



Intent

The curriculum intent for Phonics is firmly rooted in our school desire to give all children strong foundations from which they may become **successful, independent learners for life** and is centred around our school values of **think, collaborate and persist**.

The overarching aim for Phonics is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and ensure they have the foundations on which to become confident and successful learners.

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At Parklands, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

As a school, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc. (RWI) Phonics Programme, which is a systematic programme for the teaching of phonics, reading, spelling and writing.

Our approach to synthetic phonics ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Implementation

- Pupils are grouped according to their reading attainment to ensure teaching is precisely matched to their stage of phonics development and reading progress.
- Pupils are assessed every six weeks and regrouped where necessary to ensure that all teaching remains closely matched to need and that pupils make the strongest possible progress.
- All pupils following the RWI programme receive two phonics sessions daily: a morning teaching session and an afternoon review session to consolidate learning and support retention.
- Morning sessions are 40 minutes in length and begin with a 10-minute Speed Sounds review. Afternoon sessions provide a further 15 minutes of targeted consolidation and practice.
- Pupils learn new sounds systematically whilst revisiting and consolidating previously taught sounds to develop automaticity and secure long-term recall.



- Children identified as making slower progress receive additional daily intervention through one-to-one or one-to-two tutoring sessions to rapidly address gaps and prevent pupils from falling behind.
- Reading books are closely matched to pupils' current phonic knowledge, enabling them to practise and apply taught sounds successfully, build fluency and develop confidence as readers.
- Pupils re-read texts to develop accuracy, fluency, expression and comprehension.
- Partner work is an integral part of lessons, enabling pupils to rehearse learning, explain understanding and develop speaking and listening skills whilst providing regular opportunities for formative assessment.
- Frequent practice of common exception words supports the development of automatic word recognition and reading fluency.
- Staff receive ongoing training and coaching to ensure the consistent and effective delivery of the programme across the school.
- Phonics is prioritised as the foundation of reading, with strong links made between phonics, early reading, spelling and writing.
- Rigorous monitoring, assessment and intervention ensure that pupils who are at risk of falling behind receive timely support and swiftly catch up with their peers.

Impact

By the time our pupils leave Parklands they:

- Make strong progress from their individual starting points and develop secure foundations for lifelong reading.
- Read accurately, fluently and with confidence, using a range of decoding and comprehension strategies effectively.
- Successfully apply their phonic knowledge to read unfamiliar words and access an increasingly wide range of texts.
- Develop a love of reading and talk enthusiastically, confidently and articulately about the books and texts they encounter.
- Achieve well in the Year 1 Phonics Screening Check and, where needed, successfully catch up through targeted intervention.
- Apply taught spelling patterns, phonics knowledge and common exception words accurately within their writing.
- Develop reading fluency that enables them to focus on meaning, inference and enjoyment rather than solely on decoding.
- Are well prepared for the next stage of their education, with the reading skills required to access learning across the wider curriculum.
- Demonstrate resilience, independence and confidence when encountering new vocabulary and challenging texts.
- Achieve outcomes in phonics that are at least in line with national expectations and contribute to strong attainment in reading.
- Transfer their literacy skills effectively across all curriculum subjects, enabling them to become successful, independent learners.
- Leave Parklands as confident readers who are equipped with the knowledge, skills and motivation to continue their reading journey.