

Intent: What do we want children to learn?

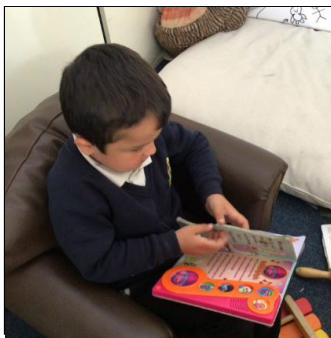
At Rodbourne Cheney Primary School, we strive to ensure that children are accessing the best possible teaching to support their reading and spelling. We aim to ensure that all children have a sound phonetical awareness to become fluent readers by the end of Key Stage 1. We ensure that children are reading decodable books matched to their phonics ability. We believe phonics should be taught through a rigorous systematic approach. We follow 'Little Wandle Letters and Sounds Revised Programme'. We use the programme to effectively teach phonics in the Reception and Year 1.

Aims:

- For children to be able to blend and segment words to support reading and spelling
- To use phonics learning to develop fluency in reading
- Have a quality text-based curriculum where the children have access to the class book
- That each classroom has a purposeful reading corner
- Follow a well-developed and resourced phonics scheme

Key areas for development:

- To ensure consistent teaching of Phonics across EYFS and KS1.
- To ensure effective interventions are taking place across the school to support children's phonetical awareness and fluency in reading.
- To provide training for new members of staff to ensure high quality teaching of phonics.



Phonics Intent, Implementation and Impact Statement



Implementation: How do we do it at Rodbourne Cheney?

Nursery - In our pre-school room, children engage in daily phonics sessions focusing on listening to sounds, rhymes, and vocabulary development. They listen to Nursery Rhymes and explore a new traditional tale every three weeks.

Reception and Year 1 - Phonics in Reception and Year 1 follows the 'Little Wandle Letters and Sounds Revised Programme.' Reception children learn a new sound daily, covering Phase 2, 3, and 4. Year 1 children continue with daily sounds and review in afternoon sessions, progressing to Phase 5.

Year 2 - In Year 2, phonics lessons are taught daily where needed, addressing gaps identified through assessment. Phonics 'catch-up' sessions, lasting 10 minutes, occur at least three times a week from Year 2 to Year 6. All children from Year 2 to Year 6 learn spelling rules through the essential spelling scheme.

Reading - Alongside phonics, Reception and Year 1 children participate in reading practice sessions in small groups. They read with adults in school, focusing on decoding, prosody, and comprehension, before bringing books home. Year 2 children select books aligned with their phonics level, following the Little Wandle programme.

Impact: What are the outcomes and strengths?

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children are then able to use their ability to read to develop their comprehension skills and develop themselves as a reader from Year 2 through to Year 6.

Attainment in phonics is measured by the Phonics Screening Check (PSC) at the end of Year 1 and children who did not pass, take it again in Year 2.