



Intent

Through a clearly structured phonics curriculum and quality teaching, we want every pupil to develop a secure understanding of the sounds which make words (phonemes) and the spellings that represent these sounds (graphemes) to ensure they are able to access their school learning with confidence. We want every pupil to be excited by the challenges of problem-solving the code of reading and writing, so that they are able to learn from mistakes in order to be skilful readers and writers. We aim that children leave Framfield with the secure understanding of what is needed to decode and encode successfully, so that they are able to read and write for the key stage 3 curriculum with confidence.

Planning

EYFS and KS1—Teachers deliver daily phonics sessions in EYFS and KS1. The planning for these sessions, follow the **Sounds-write** programme which supports children to use the sounds that is the natural part of the English language to read and write words in context. This is supplemented with additional activities, as appropriate in EYFS in their free-flow activities.

EYFS- children secure their understanding of the initial code

KS1- children secure their understanding of the extended code and begin to develop their knowledge of polysyllabic words.

KS2 Spelling -In Key stage 2, teachers plan using the spelling overview, which follows the **Sounds-write** approach embedded in key stage 1. Each week the children are tested on previous learning.

KS2- children embed their learning of the initial and extended code, while developing their independence in decoding and encoding polysyllabic words with increased independence.

Lesson structure

Planning across the school, allows children to rehearse and apply their learning of the skills for reading and writing (segmenting, blending and phoneme manipulation) as well as the concepts that underpin the English language (letters represent sounds, there are multiple ways of spelling sounds, a spelling can represent more than one sound).

Lessons are structured using the lesson scripts in the Sounds-Write manual to ensure consistency of teaching. This regularity, allows children to focus solely on the new skills or concepts being taught.

Reading materials

Children use decodable readers, in and out of the phonics sessions, to enable them to practise and apply their current phonics learning and secure their use of skills taught. These are sent home and changed regularly by the teaching team.

The decodable readers are Dandelion Readers, but will be supplemented by Sounds-Write online books.

Terminology

To support children with their phonic and spelling learning, teachers will use topic specific **vocabulary** throughout our school. These can be found in the Sounds-Write manual.

Assessment

All teachers will use formative assessment strategies in every phonics and spelling session. This will inform daily planning for the class, specific groups or individuals, as applicable.

Where appropriate, children who need additional support for the daily learning will be included in a 'keep-up' session on the same day.

In addition to this, teachers will deliver summative assessments, following the **Assessment schedule**, to allow them to monitor children's progress and identify any specific teaching points necessary to revisit in upcoming sessions.

Teachers will ascertain if children have retained previous learning, using a weekly test. These scores will be recorded and will highlight any children having particular difficulties with spelling issues.

When children are identified as needing further support, the children will be included in small group or 1:1 sessions with the teaching team on identified sounds, skills or spelling strategies.