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| C:\Users\alison.kenney\Downloads\logo rainbow best.PNG **Phonics and Reading Overview (Created 2020-21)** | | | | | | | | | | | | | |
| **I**  **N**  **T**  **E**  **N**  **T** | **Intent**  **Overview** | **For our children to be taught key concepts, knowledge and skills in phonics and know how to apply them to reading and writing.** | | | | | | | | | | | |
| **Vision &**  **Values** | **Inspire**   * Teaching is inspiring | | | **Discover**   * Quality talk and questioning is at the   heart of all we do | | | | | **Succeed**   * We do all we can to prepare children for life | | | |
| **The School**  **Rules** | **Be Ready** | | | **Be Respectful** | | | | | **Be Safe** | | | |
| **Unique**  **Curriculum**  **Characteristics** | **Belonging**  is characterised by the children’s sense  of belonging to a class ‘community’ of readers and writers! | | **Nature**  is characterised by the children being exposed to the abundant and wonderous reading material about the natural world | | | | **Critical Thinking**  is characterised by the children having meaningful opportunities to practise critical thinking through reading and writing opportunities | | | **Apprenticeship**  is characterised by children developing their reading and writing skills by learning from their practitioners and one another | | |
| **Life**  **Skills** | **Every Child a Reader** | | | | | | **Every Child a Writer** | | | | | |
| **Aims** | **Oral Blending**  **for reading** | **Oral Segmenting**  **for writing** | | | | **Read on sight high**  **frequency words** | | **Spell high**  **frequency words** | | | **Spell accurately** | |
| **Programme** | **N**  **Phase 1** | | **FS**  **Phases 2 & 3** | | | | **Y1**  **Phases 4 & 5** | | | **Y2**  **Phase 6 -SPAG** | |
|  | | | | | | | | | | | | | |
| **I**  **M**  **P**  **L**  **E**  **M**  **E**  **N**  **T**  **A**  **T**  **I**  **O**  **N** | **Implement**  **Overview** | **We use the Early Years Framework (2021) and the National Curriculum (2014) to ensure that we meet our statutory obligations. We use the Phonics Play programme to ensure continuity and progression from the N to Y1 and Babcock’s Spelling, Punctuation and Grammar (SPAG) programme for Y2.** | | | | | | | | | | | |
| **Lesson structure** | **Revisit & Review** | | **Teach** | | | | **Practise** | | | **Apply** | | |
| **Learning**  **attitudes** | **Meta-cognition**  **Children ‘own’ their learning** | | | **Growth Mindset**  **Children have a ‘can do’ attitude** | | | | | **I’m Stuck!**  **Children are independent learners** | | | |
| **Pedagogy**  **Practitioner**  **Environment** | **Pedagogy**  *The science of teaching*  **Good pedagogy is evidenced through:**   * **excellent subject knowledge** * **use of correct terminology** * **planning for misconception** * **clear annunciation** * **clear modelling of graphemes** * **use of ‘talk partners’** * **purposeful practice** * **retrieval practice** | | | | **Practitioner**  *Teachers and TAs*  **Practitioners work to facilitate or provide for:**   * **initial self-discovery learning** * **co-learning** * **scaffolded, self-directed learning** * **direct instruction, then applied learning** | | | | **Environment**  *The Third Teacher*  **Good phonics and reading resources are evidenced through:**   * **consistency of alphabet/word images N-Y2** * **Class Phonics Working Walls** * **Reading Corners and the School Library**   **Resources are:**   * **high quality and authentic** * **chosen to match T&L of phonic phases** * **phase kit based, in each classroom** * **super-size for class modelling**   **Children record on wipe boards and in books** | | | |
| **Assessment** | **Daily/Weekly**  **Observation**  **Diagnostic Questioning & Discussion**  **Effective Oral and Written Feedback**  **Marking Code** | | | | **Half term/Termly**  **End of Unit/Phase Assessment Tasks**  **Tracking Progress Over Time** | | | | **Yearly**  **Y1 Phonic Check**  **Y2 Phonic Check** | | | |
| **Ensuring**  **good**  **progress** | **Wave 1**  ***Universal***  **‘Quality First Teaching’** | | | | **Wave 2**  ***Targeted***   * **targeted support in class by practitioners** * **scaffolded resourcing** * **individual remediation e.g. Precision Teaching** * **small group remediation e.g. Funky Phonics** | | | | **Wave 3**  ***Specialist***   * **individual learning programmes** * **individual/small groups provision, with high adult to child ratio in designated spaces e.g. Starlight Daylight/Moonlight/Sunlight classrooms** | | | |
| **Reporting**  **Arrangements** | **Daily/Weekly**  **This will not apply for most children but a teacher may be working with a parent/carer to address a gap where a weekly ‘catch up’ maybe be applicable.** | | | | **Half-term/Termly**  **Practitioners meet with parents/carers bi-annually to:**   * **share progress** * **celebrate achievement** * **set targets** | | | | **Yearly**  **Practitioners prepare/participate in:**   * **Y1 and Y2 Phonic Check Results** * **Annual Report to parents/carers** * **EHCP Annual Review (SEND)** | | | |
|  | | | | | | | | | | | | | |
| **I**  **M**  **P**  **A**  **C**  **T** | **Impact**  **Overview** | **Children should have acquired key concepts, knowledge, skills and understanding in phonics to be successful at the next phase of their education.** | | | | | | | | | | | |
|  | **Attainment and Progress**  **End Points** | | | | **Characteristics of Stoke Hill Learners**  **End Points** | | | | **Ready to Move On…**  **End Points** | | | |
| **EYFS**  **&**  **KS1** | **Attainment by year/key group:**   * We expect: * most of our N children to have achieved Phase 1 on exit. * most of our FS children to have achieved Phase 3 on exit. * most of our Y1 children to have achieved Phase 5 on exit. * We expect no attainment gap because of disadvantage, EAL or gender. * We expect many SEN&D children to achieve ARE and where this is not possible to make consistent progress. | | | | **At the end of the EYFS children can:**   * take part in conversations with their friends or a practitioner about how they learn phonics or learn to read in their class * talk about books they know or have read about the natural world in school or at home. * talk about why some words are called ‘tricky’ * show interest and excitement when learning phonics or learning to read with their friends or a practitioner | | | | **At the end of the EYFS children:**   * say ‘I like reading' * can annunciate the Phase 2 & 3 phonemes * can blend Phase 2 & 3 phonemes for reading * can read all Phase 3 ‘tricky’ words * know the terms; grapheme, phoneme and sound buttons * with support can use Phase 2 & 3 phoneme and ‘tricky’ word cards for writing | | | |
| **At the end of Y1 children can:**   * engage in class conversations about a text the whole class has read together e.g. shared reading of an English text * talk about books they have read about the natural world * talk about the challenges of relying solely on phonics when learning to read and when writing * show interest and excitement when learning about the challenges of the English language when applied to reading | | | | **At the end of Y1 children:**   * say ‘I am good at reading’ * can annunciate all the phonemes up to Phase 5 * can read by blending all of the phonemes up to Phase 5 * can name the letters of the alphabet * can read all ‘tricky’ words up to Phase 5. * can understand and use the terms; phoneme, digraph, grapheme, trigraph and vowel. * can independently use the Phase 5 phoneme and ‘tricky’ word cards * can produce phonetically plausible spellings * can correctly write many ‘tricky’ words | | | |