 Stamfordham Primary School – Phonics Teaching

Overview

At Stamfordham, we follow the Read Write Inc. Phonics Programme, which is a DfE-validated systematic synthetic phonics programme designed to ensure that children learn to read early. Learning to read begins with our 2 year old children in Preschool and continues until children are confident, fluent readers, usually by the second term in Year 2. We provide RWI books which are closely matched to each child’s reading level; this means that children only read words that include the sounds they have learnt. All children who are not yet fluent readers, regardless of their age, have their reading assessed every 6-8 weeks. Regular small group and one to one tutoring sessions are used to support any children at risk of falling behind to make good progress.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn | | | Spring | | | Summer |
| 2 year old provision | Our youngest children have many opportunities throughout the day to listen to high quality stories and songs, rhymes and poems both indoors and out. A set of core books is chosen to look at in more depth and these books are reread many times so that the children get to know them well, using props and action to join in with each story. Children enjoy creative activities linked to the text which help to encourage engagement and reader response. | | | | | | |
| 3&4 year olds | Our older preschool children also join in with story-time and core book activities. In addition they have a focused literacy session each day during which they focus on developing a range of skills to support early phonics, for example, clapping syllables, blending compound words e.g. foot-ball, alliteration and listening walks. If the children are ready, they will begin to learn some of the first set 1 RWI sounds. | | | | | | |
| Reception | Our reception children continue to practise their rhyming, syllable and alliteration skills. Daily Read, Write, Inc. sessions begin, in which children learn the RWI set 1 sounds and begin to practise blending sounds to make words, with Fred Talk. | | The children continue to practise the set 1 sounds, blending and segmenting words and are introduced to the set 2 sounds and key words linked to RWI texts. They read RWI books in school and at home which are closely matched to each child’s reading level. | | | Children continue to practise reading words which include the set 1 and 2 sounds. They begin to read familiar words at word rather than sound level to encourage fluency and build confidence and are introduced to the first few set 3 sounds. | |
| Year 1 | Our Year 1 children recap the set 1 and 2 sounds during the autumn term and continue to learn RWI set 3 sounds. Children practise retrieving information and summarising texts. | | In spring term, the children learn all set 3 sounds. RWI books continue to be closely matched to each child’s reading level and include an increasing number of words. Comprehension activities continue. | | | Children confidently read texts which have an increasing number of words. Each text has words which include set 2 and 3 sounds and multi-syllabic ‘trickier’ words. Children also develop a storyteller voice. All sounds are revised in preparation for the Phonics Check. | |
| Year 2 | Children continue to read increasingly challenging texts. They focus on reading fluently with expression for the enjoyment of their audience. | Most children are fluent readers by the end  of the spring term in Year 2. | | | Children who are not yet fluent readers by the end of the spring term in Year 2 have one to one or small group tutoring sessions to develop their reading skills further. Tutoring continues until they can read fluently, regardless of their age. | | |