



Phonics and Early Reading

Intent

A love of learning and the success of every child at the heart of all we do
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
<p>At The Topsham Primary School we recognise that there are many different ways to ensure that our students become successful and engaged readers, all of which are specified in our reading policy. We are, however, committed to used the systematic teaching of synthetic phonics as the primary approach in ensuring our children's ability to read and write and therefore succeed in all area of life. Phonics is taught with rigour and regularity in EYFS and KS1 and used as the primary intervention strategy for reading and spelling in KS2.</p> <ul style="list-style-type: none"> • We use our own phonics programme to ensure our phonics provision is robust and rigorous. We follow five phases within an identified timeline. • No Nonsense Spelling is the document we use for Phase 6 phonics planning and resources. This leads into the Non Nonsense teaching which Key Stage Two provide. • For further guidance and support with planning we use the resources offered by DCC, as provided on their Primary Literacy website. • Weekly plans are recorded on the Phonics Planning document and are submitted to the Phonics Planning folder on the shared server • We use the language listed in the Language Table within this policy. We share this language with the children who become comfortable using it. • In Phases 3 and 4 (EYFS), we use Jolly Phonics mnemonic actions to support the introduction of phonemes. We continue to use these in KS1 as children learn the different possible grapheme representations of each phoneme. • When we segment and blend words in both EYFS and KS1, we use the “sound tapping” technique. When segmenting, we tap one finger on the opposite palm for a single-letter grapheme, two for a digraph, three for a trigraph and four for a quad. We tap two fingers apart for a split digraph. Then we sweep our hand across our palm into the air as we blend the word. • Displays are present in EYFS and KS1 classroom to help to support and reinforce the grapheme the children are learning, including the Jolly Phonics mnemonic actions and the corresponding grapheme which are added as ‘sound families’ as they are taught. • Grapheme mats are used in EYFS, KS1 and lower KS2 classes to support spelling choices.

Implementation

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The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
High Quality Planning
<p>Substantive Knowledge and Experiences in Phonics</p> <p>A lesson structure for Phonics has been written for teachers to ensure there is a consistent approach in place and that there is coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and onto Key Stage 2. We aim to build a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children; leading to the practising and refining of key skills alongside the development and deepening to key knowledge</p>
Disciplinary knowledge and Critical thinking skills in Phonics

In Phonics we use Letters and Sounds to inform our planning, however have developed our own systematic approach to delivery and resources. This approach supports consistency of practice, language across the school and a 'no opt out' approach that supports assessment for learning. Through the planning and teaching of Phonics, the children will be provided with opportunities to repeat and practise already learnt grapheme-phonemes and in addition, learn more, through repetition, actions and application in reading and/or writing. Not only does this way of working ensure children are practising and applying daily, it also provides opportunities to teachers to make constant assessments and provide additional support where needed.

Metacognition: Developing and supporting Positive Attitudes to Learning in Phonics

Our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Phonics lesson and sequence are Practising, Noticing, Adaptability. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

Through this we provide a consistent approach to planning and delivery for our phonics delivery which builds on prior learning, supports children to see connections, enables children to practise through repetition and in turn, learn to become a successful reader and writer.

High Quality Teaching and Learning in EVERY subject

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful Phonics lesson will:

- Be pacy
- Have a 'no opt out' expectation for all children
- Include visual aids that are consistent across the school (flash cards, sound buttons, images)
- Systematic - it follows the same pattern and lesson structure. This structure is progressive throughout the school year and throughout each year group.
- Ensure that children are provided with adequate opportunities to apply their phonic knowledge through reading and/or writing
- Include reading and writing tricky words
- Challenge children by stretching their ability during application - reading/writing
- Include a breadth of vocabulary which is supported through imagery and/or discussion
- Include relevant resources appropriate for the year group - magnetic letters, whiteboards and pens, sentence strips etc
- Meet the needs of the whole class - interventions alongside this support those who need 'catch up'

Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.

Shared values focused on high quality outcomes for all of our children.

T	O	P	S	H	A	M
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

At the Topsham School Phonics underpins both early reading, but also writing. Which in turn, impacts a child's ability to access the whole curriculum. We put reading first and hold high expectations of our learners in their ability to read; every child is a reader. Our rigorous and systematic approach ensures all children collectively learn, and apply, their understanding of letter sounds in both their reading and their spelling. Whilst all school values are applicable, building Partnership with parents is key in ensuring that children continue their reading at home and apply

their newly learnt skills. In addition, the children must be Motivated in order to achieve Success. This includes actively engaging in their Phonics lessons and, applying it in both their reading be it guided or independent, but also their writing. Children will know they have been successful when heard to read or their work is marked and spellings have been noted as correct. Whilst not all spellings will be correct, it will be clear that a child (particularly in the Early Years) has been successful in their learning as their writing will be phonetically plausible.

Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school.

High Quality, Enabling Environment

Working wall showing the sounds the children have learnt, as well as alternative phonemes (Phase 5) and spellings which support the children and enables them to look and apply.	Tricky Words displayed to refer to	Learning Powers clearly linked to learning sequence	Children independently access high quality resources that engage and allow interaction
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- All taught sounds from Phase 2 - Phase 5 are displayed when taught in a clearly visible and accessible place in the classroom. These are referred to as part of each lesson.
- In addition to the sounds, the Nelson Handwriting display letters go alongside this to demonstrate writing the grapheme.
- Alternative sounds (Phase 5) are also on display through a 'connected' format - below the original Phase 3 sound.
- All taught tricky words are both on display but also accessible to all children through a consistent word mat. These word mats progress throughout the course of FSu through to KS1 so that they are age appropriate. The mats found in Year 2 continue through the rest of the school, where appropriate.
- The correct Phonetic terminology is modelled clearly by staff and children. The children KNOW what these words mean. E.g. Phoneme and Grapheme.
- Tapping out is a non-negotiable.
- All planning and visual aids are saved in the Phonics folder so that they can be accessed and used by all teaching staff.

Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process

Impact:

Monitoring and Supporting High Quality Planning and Timetabling

Phonics is planned for weekly, and across a whole Phase, using Letters and Sounds to inform this. A Phonics pathway is used for Phase 5, which has been written by Babcock. Phonics is timetabled at the same time across the whole of FSU and KS1. Planning documents, including what a typical lesson should look like and include, and included within the school Phonics Policy. The Topsham Phonics Programme is based heavily on Letters and Sounds, however is a complete package.

Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.

Monitoring and supporting High Quality Teaching and Learning

Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers.

Progress in Phonics will be seen through assessments that take place at the end of each Phase (e.g. Phase 2). In addition, termly practise Phonics Screenings in Year 1 take place. Teachers use this information to inform future planning and interventions that need to take place.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data

In Phonics we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in Phonics is built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each Phase of learning and gaps identified to inform future planning.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year.

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.