



## Intent - We aim to...

Deliver daily phonics through a high quality phonics programme.

Phonics Bug

Consistently implement it 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 catching up quickly with ongoing assessments and targeted interventions.

Ensure pupils pass the phonics screening confidently.

In preparation for Y3 2022 -2023, we will be setting up a synthetic programme to address the phonic

## Implementation - How do we achieve this?

### Systematic approaches:

We want our pupils to have a 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 Phonics Club to deliver the lessons which is a Government approved synthetic teaching programme. There are clear expectations of what needs to be taught and they are laid out term by term across EYFS-KS1.

### Access to appropriate books:

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 to support this.

### Assessment:

Assessments done regularly to ensure that all pupils are on track. Assessments are used to identify particular needs and highlight any misconceptions/gaps.

### Phase 1

Developing speaking & listening skills

### Phase 2

Simple letter - sound correspondents

### 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 in Y3-6 to help 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 trained on phonics so are able to deliver high quality sessions. High quality planning and resources available for all staff.

Consistency across classes e.g. mnemonics

Pupils work independently as well as in pairs and groups

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

### Support to catch 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 continued:

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, segment and blend 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 more willing to read because books are matched to their needs.

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