climate
- Pace - A good pace is the key to each session to ensure all children are engaged and on task.
- Purpose - Every part of the lesson has a specific purpose.
- Passion - This is a very prescriptive programme. It is the energy enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!
- Participation - A strong feature of RWI lessons is partner words and the partners "teaching" each other.

In Reception at St Anne's children are taught daily phonics lessons. In the first six weeks of Reception, the initial sounds (Set 1 Speeds Sounds) are taught in class groups. After this period, children are individually assessed and grouped homogeneously according to their stage. Children receive daily phonics teaching in these groups using the structured speed sounds lesson plan.

It is our aim that all children leave the Foundation Stage at green RWI band to be on track to achieve the expected standard for the Year 1 phonics screening check.

Children in Key Stage 1 continue to be taught phonics in small homogeneous groups, depending on their stage not age. The lesson starts with a speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding "alien" (pseudo) words and spelling. Children then read and comprehend a book which is carefully matching to their phonics knowledge following a 3 day/ 5 - day plan (depending on the stage).

We assess all pupils following Read Write Inc. Phonics using the Assessment grids, at least half termly and the Reading Leader rearranges groups accordingly. Regular assessments ensure that children received targeted teaching quickly according to their needs. Children who are progressing through the programme quicker than their peers are moved into a different group and those who are at risk of falling behind the programme's pace and expectations are given additional support.

Children in Year 1 complete the phonics screening check at the end of the year. It is our aim that children in Year 2 complete the RWI programme by end of the autumn term in Year 2. In 2024 93% of the cohort passed the phonics check. This above the national of 71.4%

All classrooms and teaching spaces across the school display the RWI Speed Sounds chart to support children with their reading and spelling.

By the time children complete the transition from KS1 to KS2 we intend that they will have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the school's spelling programme.

Those children who have not reached the expected level by the time they leave KS1 will continue to access the RWI programme and receive additional targeted intervention to ensure they catch up with their peers.

In the Spring Term we offer the Parents a Reception Phonics Session and a Year One phonics session. This supports the parents on how we teach the children in phonics and how they can support at home.

Children are read to each day by their class teacher. Throughout this reading key vocabulary is discussed and explained to enhance the children's own vocabulary. We also encourage parents to read to the children by the children taking home a library book each week that is shared and then changed weekly.

Reception Child: "I like doing the letters. I like Fred as he jumps and he cannot say the words he is funny."

Reception Child: "I like Fred as he is jumpy and he needs help."

Year One: "I like working with the books and I am good at answering the questions."

Year One: "It is fun, exciting and helps you."