

Subject	Phonics
Intent	<p><i>We want our pupils to demonstrate an ability...</i></p> <ul style="list-style-type: none"> • To develop essential foundational skills in reading and writing and the confidence to apply these skills independently. • To be confident in recognising and applying phase 2 and phase 3 letter sounds. • To develop a strong foundation of phase 1 skills, through sound discrimination and oral segmenting and blending skills. • To segment and blend letter sounds to successfully complete the phonics screening check.
Implementation	<p><i>We will enable our pupils to achieve this by...</i></p> <ul style="list-style-type: none"> • Ensuring that all staff are aware of the progression in phonics and quickly close gaps in the children’s learning to ensure progress. • Ensuring a consistent teaching approach to phonics, ensuring continuity and progression throughout the school. • Ensuring that all phonics lessons are taught as a four part lesson. • Ensuring that the pupils’ acquisition of letter sounds and skills for reading and writing phonetically are assessed routinely and proactively. • Ensuring that children in need of intervention in line with the phonics trajectory are identified and ensure these children have a purposeful intervention daily (sound level and word level reading). • Ensuring that formative assessment is at the forefront of our teaching practice, allowing for our phonics groups to be routinely assessed at least fortnightly, to move children on to become fluent readers and confident writers.
Impact	<p><i>We will see this when children...</i></p> <ul style="list-style-type: none"> • Can show an understanding of their phonics and apply it to familiar and unfamiliar words. • Can confidently blend and segment within the process of reading fluently. • Can confidently approach the Phonics screener. • Can pass the phonics screener in subsequent years if they were unable to in Year 1.
This Year’s Focus	<ul style="list-style-type: none"> • To continue to develop a systematic and consistent phonics approach across the whole school to promote good outcomes for all children.

Note on Government guidance to purchase a phonics scheme:

As a school and with consultation of the whole staff team, at present we have decided not to purchase a government validated phonics program. This will be continually reviewed by the phonics curriculum team and SLT as new guidance is published. At George Spicer, we have developed a phonics practice in line with ‘Letters and Sounds’ however, do not follow ‘Letters and sounds’ as our sole phonics guidance as it does not provide the resources or training needed to promote good outcomes. We utilise the knowledge of our teaching staff and embrace a creative flexible curriculum to suit the needs of our children.