



Statement of Intent and implementation for Phonics and Early Reading

Curriculum

We have identified 5 Golden Threads that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Phonics Intent

We are passionate about ensuring all children become confident and enthusiastic readers and writers from an early age. We value reading as a key life skill and one that lays the foundations for lifelong learning. We want every child to learn to decode quickly and accurately so that reading becomes effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure.

Phonics Implementation

We deliver Phonics teaching daily through the Read, Write Inc. programme - a systematic, synthetic phonics programme that explicitly teaches children to read fluently and accurately.

All of our staff have been trained to deliver the Read, Write Inc phonics programme regardless of Key Stage or role in school.

Pupils are grouped for phonics teaching according to their phonic ability. Pupils who need further support receive 1:1 phonics teaching from staff who have received the appropriate training.

Our reading books are linked directly to our SSP and children only take books that they are able to decode according to the stage they are at within the phonics programme.

In response to COVID, the KSI timetable was adjusted to allow time for extra phonic sessions to close gaps that occurred as result of school closure. Children who are at risk of under achievement were identified during handover meetings in Summer 21 and intervention put into place for these children during this academic year.

Assessment of Reading:

- The reading leader collates assessments to inform groupings every 6 weeks. This is then discussed at the planning meeting.
- A newcomer to KSI will be assessed and grouped accordingly upon arrival – this informs their teacher of the correct reading book to send home as well as informing the gaps in learning that need addressing as a priority.
- In the Spring Term, Year 1 children sit the National Phonics Screening Test. This is reported data.