SUBJECT OVERVIEW Phonics



Intent: We aim to... At Keevil we believe that reading is central to the entire curriculum and is the most important life skill: phonics is crucial to unlocking the reading code



Deliver daily phonics through a highquality phonics programme and consistently implement it to equip children with the skills they need to decode, segment and become fluent readers.



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



Use rigorous assessment in a timely way to ensure pupils are supported to catch up quickly through targeted interventions



Ensure the highest number of children possible pass the phonics screen check with expectations that are aspirational yet achievable

Implementation: How do we achieve our aims?



At Keevil believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics from the start of Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

A systematic Approach

To allow our children to develop a strong phonic awareness and effective blending and decoding, 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

Children practise reading using fully decodable books that are closely matched to their developing phonic level. We draw upon Collins Big Cat (for Letters and Sounds) texts. Reading books are closely matched to the phonics programme and are grouped accordingly.



Phase 4

Consolidation and reading

and spelling words with

adjacent consonants

Regular Assessment

The Little Wandle Letters and Sounds (Revised) SSP includes 6 weekly assessment tasks which allow the teachers to identify pupils that may need extra support. Children with identified needs are reassessed after 3 weeks to monitor effective interventions. On-going teacher assessment at the point of delivery also highlights which pupils may need Keep-Up Support.

Progression



Phase 2 Simple grapheme-phoneme correspondences

Phase 3 Introduction of consonant digraphs and long vowel sounds Year 1 Phase 5

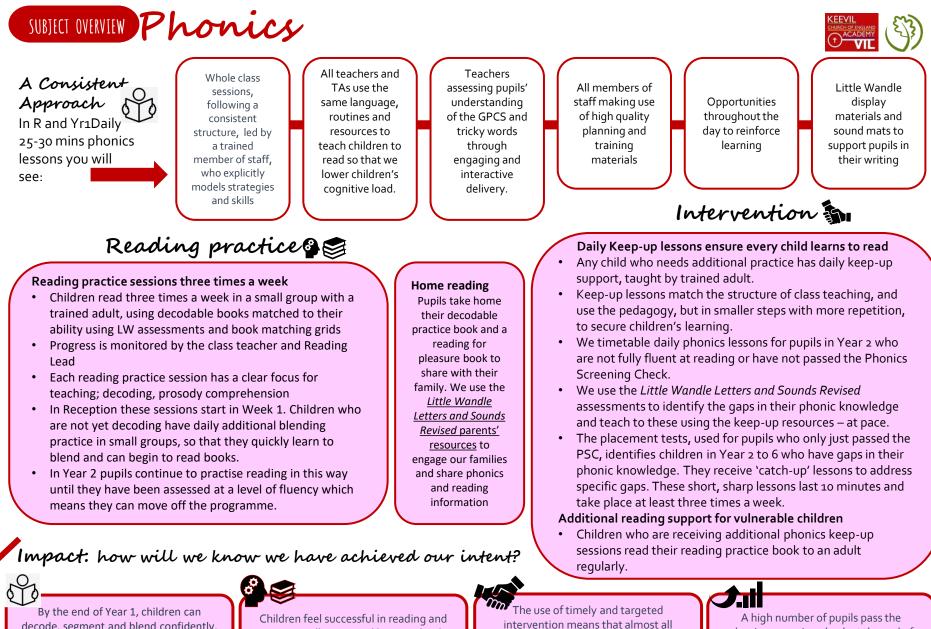
Learn final graphemes and

alternative pronunciation and

spelling of known graphemes

Year 2

Application to spelling Consolidate phase 5; application to spelling



children become confident fluent

readers by the end of KS1

decode, segment and blend confidently, and most 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 ability A high number of pupils pass the phonics screening check at the end of Year 1