



PHONICS

Subject on a page

Intent: We will...

Deliver daily phonics through a quality phonics programme, using high quality materials.

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

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

Monitor and evaluate our phonics and early reading provision to ensure that it continually serves to meet the needs of our school context.

Implementation:

A systematic approach:

We are using a bespoke approach to phonics by consistently applying a tried and tested phonics approach which meets the needs of our school context. Our approach is designed to meet the requirements of DFE published 16 essential core criteria for a successful phonics programme. The staff at Springfield are trained to deliver this bespoke programme and our outcomes demonstrate the effectiveness for our school context.

Rigorous assessment:

Assessment is embedded into the systematic approach to teaching phonics. There are regular opportunities to assess the effectiveness of the teaching and learning. Children are identified for intervention and group organisation and teaching is tailored to the needs of the children following these assessments.

Progression through the programme: curriculum coverage.

Nursery

Reception

Year 1

Year 2

Year 2-Year 6

Phase 1
Developing speaking and listening skills and sound discrimination

Phase 2
Letter-sound correspondences

Phase 3
Digraphs and long vowel sounds

Phase 4
Adjacent consonants

Phase 5
Graphemes including split vowels, alternative pronunciations

Phase 6
Alternative spellings and prefix and suffix work in line with the English curriculum.

Intervention for those children who require support for early reading strategies.

Implementation continued:

In reception, Year 1 and group interventions, you will see...

Phonics taught through whole class and small group sessions.

High quality planning and resources, which are adapted to meet the needs of the group.

Lessons which follow the 4 part teaching structure: Revisit, Teach, Practise and Apply.

A consistent approach to letter formation rhymes, actions and songs to teach the letter sounds.

Phonetically decodable texts, which are sent home for further practise.

Catch-up support

Springfield has high mobility of children leaving and arriving in school due to families visiting the UK from countries from around the world. Children join our school within all key stages. Many of our new arrivals children are EAL (English as an additional language) and are therefore learning to speak, read and write English at varying levels of acquisition. Early reading strategies are therefore needed within all key stages in school. Children are quickly assessed on arrival and lessons in phonics are devised in order for them to access the rest of the curriculum by learning to read and write at an accelerated pace. Phonics intervention plays a unique part in this.

Children across school are regularly assessed in phonics in order to successfully group and to track their progress to enable them to meet the expectations needed to prepare them for the next stage in their educational journey.

Children considered for intervention are;

- Children who did not pass the Year 1 or Year 2 Phonics screening test

(At the end of Year 1, children are required to sit a Statutory phonics test to decode 40 words. Children who did not take the test or who did not pass, are required to take the test at the end of Year 2)

-Children new to the UK who are in the early stages of learning English

-children with SEND who are struggling with decoding, blending and segmenting.

Impact: how do we know we have a successful phonics approach?

The majority of children are confident to blend and segment and see themselves as readers and writers by the end of Reception class.

By implementing a successful phonics system, the majority of children become fluent readers by the end of KS1.

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

Our results:

Year 1 Phonics Screening Results

Year 1	2013	2014	2015	2016	2017	2018
School	48%	68%	85%	92%	90%	87%
National	69%	74%	77%	81%	81%	83%