

PHONICS STATEMENT

At Meadowfield, we use a range of strategies and interventions focusing on the '*Sounds Write*' and '*See and Learn*' phonic programmes to accommodate each pupil's needs. Every pupil at Meadowfield will access sessions that contain a phonics element, this can be through targeted interventions, during class lessons or through a range of phonics games and activities.

Alternatively, those pupils who have been identified as having gaps in their reading will have access to regular one-to-one interventions outside the classroom by the Phonics Intervention Team. These one-to-one sessions allow each lesson to be child specific and tailored to best suit their individual needs in order to support and develop their reading skills and phonetic knowledge.

INTENT

Meadowfield aims to provide a secure, stimulating and enriching environment where there is equal access to phonic knowledge and understanding. We ensure that pupils receive access to phonic activities that raise attainment within the Communication, Reading and Writing area of learning by providing a high quality, systematic, synthetic phonic programme.

We aim to;

- Provide enrichment and outdoor learning days with a phonics specific focus throughout the year to ensure all children have the opportunity to explore and develop their reading and pre-reading skills through a multi-sensory approach.
- To have a high quality systematic synthetic phonics programme in place in school to develop phonological skills
- To deliver grapheme–phoneme correspondences in a clearly defined, incremental sequence.
- To promote pupil self-esteem and motivation through the provision of individual programmes.
- To provide a baseline assessment for each pupil.
- To have principled, professional judgements about when to start on a systematic, synthetic program of phonic work.
- To have a range of programs in place to prepare for synthetic phonics.

IMPLEMENTATION

We plan to meet these aims by implementing the following;

- Delivering phonics on a daily basis for approximately 10 - 20 minutes based on assessment each child's individual tailored programme.
- Ensuring each child's progress is assessed each term.

- Using a multi-sensory approach to allow our children to learn through simultaneous visual, auditory and kinesthetic activities which are designed to secure essential phonic knowledge and skills.
- Each child will have access to differentiated phonics and spelling work according to their needs, so that all pupils are given appropriate challenges to experience success.

Pupils working on the '*Sounds Write*' Program will work through activities that are designed to help:

- attentive listening
- enlarge their vocabulary
- speak confidently to adults and other children

Sounds Write is a linguistic phonics programme that is designed to be delivered as a whole class, small group or one-to-one.

Pupils working on this programme will be taught:-

- the skills of blending, segmenting and phoneme manipulation.
- the sound to spelling correspondences they need to learn.
- the conceptual understanding needed to become fluent readers and spellers.
- the comprehension skills needed in order to transfer reading skills into the real world.
- letters represent sounds.
- sounds can be spelt with one, two, three or four letters.
- sounds can be spelt in more than one way.
- many spellings represent more than one sound.

More information about this program can be found at <http://www.sounds-write.co.uk>.

For those pupils who are unable to or not yet accessing letters and sounds, we use the '*See and Learn*' program which has proved beneficial to some of our children who need a more visually-based approach to learning.

The program teaches language and reading skills in small steps; first matching pictures or whole words, then selecting pictures or whole words and progressing to naming pictures or whole words. This provides many opportunities for practice to consolidate learning. Teaching activities are designed to minimise distraction, alongside reducing working memory and language demands to make it easier to focus on the learning tasks.

Pupils working on this programme begin with Vocabulary 1, 2 and 3 activities and progress onto Phrases 1, 2 and 3. More details can be found at <http://www.seeandlearn.org>

IMPACT

Each child will be individually assessed by their class teacher and/or the phonics lead using assessment data, collected via various activities such as word building, reading and comprehension questions, as well as their own knowledge of that child to decide which program is best suitable for that child at that time. This is evaluated regularly to ensure that program is still the most appropriate. Often children may move on from '*See and Learn*' to the '*Sounds Write*' programme at a time that is best for them and when they are ready to access and understand letters and sounds.

Evidence of these implementations working successfully and impacting positively on Meadowfield's pupils is demonstrated by;

- instilling a love of reading.
- promoting independence for their next stage of learning and beyond by being able to transfer their reading skills into all walks of life. For example, not only reading a menu but being able to transfer their comprehension skills in order to understand what they have ordered.
- preparing them for adulthood through lifelong communication skills, reading, writing, conversing, listening and understanding what has been said.
- transferring these skills to not only progress learning, but also socialisation.

Reviewed **September 2022**