

# PHONICS



Children are confident as they talk about phonics and can use accurate vocabulary.

Aspirational end of year outcomes seen across the key stage.

**Impact-**  
Children show enthusiasm and enjoyment towards phonics.

Children are able to self-assess and can discuss their learning and the importance of assessment to progress their learning journey

Based on Letters & Sounds, teaching distinctly sequenced and progressive lessons daily.

**Implementation-**

High quality teaching, ensuring each child's needs are targeted by support and intervention.

Following the Little Wandle scheme which provides planning and lesson resources, ensuring consistency,

Using phonics partners to encourage children's discussions and collaboration during lessons

Retrieving prior knowledge and using previous learnt sounds enables children to understand them and apply them with increasing fluency.

**Intent-**

- The confidence to listen attentively and tune into the sounds, rhythms and words in spoken language.
- Secure early listening, attention and oral blending skills that build strong foundations for reading and writing.
- A growing awareness of rhyme, rhythm and alliteration, and enjoyment in playing with sounds and words.
- A secure knowledge of phoneme-grapheme correspondences and the ability to blend for fluent reading and segment for accurate spelling.
- The perseverance to practise, revisit and apply phonics skills with increasing independence.
- The fluency and confidence to read words and sentences automatically and with understanding.
- A love of language and reading, using phonics as a tool for confident communication and lifelong learning.

Allowing children to have thinking time to find their own answers. Encouraging all learners to segment and blend as much as possible in order to consolidate prior learning and ensure grapheme-phoneme correspondence is strong.

Key phonics digraphs/trigraphs used each lesson on display in each classroom.

Phonics intervention groups target children identified during half termly assessments. Revision of prior learning and opportunities to blend and segment.

Sound mats are readily available to support children and to secure their learning whilst writing.

Children are seen to be independent learners, building in resilience and creativity in their way of thinking.

Children across the school have robust phonics skills and are able to apply these whether out loud or internally.

Children can apply their phonic knowledge to other curriculum areas to aid their reading & writing.

