

Implementation (continued)

Strong foundations

In Nursery phonics lessons you will see...

Children learn in a language rich environment.

Children have access to high quality adult interactions.

Engaging and accessible free choice activities available daily. These activities encourage children to develop their speaking and listening skills.

Children have the opportunity to engage in challenging adult-led tasks to consolidate their learning.

Children have access to a range of high quality books and mark making resources.

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 is 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 with decoding.

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

- 1:1 precision teaching sessions.
- 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 reading to learn.

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

Implementing high quality intervention effectively and promptly, the majority of children become fluent confident readers.

A high number of children reach the expected standard in the phonics screening check at the end of Year 1.

Children feel confident about applying their phonic knowledge when writing.

Rigorous practice

In Reception & Year 1 phonics lessons you will

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

All teachers have access to high quality planning and resources.

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

All lessons follow a consistent structure.

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

Each class has an engaging phonics area.

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 Year 1 team, who are familiar adults to them. Those who do not reach the expected standard will receive appropriate support in Year 2, alongside whole class reading. This allows for them to consolidate and develop their confidence, within 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

School:

Local authority average:

National average: