



'Learning at the head and heart of all we do'

Intent and Implementation for Phonics – Jess Foley.

<p>Our Curriculum intent</p>	<p>Our curriculum intent is for our phonic teaching and learning to focus on skills and knowledge which have been planned and taught in a progressive and sequential, following the validated SSP, Little Wandle. Our aim is to ensure every child has reading fluency, comprehension and is able to apply their phonic skills in their spelling.</p> <p>Our daily sessions of phonics are then applied in reading sessions following the Little Wandle programme, which each child will complete 3 times a week. The focus for each of these sessions being, decoding, prosody and comprehension. Phonic opportunities are also built into learning across the curriculum.</p>
<p>Curriculum Implementation- subject specific</p>	<p>In EY and Y1, children are taught 5 phonic lessons a week. The aim is that all children are able to read fluently, able to comprehend the text they are reading and can apply their phonics into their spelling.</p> <p>We follow the validated SSP, Little Wandle, which ensures that GPC's and tricky words are taught in a progressive order. Using the Little Wandle reading books we can ensure children are given appropriate texts in which to apply the skills they have learned in phonics lessons.</p> <p>Little Wandle Reading sessions take place 3 times weekly for each child ensure children are building both fluency and comprehension of the texts they are reading.</p> <p>To support the application of phonics into writing we use Grow the Code resources which are available in all classrooms and can be seen in planning.</p>
<p>Planning : what do we have/(LTP, overview, skills,</p>	<p>We follow the Little Wandle scheme for planning. We teach 4 new GPC's per week and spend one lesson reviewing previous</p>

<p>knowledge, weekly, daily) with exemplars</p>	<p>learning. Every term we spend one week reviewing and assessing what has been previously taught.</p> <p>Children take part in 3 Little Wandle reading sessions per week in which they are given a matched levelled book, they use these sessions to build fluency skills, prosody skills and comprehension skills. They are then given the same book in an ebook format to take home, to further support them building reading fluency.</p>
<p>Outcomes-do we have a planned outcome for each lesson/term and where would we find them ?</p>	<p>EY - Children will learn to recognize, read and spell using four new sounds per week. EY outcome – By Christmas children are expected to be able to blend and segment words using the GPCs they have been taught. By the end of reception children are expected to be able to recognize, read and spell using phase 2 and phase 3 sounds. They will be expected to apply these sounds to polysyllabic words, taught to them through phase 4.</p> <p>Y1 – Term 1 will be spent embedding prior learning from EY. Term 2 onwards is spent learning phase 5 sounds, and how to recognize and apply alternative pronunciations and spellings.</p> <p>Y1 outcome – By the end of Year 1 children are expected to be able to recognize alternative ways spellings taught through phase 5 and to be able to apply their learning in the phonics screener to enable them to pass.</p> <p>Y2 – Term 1 and 2 will be spent embedding prior learning from Year 1. Term 3 onwards children will be taught spelling rules and be expected to apply them in their writing.</p>
<p>Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?</p>	<p>Children struggling with blending are given blending practice books which support children with blending by adding sound buttons onto the words.</p> <p>In phonics lessons all children (with the exception of SEND children unable to maintain the pace of the program), are involved in whole class teaching. We support the bottom 20% throughout the lesson by ensuring they receive targeted questioning, are shown words with sound buttons when necessary and are given relevant resources to help them with their spelling (sound mats/mnemonics/sound button).</p>

	<p>SEND children that are unable to maintain the pace of the Little Wandle program we follow:</p> <p>SEND Little Wandle planning. This has been produced to teach the sounds at a slower pace that works for each child. It has also streamlined phase 5 sounds, so only 40 of the most commonly used sounds are taught, this has meant that there are some extra tricky words that the children will need to learn, that they may come across frequently in their reading and writing.</p>
<p>Any Specific interventions linked to the subject to support learning</p>	<p><u>Keep Up Sessions</u></p> <p>In EY, Y1 and Y2 the focus of interventions is to keep up rather than catch up. If children are identified as requiring support or having a misconception within the lesson they receive immediate same day keep up, an opportunity to review what was taught that morning.</p> <p>If children are identified as still having gaps in previous learning they then receive keep up sessions. These are focused sessions which either focus on GPCs or blending. Blending groups can follow the super supported, supported or whisper method, which aims at building children fluency with blending and decrease the amount of overt blending when reading. GPC keep up sessions are focused sessions, which only focus on the GPCs the child does not know.</p> <p>These sessions are short, succinct sessions with a clear focus.</p> <p><u>Rapid Catch Up Sessions</u></p> <p>In KS2 we deliver rapid keep up sessions for those children who have gaps in their phonics knowledge. These sessions work alongside reading group sessions. The child will review previously taught GPCs, learn new GPCs and apply these to reading and spelling words. Children will also partake in reading groups in which they will focus on fluency, prosody and comprehension.</p> <p><u>SEND Sessions</u></p> <p>For children in KS2 that are not suited to the rapid keep up pace due to cognitive function, we deliver the SEND program. This is a program that progresses at a slower pace suitable for the child. These children still partake in reading sessions</p>

	<p>which again will cover, fluency, prosody and comprehension skills.</p>
<p>Assessment:</p>	<p>Children involved in the main class teaching of phonics are assessed once a term. This produces a gap tracking document which will support teachers when planning review lessons and keep up sessions.</p> <p>Children involved in Keep up sessions will be reassessed using the original assessment every term to ensure the keep up sessions are effective and are having impact on the child.</p> <p>Children in SEND sessions will be assessed every term to ensure progress in their learning and to identify any gaps in learning.</p> <p>Children taking part in rapid catch up will be reassessed every term. This assessment will inform future teaching, identify gaps in knowledge and ensure progress in child's learning.</p>
<p>Monitoring:</p>	<p>Data outcomes data on Pupil Asset, gap tracking documents and assessments (SEND/rapid catch up).</p> <p>Practice Screener outcomes (Term 2 (Section 1), T 3 onwards (Section 1 and 2).</p> <p>Learning Walks During Term 1/3/5 I will complete learning walks to monitor teaching and learning of phonics throughout the school.</p> <p>Teacher drop-ins I monitor recording of reading groups and keep up sessions, to ensure if gaps are identified during these sessions, they are being addressed in future teaching and then meet with teachers to talk next steps T2 onwards</p>