

Phonics Curriculum Intent, Implementation and Impact

Strategic intent

Our Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS and KS1 and intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. The programme that we use is 'Little Wandle' and this will prepare children for the statutory year 1 phonics screening check.

Implementation

The Little Wandle programme overview and progression map show the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable.

Phonics sessions take place daily in year groups. Within these sessions provision is also made for the introduction and assessing of spellings which should tie in with the spelling pattern and tricky words being taught and also reading sessions.

Wherever possible all children should follow at the same pace as the rest of their cohort with additional sessions held for those children who need to also catch up. Timely 'keep up' and 'catch up' sessions take place each day in order to support with this. Our careful monitoring of progress allows us to quickly identify children who require additional support and also ensures that any children in KS2 who require additional phonics knowledge can be included in these sessions. In addition, towards the end of Year 1, children are also exposed to regular practise of Phonics Checks to make sure that they are confident with the process which surrounds the Statutory Check.

All children will participate in three reading practice sessions each week which also provide further opportunities to practise and consolidate their phonic knowledge. These sessions allow the children to develop their skills of reading with prosody, along with developing their understanding and comprehension.

Impact

Our desire is to create lifelong readers who are able to face increasingly complex words with confidence and who enjoy reading. Our success in the recent past has shown:

	2017	2018	2019
Year 1	81%	94%	89%
Year 2 resits	67%	100%	0% (1 SEND child)