

Phonics at Bishop's CE Primary Academy

Subject Leaders: Mrs Jo Whiting and Mrs Siobhan Runswick-Hill

'Learning to live life in all its fullness in our safe and happy community.'

We know our children well and keep them; **SAFE, HAPPY & LEARNING** every day. Our school is a **family** and we share **six Core values**.



To have a culture of respect, where friendships are important and we forgive to grow together. We have courage to aim high, we persevere to achieve and serve all on our community's journey. As shepherd's we include everyone in our safe and happy school to live life in all its fullness.

Jesus was God's shepherd on earth and his flock was not just for his followers but was open and included anyone – open to all. At Bishop's CE Academy our community is diverse and is our flock, we serve that flock as its shepherd to ensure everyone is able to learn and achieve by being safe and happy.

Biblical Reference: John 10: 1-21

Intent

The purpose of education is to teach children powerful knowledge and skills which takes them beyond their everyday. Young people deserve an inclusive, inspirational and challenging curriculum which fosters a love of learning and prepares them for life outside of the classroom. An excellent reading curriculum has the power to achieve this purpose by ensuring all children leave school a confident life-long reader and writer, who loves the world of books. The ability to read and write unlocks paths for children and allows them to become independent learners who can explore new adventures and stories, whilst enabling them to better understand the world around them.

The purpose of teaching phonics is to get children to learn to read and write and to keep them reading. This is why in the EYFS and KS1, we teach Read Write Inc. phonics daily. Children are streamed so that they are accessing phonics and literacy at their current level.

We intend for all children to come out of Reception knowing their Set 1 sounds, which consist of their initial sounds and some digraphs. Children should be able to blend words together using these sounds and write phonetically using these sounds.

We intend that all children should leave Year 1 being able to decode and write phonetically. They should be taught to read and write common and exception words and they should be able to comprehend age-appropriate texts. If children have not met this in Year 1, we aim to close this gap in Year 2 so that all children leave begin KS2 a reader, meaning no child falls behind. We aim for all children to be off the phonics scheme by the end of the Autumn term in Year 2 so that they can access a literacy provision which is focused on the Year 2 curriculum. Any children who have not achieved this goal will receive intervention throughout KS2.

All members of KS1 staff will teach a phonics group and be up-skilled by their reading leader so that all children receive high quality teaching.

Implementation

To meet these intentions, we have a reading leader who does not teach a group. Their role is key to the implementation of these goals. The reading leader:

- Leads a team of reading teachers in the EYFS and KS1.
- Leads a team of intervention staff across KS2.
- Coaches other teachers in their phonics sessions to ensure high quality teaching and give strategies to accelerate progress.
- Assesses children formally and move groups accordingly.
- Assesses children mid-termly to accelerate progress.
- Completes a phonics practise assessment three times a year with all Year 1 children and those children who need to retake in Year 2 to highlight any gaps. This informs teachers of sounds which need to be revisited.
- Delivers a weekly practise session to all reading teachers to up-skill them, allow them to practise and give them updates to the program to ensure all children receive high quality teaching.
- Organises all 1:1 tutors and the children they teach. These are changed throughout the term as groupings change.

We have a Read Write Inc. consultant, Angela Jukes who comes to school once a term or more to support the reading leader coach reading teachers. She reviews our progress and gives next steps to the reading leader and to SLT. It is important that we get children on track in reading and keep them there so that they do not fall behind. To accelerate progress:

- Children are learning initial sounds in nursery and learning to orally blend.

- All Year 1 teachers are completing an additional afternoon whole class speed sound lesson.
- All reading teachers hold flashcards on them and complete 'pinny time' throughout the day, where key sounds are revisited to embed previous teaching and retain sounds.
- All KS1 reading teachers are completing an extra 'speedy green word' part of their lessons, to help children read key words at speed so that they can read more quickly and progress throughout the scheme. These words are also sent home.
- Books that the children have read in their phonics group are sent home to further embed learning.
- Children who are not on track or are our focus children receive daily intervention, either 1:1 or in small groups. Children receive this by the teaching assistant in their class.
- The reading leader has delivered parent phonics sessions to Reception and KS1 parents to show them how we teach their child at school and give them key strategies to do at home to help.

Impact

Phonics scores have greatly improved over the time we have been doing Read Write Inc. phonics.

Phonics 2016-2017

- In 2016-2017, 42% of children passed the phonics screening test in Year 1. We began Read Write Inc in January 2017.

Phonics 2017-2018

- In 2017-2018, the current reading leader took on the role and we achieved 63% in the phonics screening test (Nat 83%)
- In 2017-2018 56% of children receiving pupil premium (9 out of 16) met the expected standard in the Year 1 Phonics screening compared with 65% (28 out of 43) non-pupil-premium children. The average score was 27 and 28 respectively.
- 43% of pupils retaking the phonics screening at the end of Year 2 met the required standard.
- Overall 69% of this cohort met the phonics standards at the end of Year 2 (Nat 92%)
- Those pupils who did not receive the standard at the end of Year 1 (22 pupils) or Year 2 (17 pupils) are continuing to receive intensive intervention in the RWI programme.

Phonics 2018-2019

- In 2018-2019, we achieved 82% in the phonics test for Year 1. We began with 17% of Year 1 children on track at the beginning of the year, so we have seen a huge shift.

- 73% of pupils retaking the phonics screening at the end of Year 2 met the required standard.
- Overall 89% of this cohort met the phonics standards at the end of Year 2.
- This year, 67% of children receiving pupil premium (12 out of 18) are on track to meet the expected standard in the Year 1 phonics screening, compared with 89% (34 out of 38) of non- pupil premium children.
- 71% of children left Reception on track, which is a huge achievement from 17% last year. This year the reading leader spent a significant amount of time to coaching and supporting teachers in the EYFS delivering phonics. Children received 1:1 support in phonics in Reception if they were not on track to catch up to their peers.
- Those pupils who did not receive the standard at the end of Year 1 (10 pupils) or Year 2 (6 pupils) are continuing to receive intensive intervention in the RWI programme.

Phonics 2019-2020

- 69% of children are starting Year 1 on Track. We predicted that a minimum of 88% of children will pass the phonics screening check at the end of the year.
- Children below the expected standard had intensive intervention to catch up to their peers.
- The phonics test was cancelled this year due to the COVID-19 pandemic and the test was taken in Autumn 2020. 75% of children achieved the expected standard.
- 67% of children in receipt of pupil premium (14 out of 21) passed the phonics test, compared to 80% (28 out of 35 children) of non-pupil-premium children.

Phonics 2020-2021

- The school was closed after from Christmas to Easter due to the COVID-19 pandemic.
- The phonics test was cancelled and carried out in Autumn 2021. 82% of children achieved the expected standard.
- 84% of children in receipt of pupil premium (21 out of 25) passed the phonics test, compared to 80% of our non-pupil premium children (16 out of 20).

Phonics 2021-2022

- We predict that 80% of children will pass the phonics test this year, with 85% being an ambitious target.
- 80% of our children are on track in Reception.

Parent Workshops

100% of parents in our phonics workshops said the meeting had helped them.

Summary of Pupil Voice last term that shows their opinion of Phonics

Our pupil tells us;

- *'We get to move groups and teachers which I like'.*
- *'We get given new sounds and get to write lots of words'.*
- *'We get to do lots of writing which I like'.*
- *'We learn new books'.*
- *'I have learnt more and can now write more letters'.*
- *'I like alien words as they are funny and we are allowed to make a funny face before reading them!'*

Summary of Parent Voice last term that shows how the Phonics Workshops have helped them

Our parents tell us;

- *'The booklets will help me to guide my son's writing'.*
- *'The teacher explained how to say the sounds properly'.*
- *'It helped to learn about red words and special friends'.*
- *'It helped me understand where my daughter is in phonics'.*
- *'It gave me confidence to help my child'.*
- *'It's good to know how my child is learning so that I can help in the same way knowing that I won't be confusing him with a different technique'.*
- *'I now know what fred talk and fred fingers mean and can help my child at home'.*
- *'I can now assist the same as in school'.*
- *I now know what chatty friends [split digraphs] are and I never knew this!*