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| **Marwood Primary School Phonics Curriculum Statement** |

**INTENT**

At Marwood Primary School, we prioritise the teaching of reading. We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children’s self-esteem and future life chances. We strive to teach every child to read effectively and quickly.

We use a Systematic, Synthetic Phonics programme and have complete fidelity to this scheme which includes teaching synthetic phonics, common exception words, decoding and encoding words as well as accurate letter formation. We follow a structure of teaching letter sounds which is closely matched to the ‘Letters and Sounds’ programme. Six phonic phases are covered, each with new phonemes to be learned and increasing with difficulty as you progress from phase two to six.

Using a Systematic, Synthetic Phonics program alongside high-quality literacy and English provision we teach children to:

• read easily, fluently and with good understanding

 • develop the habit of reading widely and often, for both pleasure and information

• write clearly, accurately and coherently

**IMPLEMENTATION**

To ensure that children are enthused, engaged and successful lifelong readers and writers we implement the following:

• 2 daily phonics sessions, where the children learn new phonemes, improve their ability to segment and blend sounds, are introduced to and learn ‘tricky words’.

• Weekly small group guided reading sessions where children systematically learn the reading skills required for their age, phase and stage through the use of OUP Word Sparks reading spine and have a meaningful, contextual opportunity to apply their current sounds and knowledge into their reading and writing

• Whole Class story times where the children are exposed to high-quality texts that they can demonstrate their understanding and thinking behind these, which in turn, inspires the children’s own writing ability.

• Children are exposed and become familiar with the core ‘reading spine’ books for their year group to ensure they build a bank of books with which they know well as they move through school.

• All classes are equipped with a range of quality reading books in an inviting reading area to meet the needs of all children in the classroom which also engages and challenges keen readers.

• Children in KS 1 will be sent home with a decodable book which aligns with the phonics they are doing that week, a banded reader appropriate to their individual level and a book from the class or school library with a wider range of vocabulary and contexts to be shared with someone at home. It is essential to each child’s success in reading and the wider curriculum that they are heard read and read with at home regularly.

* All children from Reception to Year 6 are issued with or supported in choosing a reading book that is appropriate for their reading ability and is changed regularly as appropriate. Children will always have access to a book or ebook from our whole school Oxford reading Tree reading spine – these are levelled books which match the children’s current reading level / phonics phase and stage.
* We expect children to read at home daily and for regular entries to be made in reading records by an adult at home.

 • In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. We do this by:

• When children join us in Yr R, we systematically teach Phase Two, which introduces the children to 23 new phonemes, and the first 8 phonemes in Phase Three. Within Phase Three the children will then learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to read and write simple words and captions. Once they have conquered this skill, they start reading stories and texts that have words made up of the phonemes they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, the children move on to the next phonemes in Phase Three where they will learn new sounds, improve their reading fluency and develop a greater writing ability. Phase Four is then taught which secures adjacent consonant knowledge and skills. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment.

* Throughout Early Years, children are taught in a separate phonics group to the Yr1 children in the same class. All Yr1 children are taught together to ensure children are not left behind and the gap does not widen.
* Children are assessed during each session and those who are identified as not being where they should be on the expectation chart, will have a catch up intervention or pre-teach, either 1:1 or in small groups.
* Teachers and Teaching Assistants regularly assess the children and converse together so that all planning meets the needs of the children.

• In Year One, Phase Five is the core focus. Children are regularly assessed and those who are identified as not being where they should be on the expectation chart, will do daily intervention sessions.

• In Year Two, the spelling curriculum is taught through the ‘Decision Spelling’ programme which continues through KS2.

• In addition, children will be benchmarked using PM Benchmarking resources, to ensure their reading books offer enough challenge and room to improve. This paired with our daily observations and adults hearing children read regularly in school, enables confidence when issuing new reading books for the children to enjoy at home.

• We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read common exception words, so they experience early reading success and gain confidence that they are readers. At home we want children to consolidate the learning that takes place in school. Books will not be changed daily as the recommendation is that children at this age read a text at least three times, to allow opportunities to decode, explore meaning and improve fluency. Through guided reading of a book matched to the phonics phase and stage being taught in class, the children will read at least once with an adult in class, then individually and by completing a follow up activity using the same text to check comprehension.

* We aim for children to practice fluency and comprehension skills as well as developing a love for reading when reading at home. Children in Class 1 and 2 take home 3 books a week. One fully decodable and matched to the sounds that have been taught in phonics up to that point; a book which matches the child’s identified reading level and a book from the reading corner or school library for sharing with an adult to increase the scope of genre, context and content. Parents are asked to write an entry in the child’s reading record every time they read with their child.

**Marwood Synthetic Phonics Progression from Foundation and Yr1**

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|   | **Autumn Term** | **Spring Term** | **Summer Term** |
| **EYFS** | **Initial teaching** –  s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss  j, v, w, x, y, z, zz, qu.  CVC words  **Tricky words:** I no the to go into a of ask put he she we me be (1 per week)  | **Initial teaching** –  ch, sh, th, ng, -nk, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er  CCVC/CVCC/CCCVC/CVCCC words **Achieved**– s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss  j, v, w, x, y, z, zz, qu. CVC words  **Tricky words:** you are her was all they my by is his has push (1 per week)  | **Initial teaching** –  CCVC/CVCC/CCCVC/CVCCC words **Achieved** –  ch, sh, th, ng, -nk, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er  CCVC/CVCC/CCCVC/CVCCC words  **Tricky words:** pull full said have like so do some come little one were there (1 per week)   |
|   | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Yr1**  | **Revisit teaching** -  ch, sh, th, ng, -nk, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er **Initial teaching** - ay, ou, ea, oy, ir, ue, aw, ew, oe, au, a\_e, e\_e, i\_e, o\_e, u\_e, u\_e,  ow, ie, ea, er, ew, ore, ue, ear, are  **Achieved** - CCVC/CVCC/CCCVC/CVCCC words  **Tricky words:** Wk 1 - Recap: I no go the to into Wk 2 - of ask put From wk 3: he she we me be you are her was all they my by is his has push pull full said have like so do some come little one were (2 per week)  | **Initial teaching** – ie, -y, -tch, -ve, wh, ph, k    **Achieved** –  ay, ou, ea, oy, ir, ue, aw, ew, oe, au, a\_e, e\_e, i\_e, o\_e, u\_e, u\_e,  ow, ie, ea, er, ew, ore, ue, ear, are  **Tricky words:** there what when out today says your here love house our oh Mrs people their called Mr looked asked could where once friend school (2 per week)  | **Achieved** – ie, -y, -tch, -ve, wh, ph, k    **Year 1 phonic check**  **Tricky words:** Revisit/revise  |

**The Marwood SystematicSynthetic Phonics Method:**

**Visualising single-letter phonemes/digraphs/trigraphs:**

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Single-letter phoneme Subsequent, adjacent single-letter phonemes



 Digraph Split digraph Trigraph

Digraphs, split digraphs and trigraphs are shown with the fingers of the right hand placed onto open left hand (palm).



A blended whole word is represented by the whole of the

right hand (fingers together in same direction as open left

hand) moving across the open left hand from the heel of

the hand to the end of the fingers in a sweeping movement.

**General rules about carrying out the Marwood Synthetic approach to phonics with children:**

* Phonic teaching is to take place twice a day for every child in EYFS and year 1. The two year groups will be taught separately.
* The correct phonetic terminology should be used throughout each session and within the classroom when teaching.
* If a child ‘makes a mistake’ with either a verbal or written phoneme, the adult should address this by correcting them in a positive way, during the session. This will help to clarify any misconceptions for all the children.
* Foundation: at the beginning of each session, seat the children on the carpet in front of the adult with their whiteboards, whiteboard pens and rubbers on the floor in front of them. Ensure that they are focused on the adult and ready to listen and respond.
* Year 1: at the beginning of each session, seat the children on the carpet in front of the adult with their phonics books on the floor in front of them. Ensure that they are focused on the adult and ready to listen and respond.

**From Spring 1 Foundation (ch onwards)**

**The phonics lesson (15-20 minutes):**

**First session of the day:**

* Question children: *What is a phoneme/ grapheme/ digraph/ trigraph?*
* Using flashcards go through most recent phonemes children already know:

1. Teacher shows 1 by 1 and says them.

2. Children say them without teacher.

3. Shuffle and show children again to read without teacher.

4. Go through and ensure they got them all right (teacher reading).

* Using flashcards with words containing phonemes we already know, teacher points, segments, blends with children. Teacher gives an example of a sentence containing the word each time. Children read words again independently.
* Introduce new phoneme verbally, practise saying it (teacher and children).
* Show new phoneme (flashcard). Explain whether it is a single letter grapheme, a digraph, a split digraph or a trigraph and visualise this by using the correct hand signal (see images below).
* Using relevant phonics pack:

**Blend** - Adult segments the word aloud, children blend the word and say it aloud.

**Segment** - Adult says the complete word aloud, children segment the word aloud.

**Read** - Adult shows the children the words and the children segment and then blend each word aloud.

**Write** - Adult models how to write a word containing the new phoneme then chooses some words from the pack for the children to attempt to write on their whiteboards (or books – Y2). Ensure the children have the whiteboards on their laps to write, to help with writing technique. Check all children’s whiteboards/books and address any errors.

**Second session of the day:**

* Revisit new phoneme verbally, practise saying it (teacher and children).
* Show new phoneme (flashcard). Explain whether it is a single letter grapheme, a digraph, a split digraph or a trigraph and visualise this by using the correct hand signal (see images below).
* Using relevant phonics pack:

**Blend** - Adult segments the word aloud, children blend the word and say it aloud.

**Segment** - Adult says the complete word aloud, children segment the word aloud.

**Read** - Adult shows the children the words and the children segment and then blend each word aloud.

**Write** - Adult models how to write a word containing the new phoneme then chooses some words from the pack for the children to attempt to write on their whiteboards or books. Ensure the children have the lined whiteboards on their laps to write, to help with writing technique. Check all children’s whiteboards/books and address any errors.

* Recap any tricky words we already know (flashcards):

1. Teacher shows 1 by 1 and says them.

2. Children say them without teacher.

3. Shuffle and show children again to read without teacher.

4. Go through and ensure they got them all right (teacher reading).

* Teacher says a tricky word that children already know for them to write on small whiteboards (repeat for all tricky words that children already know).
* Introduce a new tricky word, discussing the tricky bit (flashcard).
* Teacher models how to write new tricky word.
* Children use small whiteboards (or books – Y2) and practise writing new tricky word.

**Phonic assessment**

* All the children in EYFS and Year 1 are observed and assessed during the daily sessions on their progress in learning the phonemes, graphemes, combinations and tricky words. Followed up with a more formal assessment, once every half term. Their achievements should be recorded to inform staff of their progress and of any intervention required for the following half term.

**IMPACT**

By the time children leave Marwood Primary School, our aim is for all children to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author’s use of language and the impact this can have on the reader. Throughout the teaching of Phonics, we are able to measure attainment using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check for Year One. However, at Marwood, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.