



## Subject on a Page

## Phonics



At St Cuthbert's we are committed to ensuring every pupil becomes a proficient reader and writer through a high quality phonics programme. To do this we use the Sounds Write phonics programme

### Intent: What do we want for all our pupils?

We want our pupils to be taught by well trained, skilled teachers and teaching assistants who provide high quality teaching so that all children can reach their full potential as confident and enthusiastic readers and writers.



### Implementation: How we sequence & teach our phonics curriculum

#### Curriculum Design

Our phonics curriculum has been developed using the Sounds-Write programme to ensure that every child can reach their full potential in their phonic knowledge, leading to fluent readers and confident spellers. Phonics is taught using a mastery approach where the whole class of children are taken on their learning journey together. Constant assessment by trained teachers and teaching assistants during the session allows for responsive, in-lesson intervention as well as challenge for all pupils

#### Teaching & Learning

Our phonics programme uses an interleaving approach to ensure that new code is taught and previous learning is regularly reviewed. We explicitly teach pupils the three skills of:

- Blending: putting sounds together to read a word
- Segmenting: breaking a word into sounds to spell
- Phoneme manipulation: sound swapping



#### Initial Code:

This is the beginning of the programme, taught as soon as the children start school in Reception Class. It begins by introducing code involving one sound, one spelling, one syllable and CVC words. As pupils progress, it increases in complexity moving on to four, five and six sound words with the structure CVCC, CCVC, CCVCC, CCCVCC before introducing the most common consonant digraphs.



#### Extended Code:

This is taught from Year 1 onwards. Here, we teach the remaining common vowel and consonant sound-to-spelling correspondences until all of the forty four sounds in English have been covered. These include two letters, one sound, same sound, different spelling e.g. (o/oa/ow/o\_e) and same spelling, different sound (great / beat)



#### Polysyllabic Words:

The polysyllabic words unit runs parallel to The Extended Code, progressing from two syllable to six syllable words. The level of challenge in each year group is carefully considered and reflects the teaching of our English lessons across the school.

## Lesson Design

From Reception Class to Year 2, a teaching for mastery approach is used. All phonics lessons follow a similar approach and last for 30 to 40 minutes. From Y3 to Y6, phonics may be taught as intervention sessions for pupils with identified needs.

Units will be taught fortnightly. A new unit will be taught alongside reviews from previous units through sound swap, word building, word reading and reading in text. This ensures that children know and remember their learning.



Word building  
of new words /  
sounds



Sound swap



Reading in text



Dictation



Mastery  
approach so that  
all pupils are  
engaged in  
small steps

## Inclusion

Phonics is critical in securing lifelong success for children and we are committed to making sure all our pupils make best possible progress. At times, some pupils may have difficulties with phonics and not progress at the same pace as their peers. Teachers work closely with our SENDCO and may put interventions and alternative programmes in place for pupils with an identified Special Education Need relating to phonics. This may include pre-teaching, a personalised curriculum, additional support or precision interventions. Where applicable, staff will work alongside SEN advisers to follow programmes to ensure all pupils have the best chance of succeeding.

## Impact: How do we assess our phonics curriculum?



Formative  
assessment  
throughout each  
lesson



Dictation is  
recorded at the end  
of each unit in each  
child's phonics book  
(from Summer Term  
in Reception Class)



Summative  
assessment through  
the Year 1 Phonics  
Screening Check  
DfE information for  
Parents



Summative  
assessment for  
children in  
Reception Class  
using an initial code  
screening check



Diagnostic checks  
are carried out to  
inform future  
learning needs for  
children whose  
phonic skills are  
below expected  
standard

The phonics coordinator monitors teaching and learning in mathematics through the Bishop Chadwick CET 5 strand and 4 strand approach and Sounds Write coaching technique.