



Cledford Primary School and Gainsborough Primary & Nursery School



A Federation of Cheshire East Primary Schools



Cledford Primary School

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Intent, Implementation and Impact in phonics at GPNS

Statement of Intent, Implementation and Impact

To ensure consistency throughout the school **ALL staff at Gainsborough follow a systematic phonics lesson structure using the phonics Scheme Read Write Inc.** Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. The programme is for:

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

Intent

At Gainsborough we value phonics as a key life skill and understand its importance for academic success. We aim to create **a love for reading**, writing and spelling through the consistent approach of phonics teaching. We strive to teach children to read effectively and quickly, using the **Read Write Inc.** programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. We believe that teaching children to read and write independently, as quickly as possible, is essential. **These fundamental skills not only underpin the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.**

Using the Read Write Inc. programme we teach children to:

- 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.

Implementation

Children are introduced to phonics teaching from Nursery, where their first step is to **play "sound games"** to help develop phonemic awareness. The focus is on drawing attention to the individual speech sounds (phonemes) in spoken words, in line with Language and Communication objectives from The EYFS curriculum. In the second/last term of Nursery, (or before if they are ready) Read Write Inc. will begin and 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 starting Reception.

In Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them 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 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. This consists of Set 1 sounds sessions, where children will focus on oral blending of words and use of magnetic letters and Fred Talk in order to develop the skills to segment and blend to read and spell the words. Once they have mastered this skill, they start to read story green words quickly and fluently and apply and extend this skill to read 'ditty books' (short words and phrases) This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Once secure, the children move on to the next phase (Sets 2 & 3) where they will learn new sounds, improve their reading fluency and develop a greater writing ability.

Our aim is for 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.

We teach pupils 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. Speed sounds lessons (Phonics) and storybook lessons (Guiding reading) is delivered daily as an explicit lesson in EYFS and KS1. Ongoing assessment for learning means that pupils' needs are met and therefore we group pupils homogeneously, according to their progress in reading.

Impact

Through the teaching of systematic phonics, our aim is for all children to become fluent and competent readers by the end of key stage one. Formal assessments are made half termly through Read Write Inc Assessments. Within the EYFS, we aim for the children to be 'Year 1 ready' with the expectation that most children are working within Set 2 sounds and reading Green or purple RWI books by the end of EYFS.

Attainment in phonics is measured by the National Phonics Screening Test at the end of year one. Year 1 pupils should know all set 3 sounds and be reading blue RWI books.

