



Phonics – Intent, Implementation and Impact

*“Start a youth out on his way; even when he grows old he will not depart from it”
(Proverb 22.6, Cristian Standard Bible)*

Intent:

At St. Marks' we are committed to providing great reading provision and developing pupils' proficiency in, and love of, reading. We ensure that all children have the skills, knowledge and understanding to become confident and enthusiastic readers and writers. We believe that high-quality phonics teaching improves literacy levels and gives all children a solid base on which to build and develop their reading habits so that they read widely and often for reading, information and enjoyment. Through daily, systematic and consistent high-quality phonics teaching, children learn to blend and segment words for reading and spelling. To allow our children to develop a strong phonic awareness and effective blending, decoding and comprehension skills, we have chosen to use a DfE Validated synthetic phonics programme (SSP) called FFT Success for All Phonics from FFT. The programme supports our intentions to teach children to read and write independently so that they are able to access a broad and exciting curriculum and flourish as learners throughout their time at our school.

Implementation:

We maintain fidelity in the implementation of our phonics teaching by using FFT Success for All Phonics which allows the children to learn phonics through a highly structured programme of daily lessons across FS/KS1, using a variety of fun activities in multi-sensory and systematic ways.

Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practice together and apply what they have learned and celebrate their achievements. It follows the teaching principles of:

- Revisit and Review
- Teach and Model
- Practise and Apply
- Celebrate Achievement and Assess

Time is incorporated to allow for consolidation so that children can secure their skills, knowledge and understanding.

The FFT Success for All Phonics Scope and Sequence is set out clearly and provides detailed guidance and support for teachers to plan and deliver high quality lessons. A synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending are incorporated into the teaching and learning materials. Lessons are planned so that children build on their skills sequentially and systematically and can be adapted and modified to meet the needs of the children accordingly.

Phonics is taught daily in Reception and Year 1 using FFT Success for All Phonics. At the beginning of Year 2, children revisit the end of Year one content from the programme and when they are secure in their knowledge, they move onto developing fluency and confidence in applying a range of phonic knowledge and learning spelling patterns using the FFT programme designed for Year 2, 'Spelling with the Jungle Club'. The programme allows teachers to track progress through Year 2 National Curriculum objectives for spelling. All the Year 2 common exception words are covered and, every week, there is a special skill that includes contractions, homophones, or singular possessive apostrophes.

Texts from other schemes have been organised to match the FFT teaching sequence closely in order to supplement early reading practise. The children are issued fully decodable books each week, closely matched to the phonics stage they are working at. We encourage parents to hear their children read daily and re-read texts to support fluency, comprehension and confidence.

KS 2

Pupils will be provided with daily opportunities through a range of subjects to consolidate and deepen their knowledge and understanding, in line with expectations for spelling from the English Curriculum. Resources will be given to support this such as wall displays and FFT sound and word mats to ensure a consistent approach.

Tutoring with the lightning squad (TWS) Intervention will run for children who have not completed the FFT Programme and for who have been identified as needing further support in phonics.

Group reading sessions

Children in Year 1 and Year 2 (and beyond if appropriate) apply their phonics knowledge by reading a fully matched decodable book in a daily group reading session. These are carried out in a separate session to the phonics lesson. Reading the same text over the week enables children to celebrate their achievements and develop confidence and fluency. They then take home a fully decodable reading book from the step they have been working on in order to consolidate the GPCs from the week.

In order to further foster a love of reading, children are also invited to choose and take home a 'Free choice book' which is not matched to their reading level but is a book an adult can share and read to their child at home. Children have access to their classroom library and the school library to change their free choice book when they choose.

Training and support is offered through FFT Success for All Phonics and FFT. All staff teaching phonics are given the skills, knowledge and understanding to deliver high- quality phonics lessons and to achieve strong and sustained pupil outcomes in phonics and early reading and writing.

Impact:

Through the consistent, systematic and daily teaching of the FFT Success for All Phonics programme, our aim is for children to become fluent, confident readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through Key Stage 2.

Children are regularly assessed informally by the teacher within the lessons and over a sequence of lessons to ensure they keep up. If children need additional support, they are provided with keep-up sessions to ensure they stay on track with the rest of the class. More formal assessments are completed every half term using FFT's Reading Assessment Programme (RAP) which covers all KS1 assessments including phonics skills, decoding, reading fluency, comprehension and the Year 1 phonics screening check. FFT's Reading assessment Programme is then used termly in Year 2 as an assessment tool for lower attaining pupils to identify gaps in order to provide further support.

Children who require further additional support (catch-up) are identified using a range of assessment information and will be supported through small group or one-to-one interventions such as Tutoring with The Lightning Squad, a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics.

At the end of Year 1 children are statutorily assessed using the Phonics Screening Check. This screening check confirms whether the child has met the appropriate phonics standard and can be used diagnostically to identify areas that need further attention going forward. Children who do not meet the required standard will continue their phonics lessons from Year 2 onwards, with Year 2 children retaking the screening at the end of the academic year.

Through the FFT Success for All Phonics programme and our commitment to phonics teaching, children will be equipped with the skills, knowledge and understanding to decode unfamiliar words using a range of strategies. They will have a firm phonic base to support them on their literacy journey through school. They will develop their fluency and comprehension skills, take pleasure in exploring the rich literary world around them, acquire a love of reading and flourish as readers.