



Phonics at Robert Le Kyng Primary School

Aims and Purpose

The national curriculum has clearly defined goals for the development of pupils' English skills. Key elements in the reading curriculum are aimed at enabling all pupils to read fluently by the completion of their primary education. An important goal of the writing programme is to improve pupils' spelling by teaching them the relationship between sounds and letters.

A crucial component in achieving these goals is phonics. The purpose of incorporating phonics into primary education is to enable young learners to connect spoken sounds (phonemes) with written symbols (graphemes). These are referred to as grapheme-phonemes correspondences (GPCs).

Teaching of Phonics at Robert Le Kyng Primary School

Children are given daily opportunities to develop their phonics skills, via independent, guided, shared and paired reading and writing activities. These sessions are designed to support pupils to read and write with confidence, fluency and understanding. At Robert Le Kyng, we use Read, Write, Inc. as the systematic synthetic phonics programme to support all of our early readers throughout the school. This may look different depending on each year group or individual pupil.

Early Years Foundation Stage

Children are introduced to phonics at the start of their first academic year and are encouraged to link letters with sounds and to decode words in order to read them aloud. Daily phonics lessons of approximately 20-30 minutes, depending on the class or group, help to immerse children in the GPCs from the start of their education and are used throughout both formal and play-based learning.

Key Stage 1

During Year One, teachers will be building on work from the EYFS, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using phonic knowledge and skills that they have already learnt. Teachers will also ensure that pupils continue to learn new GPCs through 20-30 minute daily phonics lessons and activities. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

Key Stage 2

By the beginning of Year Three, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. For pupils in Key Stage 2, decoding skills become increasingly secure and teaching is directed more towards developing vocabulary and the breadth and depth of their



reading, making sure that pupils become independent, fluent and enthusiastic readers who read widely and frequently.

Assessment at Robert Le Kyng Primary School

All pupils are regularly assessed to determine areas for development. In EYFS and Year One, children are assessed at the start or end of every half term. At the end of Year One, all pupils will partake in the Phonics Screening Check, unless it is deemed inappropriate for specific pupils to do so e.g. SNUG, EAL or pupils with other learning needs where modification of teaching and assessment materials would not support the completion of the check or provide accurate data to support the individual pupil's learning. If a pupil is unable to access the check, it is important that teachers are aware of that pupil's progress in phonics so that they can plan the next steps in their teaching.

For children in Year Two who have not met the required score in the Phonics Screening Check, an individualised phonics programme will be provided to support them in making sufficient progress and fill any gaps in their learning. They will again be assessed at the start or end of every half term so that support can be put in place quickly to ensure that progress is made.

Pupils throughout Key Stage Two will also need adequate assessment to ensure that they are meeting the aims and goals set out by the Department for Education and National Curriculum. For children who qualify as "early readers", please see our **RLK Early Readers Guide**. These children will need continued support throughout some, or indeed, the remainder of their primary education. The interventions that are provided will be run on an individualised one-to-one or small group basis, where children are supported in decoding words containing unfamiliar GPCs and blending the sounds into words during reading activities. By teaching them the relationships between sounds and letters, pupils will also be expected to practise segmenting sounds that they have learnt to support them in their spelling and writing.

For further details on Phonics Assessments and Interventions at Robert Le Kyng, please see the **RLK 5 Step Intervention Plan**.

