



Phonics

Intent –Our intention is to teach high quality synthetic phonics systematically because our children need the best start possible in reading and writing. We will ensure teaching secures the skills of word recognition and decoding which allow children to read fluently. Pupils are systematically taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. Phonics is taught daily because our children need daily exposure to ensure they are successful readers.

Implementation –

- Teaching follows the Sounds Write – First Rate Phonics programme.
- Phonics is taught daily using gestures, precise pronunciation and in context of the whole word.
- FS1 are taught using The Learning Lady Super Sounds Pre-phonics programme. Sounds Write Initial code begins in FS2. Extended code is taught after the completion of the initial code and throughout KS1. Early reading is taught using synthetic phonics as the main approach to reading.
- Sessions are 30 minutes long in FS2 and Key Stage 1. These sessions follow the structure of revisit, teach, practise and apply through a sequence of structured lessons/activities.
- Sounds Write is incorporated into reading and spelling in KS2 and matches the needs of each class.
- Phonics intervention takes place for those children identified to need additional support and uses Sounds Write activities.
- The phonics screening check is also used half termly to identify phoneme/grapheme patterns that children are having difficulties with.

Impact -

- Children will be able to use their phonic skills and knowledge as their first approach to reading but can also read and spell high frequency words which do not completely follow the phonic rules.
- Children are equipped with the skills to pass their Phonic screening check at the end of Year 1.
- Children are confident with responding to key letters and sounds vocabulary.
- Children are enthusiastic, active learners in lessons.