

PHONICS AT GLYNWOOD

PHONICS

- Read, Write Inc is used across the school. Sessions begin in the first full week that the children start school in September in Reception. Sessions take place daily in Reception. In Year One and Year Two, sessions take place Monday to Thursday. On Friday, Year One have a class phonics session and Year Two have a spelling session. Where necessary children receive phonics teaching in Key Stage Two. Children in Years 3- 6 also follow the Read, Write, Inc spelling programme. Year Two also follow this when children have completed the Read, Write, Inc phonics scheme.

APPROACHES FOR CHILDREN WHO ARE NOT WORKING AT THE EXPECTED STANDARD FOR PHONICS:

- Smaller groups in Reception and KS1 with more directed adult support.
- Daily interventions and phonics is drip-fed throughout the day.
- Close family working – carefully chosen resources are sent home and advice and support is given to parents using Tapestry communication tool and via Parentmail.
- Parent workshops are delivered to support parents with phonics and the phonics screening.
- In KS1, there are 1:1 daily interventions.
- Sessions are also adapted to ensure that children’s needs are met – fine motor skills or practical phonic based activities are also included in phonic sessions for those children who need it.

PEDAGOGY

- There is fidelity to the scheme Read, Write Inc and the teaching cycle is followed closely. This is the case for both the phonics scheme in Reception and Year One and the spelling scheme that is used from year 3 – 6.
- A little and often approach is used throughout the school to reinforce phonic knowledge across the day and across the week.
- Over-learning and pre-teaching is used where appropriate.
- Home readers reinforce sounds learnt in school and ensure that children become confident readers.
- The scheme is very carefully sequenced and is rigorous in its approach.
- In Nursery (and Reception when needed), there is focus on pre-reading skills (such as environmental sounds and developing speaking and listening skills).

BOOKS IN THE ENVIRONMENT

- Books are present in all classrooms across the school, but there are specific reading and book areas in Nursery, Reception, Year One and Year Two classrooms. Books are high-quality and diverse and have been carefully selected to ignite a passion for reading.
- Story time takes place at least once per day.
- Reception also have a talk for writing focus for one week per half term to build excitement for story- telling and reading.

SUBSTANTIVE KNOWLEDGE

ASSESSMENT

Sounds assessments are completed every half term in Reception and KS1. Children are grouped accordingly, but there is very frequent movement within these groups based on both formative and summative assessments.

Year One complete a past phonics screening test every term to track progress to identify support, intervention and challenge.

In Reception, phonics assessment is discussed daily as part of the timetabled daily reflection time.

Reception and Year One staff work closely at transition times (in Summer and Autumn terms) to ensure an open dialogue between teams regarding phonics. Both phases share resources.

Phonics in Year One in 2023 was 75% which was not significantly different to national and 33rd percentile. There is a higher than national % of children on the SEND register within the cohort.

READING IN SCHOOL

Children read to staff on a very regular basis – all children at least once per week, but where necessary some children read with an adult in school on a daily basis, eg children who do not read at home or need additional support. This is done by a combination of the class teacher and the teaching assistant.