

## CHILTERN PRIMARY SCHOOL



Together, over time, we are proud to learn to make a difference to ourselves and others.

### PHONICS & READING

2021 - 2023

The National Curriculum for Reading is split into two parts: **Word Reading and Comprehension**.

The teaching of phonics is central to developing early reading skills that are further embedded in subsequent years by extending comprehension.

#### **Word Reading/ Phonics:**

In Foundation Stage and Key Stage 1, children take part in daily 20-minute Phonics lessons, from the our newly adopted programme, '**Sounds—Write**'. We currently use this alongside our old system of Letters and Sounds until all staff are trained over the next year. We did not have time to organise whole school training when the new framework was released last July, just before the Summer Holiday.

Sounds-Write aims for children to become **fluent readers, speakers, writers and spellers** by the end of KS2. As part of this programme, children will be regularly exposed to both real and nonsense words to help in the application of their phonics skills. Any children who have not finished the appropriate units and incremental sounds by the end of Key Stage One, will continue with finely tuned phonics lessons into lower Key Stage Two.

The programme runs for KS2 children if needed, to reach the required standard or if they are new to country.

**The structure of the approach does not change across the school** — *for every sound, there's a speech, a spelling and a write activity*; including lots of adult and peer modelling.

**44 sounds are covered in 2 codes of units of words and their coverage is mapped out** and children are expected to learn together each day, following a pre-planned time-line. If children have struggled with a sound, they will participate in an intervention group later the same day.

Our **Oxford Reading Tree Reading Scheme** books match these sounds to support early Reading and comprehension.

At Chiltern Primary School we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading, writing and Book Talk.

Class teachers will be responsible for the planning, differentiation and assessment of all children in their class.

Pupils have word lists to learn at home and our Oxford Tree phonic reading scheme runs alongside the specific phonics teaching. KS2 children have common exception word lists, topic words, words of the day/ week and build comprehension knowledge with the support of Reading Explorers.

For more independent readers (from Y2 upwards), they can extend their understanding of all genres and engage with regular reading quizzes through **Accelerated Readers**.

### **Phonics Assessment**

Progress is monitored regularly by class teachers, the Key Stage and subject leads. Children are tracked using the Sounds-Write Tracking sheet.

*Teachers use daily phonics sessions to monitor children's progress and assess children through their speech, spelling, writing and reading.*

Our Phonics and Reading leads monitor the delivery of our lessons each term.

All staff have termly moderation meetings to ensure all children are set appropriately and all assessments are accurate.

### Expectations

Please see the Sounds-Write Timeline (attached).

In addition, Year 1 children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

The results of this test are reported on a pass/fail basis. If a child does not reach the appropriate standard then additional support will be put in place and they will retake it in Year 2.

Our most recent published data (September 2019) showed our Year 1 pupils **exceeded National Expectations that year by 4.89%** - achieving 88.89%. Our Year 2 pupils were in line with National Expectations, achieving 92.7%

# Sounds-Write Timeline UK

