



### Vision

*Providing the rich soil that enables our children to develop deep roots and flourish*

### Intent

We believe that all children should have the opportunity to receive high quality phonics teaching. This must be accessed by all children regardless of gender, age, disability, ethnic origin, faith, culture, social circumstances and sexual orientation. We want them to develop a love of reading, with a secure phonetic knowledge and have the understanding of skills so that they can decode words confidently and apply this when reading and writing as well as across the curriculum. We will provide strategies to identify and decode tricky words. We encourage a home school partnership which enables parents and carers to understand how to support the skills taught in school.

### Implementation

Phonics is taught as a discrete lesson, daily, to all EYFS and Year One children for 25 minutes each day. Children are grouped within their year group according to ability. All lessons are structured following a 'review, teach, practise, apply, assess' format with grapheme-phoneme correspondences being taught in a clearly defined sequence.

Children learn to decode words by identifying the graphemes and blending the phoneme through the entire word. Spelling of phonetic words is tackled in reverse with children identifying and 'counting' phonemes before recording the corresponding grapheme. The children segment by putting the sounds on their fingers. They then write the words and add the sound buttons. Children are assessed regularly to ensure a close match to the levels at which we would expect them to be secure (as identified on the teaching sequence documents). These assessments are carried out: **EYFS:** December, Easter, July. **Year One:** October, December, Easter (Mock Screen checks carried out February, April, May, June) Children who do not show a secure knowledge at the appropriate level are identified at each assessment and given additional teaching through 'Narrowing the Gap' interventions.

Children are taught to read and spell irregular words throughout the teaching, using the Amberley Phonics Scheme. The teaching of phonics is multisensory using a variety of resources that require the children to respond to what they have heard, repeat, record and apply. The use of sound buttons to clearly identify the graphemes within a word is a priority when reading, whilst counting phonemes using sound fingers is used for spelling.

It is expected that an element of writing is included in all phonics lessons, initially this will be in the form of practising the formation of the grapheme moving towards caption and sentence writing in line with each child's ability.

Each child will have access to a simple speed sound or complex speed sound chart ideally displayed on the classroom wall. Each child will record their work in a phonics book along with a WALT (we are learning to).

### Impact

We have high expectations of the phases and sounds in which we wish children to be secure in by the end of Autumn 2, Spring 2 and Summer 1 in order to ensure that children are ready for the statutory phonics screening check.

Children are also assessed using Insight against the Development Matters and National Curriculum objectives, for reading, for each year group. The impact of teaching is measured through these termly assessments of the children. These assessments are looked at by the English Lead (Phonics will look at phonic data) and all will hold discussions with class teachers, during Narrowing the Gap meetings to determine any gaps and additional intervention that may be required. Any phonics interventions are regularly reviewed to ensure that they have having an impact.

### How we support children with Special Educational Needs in this subject area:

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day in every curriculum subject.

In phonics, our pupils with a Special Educational Need are supported by having smaller groupings for phonics (on occasion 1:1 where required and possible). Assessment allows for gaps to be identified and additional intervention will be put into place as soon as these gaps are identified. Class Teachers will also have conversations with parents on how to support children at home to reach their full potential.