



Oasis Academy Fir Vale

Phonics Approach- Jo Turner



Phonics Intent

- At Oasis Academy Fir Vale we are dedicated to providing Pupils with high quality phonics lessons. We are determined to give Pupils the best chance to be the most successful reader that they can be.
- Phonics teaches Pupils how to decode letters into their respective sounds, a skill that is essential for them to read unfamiliar words by themselves.
- We understand that teaching synthetic phonics is the bedrock of learning to read.
- Pupils need to be able to distinguish between sounds, concentrate in a small group and orally blend before they are ready to access phonics teaching using the Read Write Inc scheme.



Daily Phonics Lessons Implementation

- High expectations from staff ensure all pupils at Oasis Academy Fir Vale are given the opportunity to achieve their maximum potential and attainment levels in reading.
- Pupils develop their language and reading skills through daily Phonics sessions.
- Pupils are grouped according to their stage not age in phonics. Pupils from EYFS/ KS1 are mixed and KS2 are mixed.
- These RWI sessions last 30 minutes; concentrating on the development of systematic, synthetic phonics and application in reading aloud.
- A new sound is taught daily for most groups.
- Pupils are assessed half termly and are regrouped accordingly. If a teacher feels a pupil needs to move groups earlier, an assessment must be completed.



Before Learning Phonics

- At Oasis Academy Fir Vale we have identified the pre steps our pupils need to become successful with Set 1 RWI phonics. These are often taught alongside letter recognition.

1. Ready to Learn- A high percentage of our pupils have no previous schooling. Therefore, it is important that they are supported to settle in their class with their key person. Children are taught how to use school play resources in and outdoors. Children are also taught how to follow simple routines.

2. Communication group- Social Communication and Interaction groups aim to support children to join in with small group speaking activities. They provide structured opportunities for children, which encourage them to become aware of other people, to make choices, to develop imitation skills and learn how to take turns.

3. Letters and Sounds Phase 1- Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for phonic work. Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds, listening and remembering sounds and talking about sounds. These are the important foundations of early reading.

Aspect 1- environmental sounds

Aspect 2 - instrumental sounds

Aspect 3 -body percussion

Aspect 4 - rhythm and rhyme

Aspect 5 - alliteration

Aspect 6 - voice sounds

Aspect 7 - oral blending and segmenting



Before Learning Phonics Continued

4. Listening Lola & Beat Baby- Beat Baby focuses on helping children to understand syllables in words. Rhythm is a key aspect of these sessions. Listening Lola is a ten minute session which develops concentration and attention skills.

5. Oral & Assisted blending

Oral blending helps the children to identify and hear sounds in words and accelerates their ability to decode and spell. Teachers regularly give instructions using oral blending. Many pupils at Oasis Academy Fir Vale find this step a challenge, due to their limited knowledge of English vocabulary. Therefore, this is done regularly throughout the day in most classes.





Phonics in the curriculum

All staff have high expectations of all pupils in school. All understand that phonics is key to developing fluent reading. Therefore phonics is embedded throughout the timetable.

- Booster groups in Y1 for pupils who are “push pupils” to pass the phonics screening test.
- Extra phonics interventions for Y2, Y3 and Y4 pupils who did not pass the phonics test in year 1 or 2.
- Termly mock phonics tests taken by children in Y2, Y3 and Y4 who did not pass the phonics test in Year 1 or 2.
- Sound mats including in all pupils learning packs
- Sound charts displayed in all rooms
- Phonically decodable reading books to take home/ read in class as part of individual reading.



Attainment Monitoring of Phonics

- Rigorous tracking and monitoring of phonics progress, attainment and phonics teaching is a key focus to ensure all pupils are achieving their maximum potential.
- Half termly phonics assessment levels are collated and progress is monitored and highlighted.
- Attainment levels are tracked and teachers take part in a phonics pupil progress meeting alongside the phonics leader and reading leader.
- During these meetings, pupils are highlighted according to their phonics attainment level. They are grouped into 5 areas. They are:
 - Pupils working above age related
 - Pupils working at age related
 - Quick catch up pupils
 - Pupils who require targeted support
 - Pupil who require intensive support
- Teachers identify the pupils barriers to learning/ next steps. In KS1 all children receive 2 phonics sessions a day, as well as 3 extra session targeted specifically at their needs. Some Y2 children received a daily SATs booster session as well as 2 daily phonics sessions.
- Termly Phonics screening checks are completed with Y1 pupils and with pupils in Y2/3/4 who have not passed the phonics screening check. This tracks progress of the pupils application of sounds.
- Regularly observations of lessons by the phonics leader monitor maximum progress of all children.



Assessment in Phonics

Reading ladders: Linked to the NC Content Domains

They are used to assess reading in phonics/ book study lessons. Teacher fills this in at least 2x weekly.

RWI Half termly phonics assessments completed for every child

Assessments are completed by the teacher/ teaching assistant on a half termly basis. This allows us to monitor progress. It also allows us to identify who needs additional support if progress is not being made.



Post Phonics: What is Book Study?

- In order to become an independent reader it is essential that pupils understand that reading is not just about being able to read the words on the page. They need to be able to take in what they are reading, understand the meaning of the words and the sentence and interpret it. Book study is a structured approach to teach this.
- When pupils are fluent readers, on completion of the RWI programme, they move onto a book study programme. The pupils read age appropriate texts. Over a half term the pupils read at least one longer text.
- The sequence for reading is as follows: Using / developing background knowledge to aid understanding, identification of unknown vocabulary, making a forward prediction (Read Aloud / Think Aloud), Using visualisation to aid understanding, answering comprehension questions – linked to the Assessment Content Domains from the National Curriculum. (Assessable using 'Reading Ladders')
- The pupils identify unknown words (clarify) and answer questions either verbally or on paper (comprehension) as well as completing "think aloud" sessions.
- Through these sessions pupils are also taught skills such as how to skim and scan to retrieve information.



Post Phonics: Book Study Intent

- Pupils will become fluent readers.
- Pupils will develop a range of vocabulary and understand the context in which this is used.
- Pupils will use inference and comprehension skills to be able to answer questions about the text.

Book Study Implementation

Book Study Yearly Overview

Autumn 1	<p>Week 1-4 Use text extracts (love reading for kids website). Teach or remind the children of the book study routines.</p> <p>Week 5-8 Use of a Project X book (specific to the book band level of the group of children).</p>
Autumn 2	<p>Week 1-3 Use text extracts (love reading for kids website). Mixture of fiction/poetry/non-fiction.</p> <p>Week 4-7 Use of a Project X book (specific to the book band level of the group of children).</p>
Spring 1	<p>Every Week Short Novels for example Roald Dahl, Dick King Smith, Josh Lacey, Anne Fine</p>
Spring 2	<p>Every Week Use text extracts (love reading for kids website). Mixture of fiction/poetry/non-fiction</p>
Summer 1	<p>Every Week Novel study</p>
Summer 2	<p>Every Week Novel study</p>

Weekly Plan

Monday- Background knowledge: Ask Pupils to bring their background knowledge to the text – what do they already know about the possible content of the text? Teachers can help them to set the scene by showing them pictures, talking about their own experiences.

Talk about the context first before reading it.

Tuesday- Vocabulary search: What are the tier 2/ 3 words in the text? Work out the meaning from the context. Don't explain every word on every page, only the ones that are key.

Wednesday- Read aloud/ think aloud: As you read with the pupils **MODEL** the thinking process that you undertake when actively reading. Help pupils to predict from the moment they read the first sentence and how to change their minds as more information comes to light. "I wonder, I think, I predict".

Thursday- Visualise: The majority of Pupils visualise in pictures. Pupils can draw basic pictures to represent they see is happening in the story / characters in the story.

Friday- SATs style questions: comprehension/ inference/ retrieval. What is the gist of the text. Retell: Who, where, problem, solution, ending.



Book Study Impact

- Pupils can identify different question types.
- Pupils have been exposed to a wider range of texts.
- Pupils have increased their level of fluency and speed of reading.
- Pupils have a greater understanding of what they have read.
- Teachers confidence has increased with delivering high quality reading sessions.





Staff CPD and Opportunities Had

- Regular refresher phonics training delivered by the phonics leader. This is done with new staff when they join.
- Phonics leader is released from class during phonics sessions and is able to monitor and coach the quality of phonics teaching across.
- Training on pure sounds is regularly recapped.
- Training delivered on how to assess phonics and level children accordingly

