

## Subject on a page: Phonics

At Ibstone CE Primary School, we believe reading is an essential life skill that lies at the heart of our curriculum and makes all other learning possible. Phonics is a crucial part to unlocking the reading code.



### Intent - We aim to...

Enable pupils to be confident, courageous and resilient readers and writers

Consistently deliver & implement a high-quality scheme in order to equip pupils with the necessary life-long skills they need to become confident, fluent readers

Provide pupils with books that are matched to their phonic abilities so they can be successful and grow in confidence when practising.

Support pupils in catching up quickly through regular ongoing assessments and targeted interventions

Build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school



### Implementation — How we achieve this...

#### Information about our curriculum

We believe that learning to read is key to academic success. Our reading curriculum ensures pupils have opportunities to Read for Practice, Read for Meaning & Read for pleasure. High quality phonics teaching provides pupils with skills to learn to read. It is the building block on which our reading curriculum is based on. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a DfE validated synthetic phonics programme called **Little Wandle Letters and Sounds Revised**. The programme is a systematic, synthetic approach to teaching phonics, with clear expectations that are laid out term by term from Reception to Year 2

#### A Systematic Approach

In Early Years and Key Stage 1, we use the systematic synthetic phonics programme Little Wandle Letters and Sounds Revised. This programme is supported by a comprehensive scheme of reading books provided by Big Cat Collins. Phase 1 starts in Pebbles Nursery to develop our pupils speaking and listening skills. Pupils in Reception to Year 2 have daily phonics lessons where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. We model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

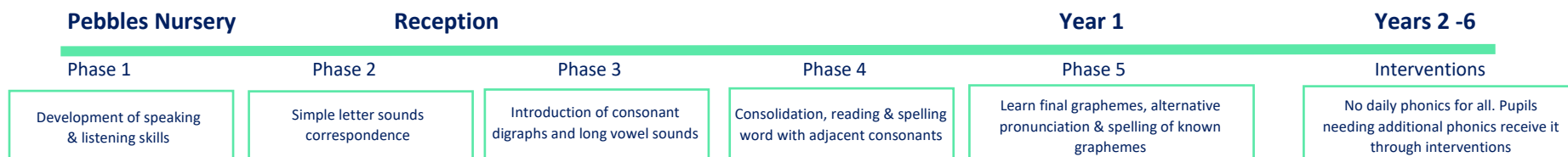
#### Access to appropriate books

Integrated in to the programme are high quality reading books Big Cat Collins published by Harper Collins. This comprehensive scheme has a wealth of books that match to each grapheme the pupils learn, this ensures that pupils apply their phonic knowledge in context through writing and the use of high-quality reading texts.

#### Rigorous assessment

Embedded in the programme are 6 weekly assessments. These assessments allow teachers to identify any gaps or identify pupils that may need extra support.

### Progression through Little Wandle Letters and Sounds



# Implementation – continued

## Strong Foundations

- Our classrooms promote learning in a language rich environment
- There are engaging and accessible activities which encourage children to develop speaking, listening skills and develop their vocabulary.
- Classrooms have engaging reading areas which encourage reading for pleasure and practise of key skills independently
- Pupils have daily access to high quality adult interactions
- Pupils have the opportunity to engage in challenging adult led tasks to consolidate their learning.
- Pupils have access to a range of high-quality books

## Rigorous Practice

- Phonics is taught daily in whole class sessions and follow the Little Wandle Letters and Sounds SSP
- Lessons explicitly model strategies and skills
- All staff have completed phonics training and all have access to high quality plans and resources
- All lessons follow a consistent structure
- The same visual representations & mnemonics are used to ensure consistency and continuity
- Pupils have access to phonetically decodable reading books that are directly linked with phonics teaching and assessments
- Pupils work independently, with peers or in guided groups
- Pupils are encouraged to apply their phonic knowledge in other curriculum areas.
- Assessments are used to inform planning, intervention and targeted teaching groups.
- Teachers ensure that all children make progress through the use of precision teaching and targeted intervention groups.

## High Quality CPD

All staff have open access to Little Wandle’s high quality CPD. In order to lead reading sessions or deliver phonics sessions or interventions, staff MUST have completed the Little Wandle Training.

## Phonics Screening Check

Pupils are assessed in the Summer term of Year 1 using a Government statutory assessment tool. This screening check assesses whether pupils are able to use their phonic decoding skills to an age appropriate level and standard. Pupils are assessed on a 1:2:1 basis by a member of the school team who knows them well. Pupils who do not meet the pass mark threshold will continue to receive intervention during the summer term and into Year 2. They will retake the phonics screening check at in the Summer term of Y2.

## Support to keep up / catch up

Pupils who are at risk of falling behind in Reception and Year 1 will be identified through the rigorous 6 weekly assessments. These pupils will start Daily Keep Up sessions as well as taking part in the whole class session. Pupils in Daily Keep Up groups will be assessed every three weeks and further interventions and 1:1 support may be put in place if required.

Although we expect that the majority of pupils will have successfully completed the Phonics programme by the end of Year 1, we recognise that some pupils may benefit from further instruction and we will ensure that high quality Phonics provision is in place for:

- Pupils who did not pass the Year 1/2 Phonics screening check
- Pupils who are new to the country and have no previous experience of English
- Pupils with SEND who are struggling with decoding.

These interventions will look different for different children.

In Years 2-6 you may see:

- Rapid Catch Up – An accelerated pace for pupils who need more support with mastering the phonic code and becoming fluent readers. Reassessed every 4 weeks.
- 1:1 Precision Teaching sessions
- 1:1 interventions focused on blending and segmenting
- Small group interventions focused on teaching graphemes/blending and segmenting

	2022	2023	2024
<b>Y1 Phonics</b>	50% (11 pupils)	71% (7 pupils)	79% (14 pupils)
<b>National</b>	75%	79%	80%
<b>Y2 Phonics</b>	67%	100%	83%
<b>National</b>	87%	89%	91%

## Impact

Pupils are able to master phonics to read and spell as they move through school

Pupils feel successful in reading and become confident readers because books are matched to their needs

Pupils see themselves as readers for both pleasure and purpose

Pupils can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn

By implementing high quality intervention effectively and promptly, the majority of pupils become fluent confident readers by the end of KS1

A high number of pupils pass the phonics screening check at the end of Year 1