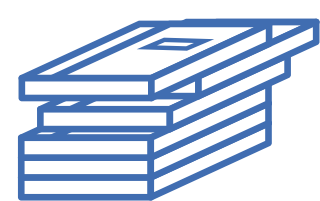


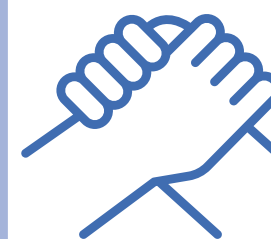
Intent



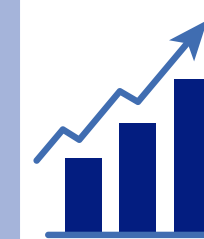
We will deliver phonics through a high-quality phonics programme which will equip children with the skills they need to decode and become fluent readers.



We will provide children with books that are closely matched to their phonics ability so they can build and develop their skills.



We will support children in catching up quickly by making ongoing assessments and targeting intervention.

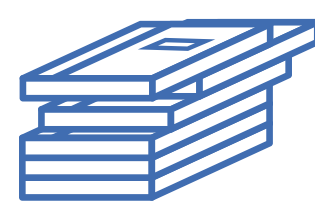


We will ensure the highest number of children possible pass the phonics screening check, with expectations that are aspirational yet achievable.

Implementation



We currently teach phonics using a dfe validated synthetic phonics programme called *Twinkl Phonics*. The programme has clear expectations about what will be taught from Reception to Year 2



We use high quality reading books from *Big Cat Phonics* and *Rhino Readers* that match to each grapheme the children learn. This ensures that the children apply their developing phonics knowledge to help them read more challenging texts



We carefully track the children's progress in phonics using assessment trackers. This helps us to see who is on track and identify any children that may need extra support.

A systematic approach

Access to appropriate books

Rigorous assessment



We encourage the children to have opportunities to develop their wider reading skills: *Read for Practice*, *Read for Meaning* and *Read for Pleasure*. High quality phonics teaching provides children with skills to learn how to read which enhances meaning and makes reading more pleasurable. Phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based on.



We provide high-quality catch up phonics practise for those children we identify as not on track. These are delivered either 1 to 1 or through small groups using a bespoke programme focusing on further practise with blending and segmenting. They are delivered outside of the phonics lessons and for children in KS2 who have not passed the Phonics screening check.

Wider Reading Curriculum

Timely interventions

Progression

Level 1

Developing speaking and listening skills

Level 2

Simple letter-sound correspondences

Level 3

Introduction of consonant digraphs & long vowel sounds

Level 4

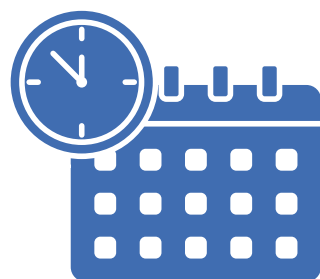
Consolidation - reading & spelling words with adjacent consonants

Level 5

Learn alternative pronunciation & spelling of known graphemes
Introduce split digraphs and suffixes and prefixes

Level 6

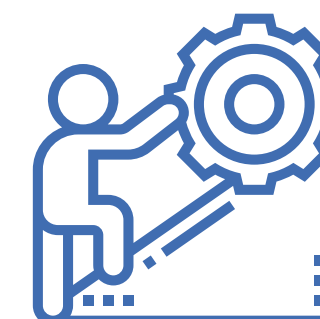
Consolidate decoding and blending skills to be able to read fluent and learn and apply spelling patterns



Phonics is taught daily and has a regular slot on class timetables



We use the same visual representations and mnemonics to help the children learn and remember the sounds: the **action and rhyme** to learn how to read each sound and the **magic pencil** to learn how to write each sound.



Children are encouraged to apply their phonic knowledge in other curriculum areas.



Phonics is taught in whole class sessions led by the teacher who explicitly models decoding, blending and segmenting skills.



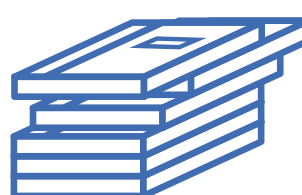
Children work independently, with their peers or part of a small group.



Teaching Partners deliver high quality catch up phonics based on which areas the children need more support with. They focus on blending and segmenting to support the children with becoming fluent readers and writers.



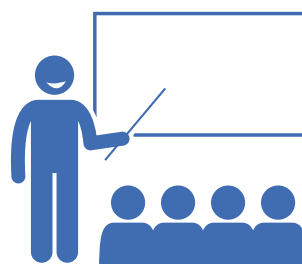
All teachers have access to high quality planning and resources linked to each sound.



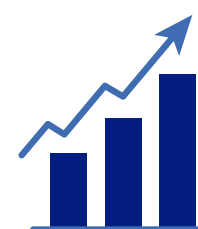
Children have access to phonetically decodable books to read at home.



At the end of Y1, children are assessed using the Statutory Phonics Screening Check. This confirms whether a child has learnt phonic decoding to an appropriate standard and will identify which children need further support in Y2. Y2 children have a further opportunity to retake this test at the end of Y2.



All lessons follow a consistent structure: practise, teach, apply

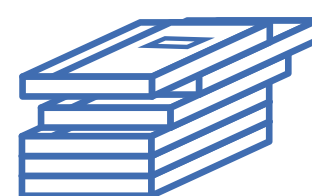


Teachers ensure that all children make progress through the use of precision teaching and targeted intervention groups.

Impact



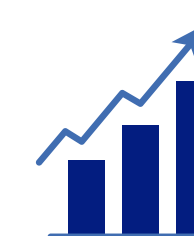
Children can decode, segment and blend confidently and by the end of Y1 are ready to move from learning to read to reading to learn.



Children feel successful in reading and are more willing to read because books are matched to their needs.



By implementing high-quality intervention effectively and promptly, the majority of children become fluent, confident readers by the end of Y1.



A high number of children pass the phonics screening check at the end of Y1