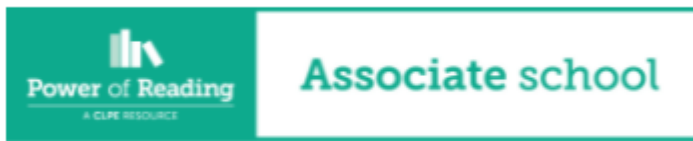


# PHONICS ON A PAGE



## Intent - We aim to...

Deliver daily phonics through a high quality phonics programme.

Bug Club Phonics

Consistently implement phonics to equip pupils with the skills they need to decode and become fluent readers.

Provide pupils with books that are closely matched to their phonic abilities so they can be successful when practising.

Support children in keeping up quickly with ongoing assessments and targeted interventions.

Ensure pupils pass the phonics screening confidently.

Ensure children in KS2 who are not secure in phonics get the help needed

## Implementation - How do we achieve this?

### Systematic approaches:

We want our pupils to have strong phonic awareness to set them up for success in their reading and writing journey throughout the rest of their time in our school. We use Bug Club Phonics to deliver the lessons which is a Government approved systematic, synthetic teaching programme. There are clear expectations of what needs to be taught

### Regular practice:

Group reading sessions take place daily. Children read in a guided group with an adult or they practise their reading independently. Children may also read 1:1 with a trained staff member or volunteer, daily or weekly.

### Access to appropriate books:

Bug Club Phonics from Pearson and Big Cat Collins for Letters and Sounds books are used throughout EYFS and KS1. These books are matched to each grapheme the children learn. Pupils are matched to the most relevant books across the scheme. Experienced staff support this.

### Assessment:

Assessments are used regularly to ensure that all pupils are on track. Assessments are used to identify particular needs and highlight any misconceptions/gaps. Phonics Tracker is used for assessments and to produce reports that identify gaps.

### Phase 1

Developing speaking & listening skills and phonological awareness

### Phase 2

Simple letter - sound correspondance

### Phase 3

Introduction of consonant digraphs and long vowel sounds

### Phase 4

Consolidation & reading & spelling words with adjacent consonants

### Phase 5

Learn final graphemes & alternative pronunciation & spelling of known graphemes

### Interventions

Targeted sessions for pupils to help keep up or catch up.

## Implementation - continued...

### Strong foundations:

Pupils will learn in a language rich environment alongside high quality texts.

There will be engaging and accessible activities for pupils daily.

Speaking and Listening skills will be developed.

Pupils have access to high quality adult interactions.

Challenging tasks provided for all.

### Rigorous practice

Daily phonic sessions led by staff who have received training in phonics so are able to deliver high quality sessions. High quality planning and resources available for all staff.

Consistency across classes ensured by lesson formats created for our school approach

Pupils work independently as well as in pairs and groups

Pupils are encouraged to apply their phonics knowledge across the curriculum.

### Support to keep up:

Most of pupils will have successfully completed the phonics programme, we recognise that some may benefit from further instruction. This can be done in a variety of ways:

1;1 precision teaching

1:1 interventions on blending and segmenting

Small group interventions focuses on key skills

### Support to catch up:

These pupils may be...

- Those who did not pass the Phonics screening in Y1 or Y2
- SEND pupils who have a specific need and are struggling with a skill
- EAL pupils who have no previous experience of English

## Impact - How do we know we've achieved our aims?

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

Pupils feel successful in reading and to engaged in reading because books are matched to their needs.

Majority of pupils are fluent readers by the end of KS1 through regular and quality interventions.