



## Phonics at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to Phonics in school. Updated Spring 2020



### Our Intent: Phonics

At Grange view we provide a high-quality phonics programme that ensures all children are given the same opportunities to learn to read. At our school we follow the **Read Write Inc.** Phonics programme. *Read Write Inc. is a fast pace programme that teaches children to read accurately and fluently with good comprehension.*

Staff at Grange view are highly and continually trained by Ruth Miskin trainers and the phonics lead to ensure that all children are taught phonics effectively and systematically.

Children are grouped according to prior knowledge to ensure all children can make progress irrelevant of the starting point. We ensure no children are left behind through high quality teaching and specialist interventions.

Reading is a high priority in our school as we aspire for all children to learn the skills needed to be able to confidently read, unlocking a love of reading and all future learning.

### What it looks like in our school

Children at Grange view work in groups ranging from 4- to whole class that are ability set. The children are taught by adults trained in Read Write Inc. Children learn new sounds, 'tricky' words and read phonics books closely matched to their increasing phonics knowledge. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Grange View have heavily invested in phonics resources that can also be sent home to create a home- school link.

### Phonics in Nursery

Phonics in our Nursery is about growing children's vocabulary through role-play, discussion, building sentences and using productive questioning. We place a huge emphasis on developing children's love of reading through enticing story and poetry times.

The children have daily story time and pre-phonics activities that include;

- Environmental sounds
- Instrumental sounds
- Body percussion
- Voice sounds
- Rhythm and rhyme
- Oral blending and segmenting

In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'. This gives them a flying start before going into the Reception class.

### Assessment/ Groupings

Children are assessed  $\frac{1}{2}$  termly by our RWI leader. Each child will be assessed on which sounds they know, their word reading and fluency/pace of reading.

Children are then regrouped. Children are assessed regularly to ensure they are in the correct group to make good progress and be at the same level as their peers. Staff can request for a child to be re-assessed at any time if they feel that a child needs more challenge or support. **Daily assessment** is also taking place during RWI sessions. Staff look out for children who may not be confident or remember a particular sound and will use pinny time to address this.

### Time

Phonics is taught Monday-Thursday for 50 minutes per session.

Interventions are individually timetabled by each class teacher

### Homework

Children do not receive phonics homework but each child takes home the story book they read in school to read to an adult at home.

Re-reading books are important to build fluency and reading confidence.

### How are slower graspers catered for?

Any children who are assessed as the lowest 20% of each class automatically receive daily 1:1 intervention. This consists of daily assessment, daily sound practice, word reading and speedy reading. This is to show small steps of progress and is tracked by the member of staff delivering the intervention. The RWI leader will have  $\frac{1}{2}$  termly progress meetings about each child that has interventions in place.

Daily intervention (pinny time) is also expected of all members of staff to address any gaps that appear within a daily session.

### Book and Marking Expectations:

Children have a RWI exercise book that is used daily for speed sound session, hold a sentence, proof read and build a sentence. Teachers and TAs hot mark in lessons where appropriate using green and pink highlighters. Chn self mark their 'fred finger spellings'.

Children may be expected to go back and correct work that is pink but this should not take up time from any other elements within the programme. (See RWI marking document for more information).