



PHONICS AT HAMER

Vision and Intent

Phonics is one of the many skills needed to become a reader and writer. We aim to give children the best possible start on their reading and writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading and writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them. We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program. Our policy sets out the means by which we ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the prime method by which children learn to read and spell independently, automatically and confidently in the first years of their schooling. It aims to reinforce our high expectations for pupil progress. We follow the advice in the Ruth Miskin Read Write Inc Phonics Programme and introduce the GPC's in the suggested order.

Specific Aims

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

Content and Sequencing – Implementation

We want all our children to want to read, to love stories and love words so from Nursery, we provide our children with opportunities and activities to promote speaking and listening skills, phonological awareness and oral blending through direct teaching and high quality play activities organised into 7 areas as follows.

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

Alongside this, teachers provide good role models of listening and speaking and continually assess the children to ensure that their needs are met.

From Summer term in Nursery, we teach initial sounds from Set 1 to children at the expected level of development and sound blending games within an environment rich in books, reading and literacy.

As the children move into EYFS, they continue with Set 1 sounds with the expectation that the majority of children complete these by Spring and move onto Set 2, consolidating these sounds through a range of teaching, play and phonetically matched reading activities and books at school and home.

In Year 1, we teach the children more complex sounds in Set 3 and alternative graphemes, which are reinforced through daily writing activities across the curriculum and phonetically matched reading sessions using Read Write Inc books at the corresponding level.

Links

Phonics is an essential tool to enable children to access the wider curriculum and we incorporate it into every aspect of the EYFS and KS1 curriculum on a daily basis as well as teaching the sounds as a discrete session. Reading and writing sessions build on the sounds and skills taught through phonic sessions, decoding and spelling skills are used as children read and write in every curriculum area and emphasis is put upon using these skills to access the wider curriculum.

Across KS2, teachers model the use of phonics to read and spell new and unfamiliar vocabulary in literacy, science, model the use of phonics and topic sessions and children are encouraged to use these skills on a regular basis. We display and use complex sound charts in every classroom across the school to support and encourage these skills.

Progress and Assessment – Impact

We assess Hamer pupils for phonics using the Read Write Inc assessments, which inform the Literacy aspects of the Early Years Foundation Stage Profile (EYFSP) and the National Curriculum in KS1.

The Read Write Inc Phonics programme assesses children on entry to the programme using the Entry Assessment, whether this is at the start of the school year or when pupils are new to the school. This allows us to assign the children to the correct phonic group to make the maximum progress. All children's progress is included on a tracker to monitor the rate at which they are making progress. In addition, 6 weekly assessments monitor this progress and allow children to move accordingly. In addition to the Read Write Inc assessments, we assess the children's progress using past Phonic Screen materials on a termly basis.

		Currently, we expect the majority of children to complete Set 2 sounds by the end of EYFS and Set 3 sounds by the end of Year 1.	
		Assessment data for Phonics PSC 2023-24	
		Year 1	Year 2
		70%	92%
Retrieval EYFS Revision of previously taught sounds every lesson across EYFS. KS1 Revision of sounds through daily reading sessions and across the curriculum through writing. KS2 LKS2- 5 minute revision of sounds daily UKS2- regular recaps and use of complex sound charts in class.	SEND All children are given the opportunity to access the Phonics curriculum at Hamer. Where additional support is required, we make adaptations through 1:1 tutoring and additional support to ensure that individual children access learning that is meaningful to them.	Enrichment At Hamer, we strongly believe that the core knowledge we have identified takes precedence. However, this is enriched through a print and literacy rich environment in which children are actively encouraged to use their phonics.	