

# Phonics

At Offley Endowed 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 consistently 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 possible 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 the key to academic success, and this is supported by research by the EEF (Education 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 one of the most secure, and best-evidenced area of pedagogy. Studies have shown that an effective systematic synthetic phonics programme has a positive overall impact. Our reading curriculum ensures children have opportunities to: **Read for practice**, **Read for meaning** and **Read for pleasure**. High quality phonic 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 systematic 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**. 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 into the programme of **high quality reading books** published by Harper Collins which match to each grapheme the children learn, this ensures that children apply their phonic knowledge in context through writing and the use of high quality reading texts.

### Rigorous assessment

Embedded into the programme are **6-weekly assessments**, which allow teachers to identify and children that may need extra support.

## Progress Through The Programme

### Nursery

PHASE 1  
(Foundations for Phonics)

Developing speaking & listening skills.

### Reception

PHASE 2

Simple letter-sound correspondences.

PHASE 3

Introduction of consonant digraphs & long vowel sounds.

PHASE 4

Consolidation & reading & spelling words with adjacent consonants.

### Year One

PHASE 5

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

### Year Two

INTERVENTION

No daily phonics for all, as children move to whole-class reading. Intervention for those who require it.