



Subject: Phonics and Early Reading

Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

At Keir Hardie Primary School we value reading as a key life skill and we are dedicated to enabling all our pupils to become lifelong readers and to have a love of reading.

This begins in our Early Years where the majority of our children begin well below the typical baseline levels. Our daily interactive storytelling enables our children to join in with repetitive texts and dialogue. The children are introduced to comprehension through predicting what might happen next, discussing the characters and settings, and answering simple questions. Books are also used to introduce new vocabulary and children can be heard using the words they have learned in their play throughout the day.

We work hard to engage our parents in their child's reading journey with Reading Friday's, where parents and carers are invited into Nursery and Reception to share books with their children. The level of deprivation in our community is high and the cost of living in the area is having an impact on our families. We do not want these challenges to impact on our children's reading opportunities so we send good quality books to be shared at home, with a reading record. Once the children move up to Reception, the children also take home a reading book at their phonics level that is matched to the RWI Phonics Scheme, and this continues into KS1. Our parents are further supported in the form of workshops and information meetings which take place across the school year. We use Pupil Premium money to prepare goody bags of quality books, bookmark crafts and balloons, along with tips and information to be used at home, and RWI Reading and Writing packs are available for Parents eligible for free school meals for half RRP.

“Children are made readers on the laps of their parents.” Emilie Buchwald

Our diverse community brings together a range of cultures, religions, and beliefs, and we have a range of books that match and celebrate our pupils' diversity in our class book corners, School Library and the Quiet Reading Hut.

Across the curriculum books are used to access the curriculum subjects. Subject leaders have chosen nonfiction books for the children to research and fiction books that evoke empathy.

Reading is at the heart of everything we do at Keir Hardie and we believe that reading should be pleasurable for everyone. This includes our disadvantaged children and whatever their needs, we ensure that all children that are below their expected age for reading are given extra support through phonics interventions or reading for fluency interventions.

Enabling our children to 'learn to read so that they can read to learn' is paramount however, Keir Hardie wants even more for our children. We want children to choose to read for the pleasure it gives them too. We promote reading at every opportunity, through competitions, special assemblies, visits to the local library, author visits and dressing up on World Book Day. Our corridors are filled with poems chosen by adults in our school, to show how much we enjoy reading too, and children are often caught reading the poetry. The corridor displays are accompanied by books which are available to take home from the school library, giving children the opportunity to search out more information about the topics displayed. Reading for pleasure is so important to us that we added an extra fifteen minutes to our school day; ensuring every child, whatever their age or reading ability, gets to hear or share a story with their class.

“There are many little ways to enlarge your child’s world. Love of books is the best of all.” Jacqueline Kennedy Onassis

Intent	Implementation	Impact
<p>We recognise that mastery in phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts, across the curriculum. We aim to achieve this by teaching phonics systematically to address the needs of all learners.</p> <p>RWI Phonics is closely matched to the National Curriculum. The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <p>We have high expectations for all children who come to Keir Hardie and we aim to bring the best out of every child whilst recognising their uniqueness and meeting their individual needs. We aim for the majority of children to have completed phonics by mid Year 2.</p> <p>Children who have completed the RWI Scheme move onto written comprehension, where they build on the oral skills they have gained while learning to read.</p>	<p>We use the RWI programme to systematically and rigorously teach graphemes and how to decode to read and encode to spell.</p> <p>In nursery our pupils begin synthetic phonics in Spring - first learning the mnemonics alongside learning to oral blend. When pupils are ready, they begin to learn the graphemes. Some pupils leave nursery, already able to read phonetically spelled words.</p> <p>As pupils progress through the programme they read books which are matched to their phonological knowledge. We stream our phonics groups across year groups to ensure that every child is being taught at the level they can read. Half termly assessments and gaps analysis ensure that our practitioners can focus the lessons on our pupils' abilities and move them on to their next steps.</p> <p>Our school ethos which is summarised in our “MAGIC” Habits, is supported in every lesson. Children are Motivated to join in with each part of the lesson. We encourage a positive Attitude to learning to read, Children are supported to</p>	<p>Our aim is for pupils to become fluent readers by the end of KS1. Pupils will have begun to answer questions to show their ability to comprehend what they have read, at, at least, age expected level.</p> <p>Attainment in phonics is measured by the Phonics Screening Check in Year 1, however we recognise that the PSC is only an indicator of accurate reading. Our reading curriculum goes beyond the results of the statutory PSC.</p> <p>Many pupils transition into Year 2 above age related expectations and are already reading with an understanding of comprehension and with some fluency.</p> <p>We do not want our pupils to struggle within groups where the reading is too difficult and lose the engagement and pleasure that we want them to experience as they learn to read. It is equally important that higher attainers are not reading at a lower level, which could lead to a lack of enthusiasm.</p> <p>Our slowest progress and lowest 20% attaining pupils are given extra tuition to accelerate their</p>

	<p>use their Gumption to keep going and never give up, they know we will be there to support every step. Independence is achieved through the 'My turn, Your turn' model. Communication is through shared discussions, answering comprehension questions and 'Turn to Your Partner.'</p>	<p>phonetic reading skills to catch up and keep up with their peers. Although some children will be working below their reading age, they will have made progress from their starting points and for some this will have been accelerated.</p>
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Expected Progress through RWI Phonics

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Reception
A Group	B Group	C Group	Ditty PCM Group	Red Group	Green Group	Green/Purple Group
Know some Set 1 sounds	Know 16 or more Set 1 sounds	Know majority of Set 1 single sounds and can sound blend	Know all Set 1 single sounds and can blend to accurately read VC and CVC	Know all Set 1 sounds including Set 1 digraphs and accurately read these digraphs in words	Know all Set 1 sounds and can blend to accurately read words of 4 sounds + nonsense words	As Green Group + can fluently read CVC/CCVC/CVCC

Year 1

Autumn 1	End Autumn 1	End Autumn 2	End Spring 1	End Spring 2	End Summer 1	End of Year 1
Green/Purple Group	Purple Group	Pink Group	Orange Group	Yellow Group	Yellow Group	Blue Group
Know all Set 1 sounds and can blend to accurately read words of 4	As Green Group + can fluently read CVC/CCVC/CVCC	As Purple Group + know Set 2 sounds ay, ee, igh, ow, long oo, short oo	As Pink Group + know Set 2 sounds ar, or, air, ir, ou, oy And can	Know all set 1 and 2 sounds speedily. Can accurately read Sets 1 & 2	Know all set 1 and 2 sounds speedily. Can accurately read Sets 1 & 2	As Yellow Group + know Set 3 sounds a-e, e-e, i-e, o-e, u-e, ea, oi.

sounds + nonsense words		And can accurately read in real and nonsense words	accurately read in real and nonsense words	nonsense words and fluently read Sets 1 and 2 real words. Begin to learn Set 3	nonsense words and fluently read Sets 1 and 2 real words. Begin to learn Set 3	Can fluently read a Yellow Phonics Book between 60 -70 words per minute
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Year 2

Autumn 1	End Autumn 1	End Autumn 2	End Spring 1	End Spring 2
Blue Group	Blue Group	Grey Group	Grey Group	Completed RWI
Know Set 3 sounds a-e, e-e, i-e, o-e, u-e, ea, oi. Can fluently read a Yellow Phonics Book between 60 -70 words per minute	Know Set 3 sounds a-e, e-e, i-e, o-e, u-e, ea, oi. Can fluently read a Yellow Phonics Book between 60 -70 words per minute	Knows all graphemes. Can read a Blue Phonics Book between 70 - 80 words per minute	Knows all graphemes. Can read a Blue Phonics Book between 70 - 80 words per minute	Can read multisyllabic words. Can read a Grey Book between 80 - 90 words per minute

Subject Coverage

Learning age	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Birth to three	Exploring environmental sounds through games and circle times 10 minutes	Exploring environmental sounds through games and circle times 10 minutes	Exploring environmental sounds through games and circle times 10 minutes	Exploring environmental sounds through games and circle times 10 minutes	Exploring environmental sounds through games and circle times 10 minutes	Exploring environmental sounds through games and circle times 10 minutes
Nursery 3 & 4 year olds	Exploring environmental sounds through games and circle times 10 minutes	Learning the RWI picture side of sound cards 10 minutes	Learning the RWI picture side of sound cards + say the initial sound cards 15 minutes	Reviewing Spring 1 + Read the sound 15 minutes	Reviewing Spring 2 + write the sound 15 minutes	Reviewing Summer 1 + Reading Nursery Green word cards 15 minutes

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	<p>In class phonics Learning/ Reviewing set 1 single sounds. Word time 1.2 - 1.5 - oral blending & assisted blending to read with single letter sounds. 15 minutes</p>	<p>Grouped by ability within Reception- A & B groups as Autumn 1. C group learning to blend with set 1 single sounds Assisted blending, word time 1.1 - 1.5. Ditty group learning set 1 special friends (sh, ch, th, qu, ng, nk, ss, ff, ll, ck) and blending to read independently. Word time Independent blending 1.1 - 1.5 20 minutes</p>	<p>Grouped by ability across KS1 A & B groups as Autumn 1. C & Ditty group as Autumn 2. Red group learning to blend to read with set 1 special friends. Word time 1.6 & Red Ditty books. Green group - learning first set 2 sounds (ay, ee, igh, ow, long & short oo) Speedy reading set 1 words & Fred talking to read longer words such as - sunset, laptop. Reading green books. 40 minutes</p>	<p>Grouped across KS1 A & B groups as Autumn 1. C & Ditty group as Autumn 2. Red & Green groups as Spring 1. Purple group learning set 2 sounds ar, or, air, ir, ou, oy. Speedy reading words with first set 2 sounds. Reading Purple books Pink group Reviewing set 1 and 2 sounds, words, multisyllabic words, nonsense words. Reading pink books 40 minutes</p>	<p>Grouped across KS1 A & B groups as Autumn 1. C & Ditty group as Autumn 2. Red & Green groups as Spring 1. Purple group as Spring 2 Orange group - Once pupils are secure with reading set 2 words begin to learn first set of set 3 sounds - ea, oi, a-e, i-e, o-e, u-e. 40 minutes</p>	<p>Grouped across KS1 Grouped across KS1 A & B groups as Autumn 1. C & Ditty group as Autumn 2. Red & Green groups as Spring 1. Purple group as Spring 2 Orange group as Summer 1 Yellow group Reviewing all sounds & words learned so far. Focussing on fluency. Learning next set 3 sounds - oa, ew, ire, ear. Reading yellow books. 40 minutes</p>

Progression through RWI Phonics - Sets of Sounds and order learned

Set 1 Sounds	Set 2 Sounds	Set 3 Sounds
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, ch, qu, ng, nk, long th, short th, ck, ff, ll, ss.	ay, ee, igh, ow, long oo, short oo, ar, or, air, ir, ou, oy.	a-e, ea, i-e, o-e, u-e, oi, ai, oa, ew, ire, ear, er, aw, ow, ure, are, ur, au, e-e, ue, ie, ph, wh, kn, tion, tious, cious, e.

A Group	B Group	C Group	Ditty PCM	Red Group	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Complete RWI
I know some Set 1 sounds	I know most single set 1 sounds	I know majority set 1 single sounds & can oral blend	I know all set 1 single sounds & can blend to read 2 and 3 sound green words	I know all set 1 sounds including 2 letter Special Friends & read green words with Special friends	I know all Set 1 sounds including Special Friends & read words of 4 sounds + nonsense words of 3 sounds	I can read Set 1 green words of 5 sounds + 2 syllable green words & nonsense words of 3, 4 & 5 sounds including Special friends. I can speedy read some high frequency words.	I know all Set 1 sounds speedily. I know and can read Set 2 sounds - ay, ee, igh, ow, long oo & short oo in green words and nonsense words. I can speedy read Set 1 words.	I know all Set 1 + ay, ee, igh, ow, long oo & short oo speedily. I know and can read Set 2 sounds - ar, or, air, ir, ou, oy. I can speedy read words with Special Friends I know.	I know all Set 1 and Set 2 sounds speedily. I can read 2 syllable green and nonsense words.	I know Set 3 sounds - ea, i-e, o-e, u-e, oi and can read in green & nonsense words. I can read a yellow phonics book between 60-70 words in a minute	I know all Set 3 sounds - ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, au, e-e, ue, ie, ph, wh, kn, tious, tion, cious and can read in green & nonsense words. I can read a blue phonics book between 70-80 words in a minute.	I know all sounds speedily. I can read all sounds in green and nonsense words. I can read multisyllabic words. I can read a grey phonics book between 80-90 words a minute.

Enrichment/Cultural Capital

School Library - Pupil Librarians support children to choose books and explore the library resources. They also help the adult librarian to keep the library tidy, returning books to the shelves by author. The Library runs reading competitions and other incentives such as book reviews which are displayed around the setting. Children who visit the library can also earn stamps which lead to a coloured wristband. Once they have earned the gold wristband they receive a prize and are celebrated in assembly.

Local Library - We have close links with Canning Town Library. It has become a tradition for many years to join the Summer and Winter Challenges. The children become quite competitive in reading books over the holidays to earn medals, stickers and certificates. CT Library representatives visit us in the Autumn to present the prizes and praise all children who took part. All of our children are signed up members of CT Library and parent/carer permission has become part of our admissions. Nursery and Reception visit the library every year and parents are invited along to familiarise themselves with this wonderful resource. Throughout the school year we are offered many author events that our older children can partake in.

Our Quiet Reading Hut is run by our reading champions. They open the hut daily and supervise children who visit this quiet space, where they can read without disruption. Children are encouraged to bring their own books to read in this cosy place and books are available too.

Reading Gladiators is an after school club run by teachers who are avid readers. The Gladiators meet once a week to discuss the group book. To be a Gladiator children need to be working at or above age expected and show a passion for reading for pleasure. The books chosen are of the highest quality and evoke discussions, questions, comparisons to other books, thoughtful character descriptions and fun role play.

Non Negotiables

All phonics tutors to be trained to teach RWI Phonics

Daily coaching to support tutors and ensure good to outstanding teaching and learning

Weekly Training for all phonics tutors to ensure consistency-Practice Time

SEND TAs to be trained to teach bespoke to their pupil's needs

Lowest 20% to receive daily phonics intervention to accelerate their learning

All pupils to be assessed at the end of every half term/term

All pupils to be grouped by ability for each new term/half term

Parents to be signposted to Early Reading on the Keir Hardie Website, encouraged to attend phonics and Early Reading workshops and Phonics

Screening Check information meetings

Weekly remote practise videos from the RWI Portal set for all pupils learning to read as homework