

Subject on a page:

Phonics

At Hurst Green Primary School, we believe reading is a gateway skill that makes all other learning possible and phonics is crucial to unlocking the reading code.



Intent — We aim to...

Deliver daily phonics through a high quality phonics programme and consistency implement it to equip children with the skills they need to decode and become fluent readers.

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

Support children in catching up quickly by making ongoing assessments and targeting interventions.

Ensure the highest number of children pass the phonics screening check, with expectations that are aspirational yet achievable.

Implementation— How do we achieve our aims?



We believe that learning to read is key to academic success, and this is supported by research by the EEF (Educational Endowment Foundation). Phonics teaching is recognised as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. THE EEF considers phonics to be the most secure, and best evidenced areas of pedagogy. Studies have shown that an effective SSP programme has a positive overall impact (+5 months). Our reading curriculum ensures children have opportunities to; Read for Practice, Read for Meaning and Read for Pleasure. High quality phonics teaching provides children with skills to learn how to read (reading for practice), which enhances reading for meaning and makes reading more pleasurable. Therefore phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based on.

A systematic approach

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



Access to appropriate books

Integrated in to the programme are high quality reading books published by Harper Collins that match to each grapheme the children learn, this ensures that children apply their phonetic knowledge in context through writing and the use of high quality reading texts.



Rigorous Assessment

Embedded in the programme are 6-weekly assessment tasks, which allow teachers to identify any children that may need extra support.

Progression through the programme

Start of EYFS if required

Reception

Year 1

Year 2-6

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Intervention

Development speaking & listening skills.

Simple letter sounds correspondence.

Introduction of consonant digraphs & long vowel sounds.

Consolidation, reading & spelling words with adjacent consonants.

Learn final graphemes, alternative pronunciation & spelling of known graphemes.

No daily phonics for all, as children who need additional phonics receive it through interventions.



Implementation (continued)



Rigorous Practice

In EYFS & Year 1, you will see...

Phonics is taught daily and has a regular slot on all class timetables.

The same visual representations & mnemonics are used by all teachers.

Phonics is taught in whole class sessions led by the teacher, who explicitly models strategies and skills.

Children work independently, with peers or in guided groups.

Support to catch up

In Years 2-6

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

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

These interventions will look different for different children. In Years 2-6 you may see:

- ⇒ Small group tutoring sessions. For English/Phonics
- ⇒ 1:1 Interventions focused on blending and segmenting.
- ⇒ Small group interventions focused on teaching graphemes/blending and segmenting.

Impact: How will we know we achieved our aims?

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

Children feel successful in reading and are more willing to read because books are matched to their needs.

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

All teachers have access to high quality planning and resources.

Children are encouraged to apply their phonic knowledge in other curriculum areas.

All lessons follow a consistent structure.

Children have access to phonetically decodable books to read at home.

Teachers ensure that all children make progress through the use of precision teaching an targeted intervention groups.

Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the 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 1:1 by the Phonics leader or a familiar adult to them. Those who do not pass will continue their phonics lessons in Year 2, alongside their guided reading. This allows for them to consolidate and develop their confidence, with a group aimed at their specific ability, ready to retake the screening at the end of Year 2.

Percentage achieving the expected standard in Phonics

Phonics	2017	2018	2019	2020	2021
Hurst Green Primary School	78%	82%	90%	NA	Year 2 children 93%
Dudley	79%	80%	79%	NA	
National	81%	82%	82%	NA	



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