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**Phonics Subject Statement**

**Intent**

At Sabden Primary School, we strive to teach children to read effectively and quickly using the Red Rose Letters and Sounds scheme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Using Red Rose Letters and Sounds we teach children to decode and then read. We aim to teach children from Early Years up to Year 2 to:

● apply their phonic knowledge and skills as the route to decode words

● respond speedily with the correct sound to graphemes (letters or groups of letters) for all common 40+ phonemes

● read accurately by blending sounds in unfamiliar words that contain the Grapheme Phoneme Correspondences (GPCs) that they have been taught

● read common exception words, noting unusual correspondences between spelling and sound

● read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

● read words of more than one syllable that contain taught GPCs

● read words with contractions and understand that the apostrophe represents the omitted letter(s)

● accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

● re-read books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading

● read most high-frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words

● spell words containing each of the 40+ phonemes by segmenting the sounds in words

● spell common exception words correctly

● add prefixes and suffixes to previously taught words

● spell effortlessly, and with confidence, so that all their focus when writing can be directed towards composition

● make phonetically plausible attempts to spell words correctly

● select the correct GPC for words that contain sounds that have more than one GPC – e.g. ay, ai, a-e etc.

● form each letter correctly, using pre-cursive letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At Sabden Primary School, these skills are embedded within daily phonics lessons. By focussing on the teaching of reading in the Early Years and KS1, following the letters and sounds phonics plan, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children’s love of reading and to help them to acquire knowledge and to build on what they already know.

**Implementation**

These principles and features characterise our approach to the teaching of reading using phonics:

● Teachers teach phonics using a detailed, proven step-by-step teaching plan; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read books that are closely matched to their increasing knowledge of phonics and the common exception words.

● Pupils are taught within small groups, across year groups, which reflect their performance in phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read ‘tricky words’; so they experience early reading success and gain confidence that they are readers.

● Phonics teachers have all the resources needed to teach their phonics sessions and they follow detailed lesson plans. This ensures the consistency of the teaching of phonics and early reading, in every lesson, irrespective of the teacher.

● Teachers attend regular in-house CPD sessions, where they have the opportunity to learn about pedagogical changes, new resources and to observe and practice specific parts of the teaching process.

● Regular assessment ensures that pupils are taught in suitable groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. Those pupils making slower progress are usually taught in smaller groups and generally receive additional small group or one-to-one intervention.

**Impact**

We assess all pupils from Reception to Year 2 using the same assessment materials each half term. We use this data to assign them to their correct phonics Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points. We track the phonic progress that pupils make from Reception to Year 2 and, at the end of Year 1; we evaluate pupils’ acquisition of GPCs and decoding skills using the Phonics Screening Check (PSC).

This ensures that we are able to maintain high standards in the teaching of the early stages reading in EYFS (using the Reading statements in the EYFS Profile), in Year 1 (using the PSC materials) and in Year 2 (using the statutory KS1 Reading assessment materials). Pupils in KS2 that are still acquiring word reading skills, continue to be part of the phonics teaching program, however this would be delivered in such a way that is suited to their age group.

The impact of high-qualify synthetic phonics teaching, coupled with vigorous assessment procedures ensures that attainment of Sabden Primary School pupils is above that of the Lancashire and National Standards.