

# Corpus Christi Catholic Primary School



## Phonics HANDBOOK

**PHONICS CURRICULUM: INTENT:** All of our children will have consistent access to a broad, balanced and high quality phonics curriculum which will:

- Create a love for Reading, Writing and Spelling through the consistent approach of Phonics teaching. We want every child to leave the school with the skills of an outstanding reader, writer and speller.
- Value reading as a key life skill with a dedication to enabling our pupils to become lifelong readers.
- Develop the habit of reading widely and often, for both pleasure and information
- Enable children to become enthusiastic and motivated readers
- Develop children's confidence in reading a wide variety of genres and text types

## PHONICS Together we DREAM, together we learn

### AIMS

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our phonics curriculum:

Give opportunities to **DISCOVER** new facts, skills, information and experiences, through a range of phonics activities

Teach children to **RESPECT** each other, work together and support each other in their journey through the phonics curriculum

Provide experiences to **ENTHUSE** and excite and develop phonological knowledge and understanding

Encourage high **ASPIRATIONS** in both school and beyond, and applying those aspirations in their phonics work

Show ways our children can **MAKE A DIFFERENCE** to themselves, each other and outside, in big and small ways, and use their understanding in phonics to aid their experiences

### STRATEGIES: In order to achieve our aims our school provides:

**On site facilities:**

- Read Write Inc daily phonics sessions
- Practical resources to support phonics teaching and learning (including RWI resources)
- Book corners
- Home 'Reading for pleasure' books (changed by the children)
- RWI home reading books (matched to RWI level) sent home weekly
- Spelling Shed
- Phonics/Early Reading Lead released every Wednesday to coach and support staff in RWI
- Access to RWI portal which includes:
  - training videos which are used to coach/train all staff
  - resources to enhance and supplement existing RWI resources e.g. Green/Red words specific to particular books and interactive boards resources
  - resources to support the Reading Leaders e.g. assessment & grouping grids and trackers

**Off site facilities:**

- Rainford Library
- St Helens Library Service

### Equipment/Resources

The school maintains a range of resources for phonics – iPads/computers, RWI resources including Fred the Frog, red/green word cards, phonics flashcards, teacher/pupil workbooks, phonics charts/holders

### **Curriculum Provision**

- Whole School daily RWI: Mon-Thurs 40mins, Fri 30mins
- RWI small group & individual intervention where required

Children follow the school's scheme of work (RWI) and are continuously assessed against clear learning objectives.

### **Extra-Curricular Provision**

The children have the opportunity to take part in a 'Book Factor' reading competition each half term in return for a certificate and small prize for the winners. This is designed to promote a love of reading and to encourage reading a wide range of books outside of school.

The children also have access to 'Spelling Shed' activities and spelling lists from home which are celebrated in assembly each week.

### **Additional examples of our commitment to phonics include:**

Phonics booster groups where required

### **Continuing Professional Development**

Teachers and support staff are RWI trained

### **Reporting**

Verbal reports to parents take place twice a year at Parent's Evening.

Written reports are provided annually.

- **All staff are continuously trained so as to ensure that phonics is taught to a high standard**
- **This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning**
- **Staff plan and deliver daily high quality phonics lessons**
- **Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate**
- **Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment**
- **Strong parent partnerships and home/school systems contribute the quality of our provision**

## **OUTCOMES**

The teaching of all aspects of phonics are consistently good with much outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in phonics and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in phonics.

## **MONITORING EVALUATION REVIEW**

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- Assessment
- Lesson Observations
- Learning walks
- Conversations with children
- Consultation with parents







## PHONICS: CURRICULUM IMPLEMENTATION: PLANNING & PROGRESSION

Our long term planning ensures coverage of the National English Curriculum and is responsive to local and national influences. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

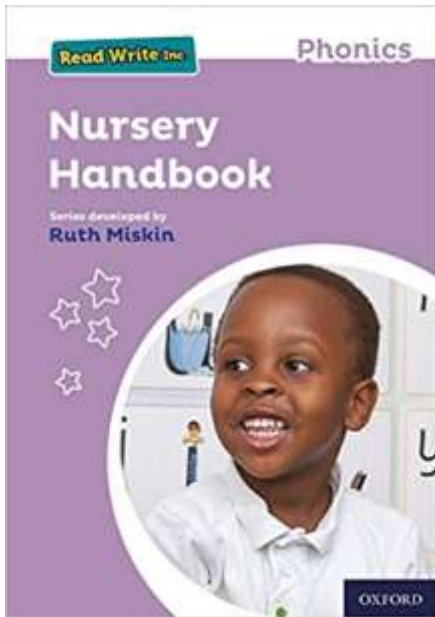
We have a clear understanding of the progression we aspire for all of our children to make in all areas of phonics.

## What To Teach When

| Group                      |   | In Speed Sounds lessons teach children to:  | Through the day:                               | To progress into the next group children should be able to:   |
|----------------------------|---|---|--|---|
| Set 1<br>Sounds<br>Group A |    | Read first 16 Set 1 sounds<br>Learn to blend: Word Time 1.1 to 1.3<br>Spell using Fred Fingers  | Fred Games<br>Pinny Time<br>Speed Minutes      | Read first 16+ Set 1 sounds   |
| Set 1<br>Sounds<br>Group B |    | Read 25 Set 1 sounds<br>Blend orally<br>Learn to blend: Word Time 1.1 to 1.4<br>Spell using Fred Fingers  | Fred Games<br>Pinny Time<br>Speed Minutes      | Read 25+ sounds<br>Blend sounds into words orally   |
| Set 1<br>Sounds<br>Group C |    | Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards:<br>Word Time 1.1 to 1.4<br>Spell using Fred Fingers                         | Fred Games<br>Pinny Time<br>Speed Minutes      | Read all Set 1 single-letter sounds speedily<br>Read Word Time 1.1 to 1.4 words with Fred Talk  |
| Ditties<br>PCM             |   | Set 1 Special Friends<br>Read words with Special Friends: Word Time 1.5 and 1.6<br>Read Word Times 1.1 to 1.4<br>Read 3-sound nonsense words<br>Spell using Fred Fingers    | Fred Games<br>Pinny Time                       | Read all Set 1 Sounds speedily including Special Friends<br>Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk)<br>Read 3 sound nonsense words with Fred Talk |
| Red Ditty<br>Books         |  | Review Set 1 Sounds (reading only)<br>Read 4/5 sound words: Word Time 1.6 and 1.7<br>Read Word Time 1.1 to 1.5<br>Read 3/4 sound nonsense words<br>Spell using Fred Fingers | Fred Games<br>Pinny Time                       | Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk<br>Read 3 and 4 sound nonsense words with Fred Talk   |
| Green                      |  | Read Set 2 Sounds and Phonics Green Words<br>Read Set 1 Phonics Green Words and build speed Read nonsense words<br>Spell using Fred Fingers                                 | Afternoon Speed<br>Sounds lesson<br>Pinny Time | Read Word Time 1.6 and 1.7 Phonics Green Words speedily   |

|        |   |  |  |   |
|--------|---|--|--|---|
| Purple |    | <p>Read Set 2 Sounds and Phonics Green Words<br/>         Read Set 1 Phonics Green Words and build speed<br/>         Read nonsense words<br/>         Spell using Fred Fingers</p>  | <p>Afternoon Speed Sounds lesson<br/>         Pinny Time</p>                         | <p>Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily<br/>         Read these sounds in Phonics Green and nonsense words with Fred Talk<br/>         Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily</p>      |
| Pink   |    | <p>Read Set 2 Sounds and matching Phonics Green Words<br/>         Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently)<br/>         Read Set 1 and 2 Phonics Green Words and build speed<br/>         Read nonsense words<br/>         Spell using Fred Fingers: focus on Set 2 words</p> | <p>Afternoon Speed Sounds lesson<br/>         Pinny Time</p>                         | <p>Read all Set 2 Sounds speedily<br/>         Read these sounds in Phonics Green and nonsense words with Fred Talk<br/>         Read Word Time 1.6, 1.7 and first six Set 2 sounds in Phonics Green Words speedily</p>                   |
| Orange |    | <p>Teach Set 3 Sounds and matched Phonics Green Words<br/>         Read Set 1, 2 and 3 Phonics Green Words and build speed<br/>         Read nonsense words<br/>         Spell using Fred Fingers: focus on Set 2 words</p>  | <p>Afternoon Speed Sounds lesson<br/>         Pinny Time</p>                         | <p>Read Set 2 Sounds in nonsense words<br/>         Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily</p>  |
| Yellow |    | <p>Teach Set 3 Sounds and matched Phonics Green Words<br/>         Read Set 1, 2 and 3 Phonics Green Words and build speed<br/>         Read nonsense words<br/>         Spell using Fred Fingers: Set 2 and 3 words</p>   | <p>Afternoon Speed Sounds lesson<br/>         Pinny Time</p>                         | <p>Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily<br/>         Read these sounds in Phonics Green Words and nonsense words<br/>         Read a passage at 60-70 words per minute, attempting intonation to show comprehension</p> |
| Blue   |  | <p>Teach Set 3 Sounds and corresponding Phonics Green Words<br/>         Read Set 1, 2 and 3 Phonics Green Words speedily<br/>         Read nonsense words<br/>         Spell using Fred Fingers: Set 2 and 3 words</p>  | <p>Afternoon Speed Sounds lesson<br/>         Pinny Time with Speedy Green Words</p> | <p>Read all Set 3 Sounds speedily<br/>         Read Set 3 Sounds in Phonics Green Words and nonsense words<br/>         Read a passage at 70-80 words per minute, attempting intonation to show comprehension</p>                         |
| Grey   |  | <p>Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily<br/>         Read multi-syllabic words<br/>         Read nonsense words<br/>         Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words</p>  | <p>Afternoon Speed Sounds lesson<br/>         Pinny Time with Speedy Green Words</p> | <p>Read all Set 3 Sounds in nonsense words<br/>         Read multi-syllabic Phonics Green Words speedily<br/>         Read a passage at 80-90+ words per minute with intonation that shows some comprehension</p>                         |





Nursery follow the guidance from the **RWI Nursery handbook**

### **Storytime and talk matter**

Spoken language underpins all seven areas of learning and development in the revised 2021 Early Learning Goals.

The aim is to reduce the language gap between children from language-rich homes and those who are not.

These three things make the biggest difference to reduce the language gap:

1. Reading aloud
2. Teaching children poems and songs
3. Talking with children

## PHONICS CURRICULUM IMPLEMENTATION: ASSESSMENT

We have clear expectations and set high aspirations for all our pupils. Below is a table that shows Progress Expectations and assessment in RWI. Pupils will however progress at their own individual rate of learning.

| Year Group  | Progress Expectations  |
|-------------|--|
| Nursery     | <p>Nursery follow the guidance from the <b>RWI Nursery handbook</b></p> <p><b>Storytime and talk matter</b></p> <p>Spoken language underpins all seven areas of learning and development in the revised 2021 Early Learning Goals.</p> <p>The aim is to reduce the language gap between children from language-rich homes and those who are not. These three things make the biggest difference to reduce the language gap:</p> <ol style="list-style-type: none"> <li>1. Reading aloud</li> <li>2. Teaching children poems and songs</li> <li>3. Talking with children</li> </ol> <p>In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books'.</p> |
| Reception   | <p><b>End of Autumn 1:</b> Read single-letter Set 1 sounds.</p> <p><b>End of Autumn term:</b> Read all Set 1 sounds; blend sounds into words orally.</p> <p><b>End of Spring 1:</b> Blend sounds to read words; read short Ditty stories.</p> <p><b>End of Spring term:</b> Read Red Storybooks.</p> <p><b>End of Summer 1:</b> Read Green Storybooks; read some Set 2 sounds.</p> <p><b>End of Summer term:</b> Read Green or Purple Storybooks.</p>  |
| Year 1      | <p><b>End of Autumn 1:</b> Read Purple Storybooks; read some Set 2 sounds.</p> <p><b>End of Autumn term:</b> Read Pink Storybooks; read all Set 2 sounds.</p> <p><b>End of Spring 1:</b> Read Orange Storybooks; read some Set 3 sounds.</p> <p><b>End of Spring term:</b> Read Yellow Storybooks.</p> <p><b>End of Summer 1:</b> Read Yellow Storybooks; read all of Set 3 sounds.</p> <p><b>End of Summer term:</b> Read Blue Storybooks.</p>  |
| Year 2      | <p><b>End of Autumn 1:</b> Read Blue Storybooks.</p> <p><b>End of Autumn term:</b> Read Blue Storybooks with increasing fluency and comprehension.</p> <p><b>End of Spring 1:</b> Read Grey Storybooks.</p> <p><b>End of Spring term:</b> Read Grey Storybooks with fluency and comprehension.</p> <p><b>End of Summer 1:</b> Access RWI Comprehension and Spelling programmes.</p> <p><b>End of Summer term:</b> Access RWI Comprehension and Spelling programmes.</p>  |
| Fresh Start | <p><b>Fresh Start teaches older struggling readers to read accurately and fluently with good comprehension. It is rooted in phonics and uses age-appropriate decodable texts.</b></p>  |

## PHONICS CURRICULUM IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our phonics Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

| Spiritual Development   | Moral Development   | Social Development  | Cultural Development  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Respect for self and others</li> <li>• Increasing ability to reflect</li> <li>• Empathy, Concern &amp; Compassion</li> <li>• Expressive &amp; creative development</li> <li>• Awareness and understanding of their own and others beliefs</li> <li>• Ability to think in terms of the whole</li> <li>• Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism</li> <li>• Courage and persistence in the defence of their aims, values, principles and beliefs</li> <li>• Appreciation of the intangible</li> <li>• Understanding of feelings and emotions and their likely impact</li> <li>• Respect for insight as well as knowledge and reason</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to distinguish right from wrong</li> <li>• Confidence to act consistently in accordance with their own principles</li> <li>• Respect for others' needs, interests and feelings as well as their own</li> <li>• Desire to explore their own and others' views</li> <li>• A commitment to personal values in areas which are considered right by some and wrong by others</li> <li>• Ability to make responsible and reasoned judgements on moral dilemmas</li> <li>• Ability to think through consequences of their own and others' actions</li> <li>• Considerate style of life</li> <li>• Understanding of the need to review and reassess their values, codes and principles in the light of experience</li> </ul> | <ul style="list-style-type: none"> <li>• Works successfully as a member of a group or team</li> <li>• Appreciates the right and responsibilities of individuals within the wider social setting</li> <li>• Takes advice offered by those in authority or counselling roles</li> <li>• Participates in activities relevant to the community</li> <li>• Exercises responsibility</li> <li>• Resolves conflict</li> <li>• Adjusts to a range of social contexts by appropriate and sensitive behaviour</li> <li>• Challenges, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Understands how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Shares values and opinions with others and works towards consensus</li> <li>• Reflects on their own contribution to society</li> <li>• Relates well to other peoples' social skills and personal qualities</li> <li>• Understands the notion of interdependence in an increasingly complex society</li> </ul> | <ul style="list-style-type: none"> <li>• Appreciation of the diversity and interdependence of cultures</li> <li>• Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</li> <li>• Ability to recognise and understand their own cultural assumptions and values</li> <li>• Understanding of the influences which have shaped their own cultural heritage</li> <li>• Understanding of the dynamic, evolutionary nature of cultures</li> <li>• Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures</li> <li>• Regard for the rights of human achievement in all cultures and societies</li> <li>• Openness to new ideas and a willingness to modify cultural values in the light of experience</li> </ul> |



### **PHONICS CURRICULUM IMPLEMENTATION: EXTRA-CURRICULAR ACTIVITIES**

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community.

- We run phonics booster sessions for Year 1 and 2 at lunchtime
- Some children receive 1:1 reading and phonics booster sessions throughout the year

### **PHONICS CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING**

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

### **PHONICS CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT**

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

### **PHONICS CURRICULUM IMPACT**

#### **PHONICS LESSONS**

All children have consistent access to high quality, safe and broad phonics lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of phonics
- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- Develop their social, moral, spiritual and cultural understanding by linking their understanding and learning to their lives.

#### **PHONICS EXTRA CURRICULAR ACTIVITIES**

All children have access to:

- Extra-curricular opportunities such as phonics booster groups and 1:1 sessions
- Opportunities to make a positive contribution to our school – using their knowledge of phonics e.g. reading competitions, designing posters etc

#### **PROFESSIONAL DEVELOPMENT & RESEARCH**

- Continuous Staff development is planned throughout the year
- Staff questionnaires are completed annually to ensure suitable coverage and topic success rate