



Intent

Phonics

Our priority is to nurture a love of reading, where children become confident, independent and lifelong readers. We deliver daily phonics through a high quality phonics programme (RWI) and consistently implement it to equip children with the skills they need to decode and become fluent readers.

We provide children with decodable books, that are closely matched to their phonic abilities so they can be successful when practising. We ensure that the highest number of children possible pass the phonics screening check, with expectations that are aspirational yet achievable. The gap between disadvantaged and all pupils will be diminished.



Implementation

In Reception and KS1, phonics is taught daily. Read, Write, Inc is taught using a detailed, step-by-step teaching scheme which follows the format of:

1. To learn simple GPCs.
2. Accurately blend taught sounds.
3. Decode simple words containing taught graphemes.
4. Read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

Every child has a baseline assessment and pupils are taught in small homogenous groups across year groups, which reflect their performance in RWI phonics assessments. Any new starters to Burnt Tree are quickly assessed and placed into the correct group. The children are subsequently assessed at the end of every half term, and then children are placed into their groups accordingly. Because children are placed in small groups, they are with similar abilities, and so therefore it is easier to focus on those set sounds/address any gaps in knowledge.

Within the lessons, pupils read phonics books that are closely matched to their increasing knowledge of phonics and ability to read, 'tricky words' so they experience early reading success and gain confidence as a reader. The reading books are matched with the phonic assessments that were completed so that children are reading an appropriately challenging book. This is also closely linked with their home reading book, so that children practise the sounds they have learned.

Phonics has a consistent approach to both the delivery, activities and assessment so that as children move from EYFS to KS1, the children are familiar with the approach, resources and materials. Teachers are given CPD opportunities to train in the effective teaching of phonics so that they explicitly model strategies and skills. Phonics is embedded across the curriculum so that children can transfer these skills, enabling them to use phonic strategies to read.

Phonic sounds are displayed in each classroom across school. The children are encouraged to recognise and use these when writing for a range of different purposes.

Children are assessed at the end of year one, using a Government Statutory Assessment Tool known as, '**Phonics Screening Check**'. This screening check confirms whether a child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Children are assessed by the KS1 phonics lead, who is a familiar adult to them. Those who do not pass will continue their phonics lessons in Year 2, alongside whole class reading activities. This allows for them to consolidate and develop their confidence, within a group aimed at their specific ability, ready to take the screening check again at the end of Year 2. Phonics will continue in KS2 for children who have not passed the phonics screening test by the end of KS1.



Impact

Children 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. Children apply their phonic skills to read a wider range of texts, working across different curriculum subjects, which develops them into become effective readers.

Children move into KS2 with the reading skills they have acquired, so they can develop on and build on their comprehension skills with the reading strategies they need. We believe that reading is the key to all learning, so the impact of our reading curriculum goes beyond statutory assessment results.

Children feel successful in reading and are more willing to read because they are matched to their needs. All children, regardless of their ability, will interact with books, building on the phonics knowledge they have.

The % of pupils working at age related expectations and above age-related expectations will be at least in line with national averages and will match the ambitious targets of individual children. In addition, the gap between disadvantaged and all pupils will be diminished.