At Crumpsall Lane Primary School we believe that the high-quality teaching of phonics is fundamental for children to become competent, fluent readers and writers. We strive to teach children to read effectively and fluently. All children have a daily spelling or phonics session, which is taught at a level appropriate to their needs. We use the Read Write Inc scheme from Nursery to Y1 (and beyond if needed) to ensure there is a systematic approach to the development of children’s phonic knowledge. For children who are not developing their reading skills as fast as they need to, we provide additional daily catch-up opportunities

We believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to rest of the curriculum but also have a huge impact on children’s self-esteem and future life chances. Using the Read, Write, Inc. programme, we:

* Enable children to learn phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills.
* Ensure that the children are taught high frequency words/common exception/tricky words that do not conform to regular phonic patterns.
* Ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible. We use high quality texts that are fully decodable at every stage of the programme and may include common exception or ‘tricky words’ that the children have learnt up until that point.
* Encourage the children to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar. Visual aids are used to support the children in becoming confident and independent learners.
* Develop the habit of reading widely and often, for both pleasure and information.
* Support children in writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

We also use the Read Write Inc. spelling programme to support our teaching of spelling in Y2-6.

At Crumpsall Lane we have a number of children who start our school in different year groups without any English. With these pupils’ specific needs in mind, we run a bespoke EAL group, which focuses on basic language and the introduces them to the Read Write Inc. curriculum.

**Phonics in Nursery**

Our Nursery children begin their phonics journey in the Spring term by firstly exploring rhymes and syllables within spoken words. This learning is set by the ‘Development Matters Non-Statutory Guidance 2021’ document within the ‘Literacy’ aspect of 3-4 years olds:

*Develop phonological awareness, so that they can:*

*-spot and suggest rhymes   
-count or clap syllables in a word.*

In the last term of Nursery, as set by the Read, Write, Inc programme, 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’.

**Phonics in Reception**

The Read, Write, Inc programme sets minimum expectations for progress across the Reception year. At Crumpsall Lane we have a high level of mobility within the pupils on roll. We therefore take these expectations into account but have to carefully consider where children have joined us throughout the academic year.

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| --- | --- |
| Reception Expectations | |
| October | Know most Set 1 sounds and begin to blend (Set 1 Sounds Group B) |
| December | Know Set 1 Sounds and blending (Set 1 Sounds Group C) |
| February | Reading Photocopy Ditties 1–20\* |
| April | Reading Red Ditty Storybooks |
| May | Reading Green Storybooks |
| July | Reading Green/Purple Storybooks |

**Phonics in Year 1**

During Year 1 pupils have a daily phonics lesson followed by a reading lesson, during which they have the opportunity to apply the phonics they have already learned. In addition, they have a daily ‘speed sounds’ session in the afternoon, which enable pupils to consolidate their learning. Pupils are taught to read fluently and with expression. They take home reading books which are closely matched to their phonics ability. Pupils also have regular opportunities to apply their phonetical knowledge to speed reading word cards as well as decoding and reading a range of texts.

|  |  |
| --- | --- |
| Year 1 Expectations | |
| October | Reading Purple / Pink storybooks |
| December | Reading Pink / Orange storybooks |
| February | Reading Orange / Yellow storybooks |
| April | Reading Yellow story books |
| May | Reading Yellow / Blue story books  Pass their phonic screen test. |
| July | Reading Blue / Grey story books |

**Assessment**   
  
As part of our systematic approach to teaching phonics and spelling, we regularly assess pupils to ensure expected or better progress is made. Assessments inform staff on individual next steps and teaching is adapted to meet the needs of individual or groups of children. Assessments also enable us to identify which pupils require fast track tutoring in order to make accelerated progress. We know that not all children learn to read and write at the same pace, so we have bespoke spelling interventions depending on need. These include IDL (Indirect Dyslexia Learning) Literacy.