



Intent

At Naunton Park Primary School we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and develop their love of literature through widespread reading for enjoyment.

We believe that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others; and, through their reading and listening, others can communicate with them.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(Taken and adapted from the National Curriculum in England, English Programmes of Study, 2013)

The intent of our phonics is for children to:

- build their speaking and listening skills in their own right
- develop phonic knowledge and skills to prepare them to learn to read
- read easily, fluently and with good understanding
- acquire a wide vocabulary and to develop an understanding of linguistic conventions for reading and writing
- to appreciate our rich and varied literary heritage
- to write clearly, accurately and coherently,

By the end of Key Stage 1 our children will learn to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge
- re-read these books to build up their fluency and confidence in word reading

Phonics plays a pivotal role in our teaching and the children's learning from EYFS through to KS2. As such, it is a key action in our School Development Plan which states that we aim 'to ensure a progressive approach to phonics teaching'.

Implementation

We follow the Letters and Sounds scheme for teaching phonics. This is delivered using Phonics Bug, Phonics Play and Espresso resources. All children in EYFS and Year 1 experience a daily 20 minute lesson on phonics. In EYFS, this is a whole class. Once phase 2 has been completed, the children are assessed and GD children are gradually introduced to phase 3 and phase 4, as appropriate. The majority of children will work on blending and segmenting, CVC and regular rhyming words.

By the end of EYFS the majority of children are becoming secure in phase 3 and are able to blend and segment in reading and writing.



In Year 1, the children are ability grouped based on an assessment of their phonic knowledge from the end of EYFS. These groups are mixed across both Year 1 classes. A small group of children revisit Phase 2 with a TP; Phase 3 is taught in two groups by class teachers; and phase 5 is a mixed group from both classes and is taught by a TP. All of these groups are fluid and the children are moved following regular phonic assessments. The majority of year 1 children will have completed phase 5 by the end of term 4, providing the opportunity to revisit tricky phase 3 and 5 sounds in term 5. Year 1 children then move onto the NC Year 1 spelling word endings. Year 1 Common Exception Words spellings are taught throughout the year.

In Year 2, children will either experience a daily 20 minute phonic lesson or a 20 minute spelling lesson depending on their phonics knowledge and attainment in the Year 1 Phonics Test. Year 2 is split into 4 groups across both classes. 2 groups with teachers and 2 with TP, (revisit Yr1 Common exception words and phase 3, phase 5 and Yr1 and Yr2 Common Exception words, phase 5 alternative spellings, Yr2 Rising Stars spelling patterns, Somerset Literacy resources Westover Spelling Programme/ Purple Mash). Year 2 also use Spelling Frame website, Phonics Bug and Phonics Play. The ability groups are fluid.

All Year 1 and Year 2 children have weekly spellings to learn, based on either the phonics phase they are currently learning or the spelling pattern they are working on.

All group working is planned and monitored to ensure Covid-safe teaching and learning.

Interventions:

EYFS phase 2 intervention as required.

Bearing Away (Year 1) and Dancing Bear (Year 2) programmes are used on a 1:1 basis with children who need additional intervention.

In Year 3, the children who did not pass their Year 2 Phonics test retake or who are working towards with their reading and/or writing are assessed on an individual basis. Those children who teachers feel would benefit from additional phonics have intervention with a TP in a small group. Children who are expected readers but where their spelling is poor, receive daily spelling practise of the phase 4 and 5 graphemes.

Year Group	Phonics phase taught
EYFS	Term 1 – review of phase 1 and baseline assessment of 26 letter sounds and names Term 2 – phase 2 Term 3 – word building, CVC, rhyming words, blending and segment Term 4 – phase 3 and phase 2 interventions Term 5 – phase 3, phase 4 Term 6 – phase 3, phase 4
Year 1	Term 1 – phase 4 Term 2 – phase 3 Term 3 – phase 3 and phase 5 Term 4 – phase 5 Term 5 – phase 5 Term 6 – Year 1 spelling patterns (plurals, ing, ed, er, est)
Year 2	Following the Purple Mash spelling programme.



The teaching of this subject will be adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and through liaison with the school SENDCo.

Impact

The impact of children's progress and attainment in phonics will be measured through:

- **Data:** phonics is assessed termly using Twinkl assessment sheets. This provides the teacher with phonemes /graphemes that the children need to revisit and informs the teachers of any child who needs to move between phonics groups or who requires small group or 1:1 intervention such as Bearing Away.
- **Year 1 Phonics Test and retakes for Year 2 children**
- **Progress:** children applying phonic knowledge when reading, children applying phonic knowledge when spelling
- **Planning scrutiny**
- **Resources**
- **Book/work scrutiny:** writing journey books.
- **Learning Walks**