



Intent, Implementation and Impact Statement - Phonics

Intent

Learning for Living: Because we want our children to read for pleasure and to access the curriculum, it is imperative that they learn to decode words as quickly as possible. As well as developing a love of books and reading through the reading curriculum, children in Reception and Year 1 need high-quality phonics teaching to enable them to begin to read books as soon as possible. We use Little Wandle Letters and Sounds Revised.

Respect: Phonics is taught to the whole class. Children quickly learn that they must join in with choral responses and that 100% participation is required of them. This means that all children understand that everyone's contribution is equally valued. All staff have a shared understanding of the importance of prioritising phonics and early reading, and all staff undertake extensive phonics training.

Support and Challenge: For children who do not quickly start learning the GPCs, who cannot blend or who have other gaps in their phonic knowledge, individual or small group interventions are prioritised. Individual gaps in children's learning are quickly filled. Our intent is that every child keeps up with the pace of the programme. For children with SEND, there is an adapted approach that can be used, which has more adult support and goes at the pace of the child. As most of the teaching is done as a carpet session, teachers are expected to place children whose attention or ability is weaker at the front of the carpet so that they can be monitored easily.

Implementation

We implement the Little Wandle scheme through daily whole-class phonics sessions and carefully planned interventions. Teaching is expected to be well-paced and encourage 100% participation. Teachers are expected to regularly refresh their skills and knowledge through weekly phonics CPD meetings, to ensure practice remains good.

EYFS:
In Nursery, children follow the Foundations for Phonics part of the scheme, which has been developed for Nursery children. Children learn the skills of discerning letter sounds and oral blending. They do not learn to read or write letters. The sessions are short, but 100% participation is expected from children.
In Reception, children have daily whole-class phonics sessions. Phonics starts no later than the end of the second week of the Autumn term to allow for settling-in. Children who are not learning the GPCs by the end of the first week of teaching are immediately placed in 1:1 or small group interventions. Any child who is not blending by the end of the third week of teaching are placed in 1:1 or small group interventions for Daily Keep Up. This approach helps children to keep up with their peers.

KS1
Children in Year 1 have daily whole-class phonics sessions. Children who fall behind or are at risk of falling behind are identified quickly and placed into 1:1 or small group intervention for Daily Keep Up. In June, Year 1 children sit the Phonics Screening Check (PSC). In Year 2, children who did not pass the PSC continue to access phonics interventions through the Rapid Catch-Up intervention and retake the PSC the following year

KS2
Children in Years 3-6 who are still not able to decode or blend at the expected level access the Rapid Catch-Up intervention. This is a tailored intervention programme designed to fill gaps in children's phonic knowledge so they can catch up and access the reading curriculum with their peers.

Impact

Phonics is assessed regularly. Teachers are continually assessing children's progress by observing them and their participation in the daily sessions. The Little Wandle scheme includes assessment materials which are used to make sure children are acquiring the GPCs and blending skills they need. Each child who accesses the whole class teaching is assessed individually every six weeks. Children who are in interventions are assessed every three weeks in addition to this. The adult works 1:1 with each child as they read GPCs, blend decodable words and read 'tricky' words. These assessments are entered onto the Little Wandle assessment website which then shows teachers exactly where each child's gaps are. The assessments are used to inform intervention group arrangements and make sure children are keeping up.

EYFS
In the Nursery, staff observe children's participation and monitor how well they begin to hear the different sounds and blend orally. In Reception, teachers use the collected data and information to plan interventions.

KS1
In Year 1, children are assessed every six weeks. Children who are in the Daily Keep Up intervention are assessed every 3 weeks in addition to this. Children in Year 2 who access the Rapid Catch-Up Intervention are assessed every four weeks. In September of Year 2, the staff team and SLT will decide whether to run whole class phonics sessions or not. This depends on the needs of the cohort. If whole class sessions are taught, assessment will be every six weeks. Any children who have additional Rapid Catch-Up intervention are assessed every four weeks.

KS2
As there are no whole class phonics sessions in Years 3-6, any children who still cannot decode or blend will be taught in small groups using the Rapid Catch-Up intervention. These children are assessed every four weeks.