



*Reading should not be presented to children as a chore or duty. It should be offered to them as a*



## **Intent**

At St Wilfrid's Catholic Primary School, we follow the SSP Essential Letters and Sounds programme in our Phonics lessons. These lessons form part of the English Curriculum and the intention is that all children are fluent readers and have reached their age-related expectation by the time they leave KS1.

The principles of ELS are based upon:

- ***the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans***
- ***the use of consistent terminology by teachers, children and parents***
- ***the use of consistent resources that support effective teaching***
- ***repetition and reinforcement of learning***
- ***regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up.'***

All children in Year 1 are expected complete the government recommended Phonics Screening Assessment at the end of the Summer Term. Interventions are planned for children who are identified as requiring additional support.

Phonics lessons start as soon as children enter our Reception Class, starting with Phase 2. Decodable reading books are sent home and it is the expectation that these books are read at least 3 times a week. Skills taught during these lessons are also practised and applied within their English lessons.

## **Implementation**

At St Wilfrid's we understand that phonics is an approach to teach decodable words alongside the HRS (Harder to read and spell words) the words that children will need to know to support their reading, spelling and writing. This is reflected in our high-quality planning and teaching

throughout EYFS and KS1. Children entering FS2 will have had experience of Phase 1, listening to environmental sounds, songs, rhyming stories, and a wide selection of stories as well as sounds from the alphabet. Throughout FS2 children consolidate Phase 1 and begin from day one Phase 2 from Essential Letters and Sounds, discrete daily phonics lessons learning the graphemes that match the phonemes to support their early reading. They learn to blend and segment words so that they can make a phonetically plausible attempt at their own independent writing. By the end of FS2 all children will have been exposed to Phase 2,3 and 4. In Year 1 children continue to become confident readers consolidating Phase 3 and 4 in the Autumn term and Phase 5 throughout the Spring and Summer terms.

Weekly discrete SPaG lessons cover spelling patterns and rules that complement the teaching of phonics. Children are taught in groups based on their ability and experience to support their needs. Any child who has not passed the required mark on the Summer Phonics Screening Assessment will follow a planned intervention programme in Year 2. By the time children enter Year 2 some will already be fluent readers. Discrete daily phonics lessons continue consolidating Phase 5 in the Autumn term and with more emphasis on spelling patterns and fluency with reading. Any child who has not reached the required mark in Phonics Screening will be able to re-sit. Children who do not meet the required level at the end of KS1 will need further interventions as they enter lower KS2 to support their needs.

### **Impact**

At St Wilfrid's we have high expectations of all children learning to read. We understand that Phonics teaching is only a part of that journey but a very important one during EYFS and KS1. As children acquire the skills and strategies that they need to become fluent and confident readers they also become excited choosing books to read. All teachers working in EYFS and KS1 are experienced and understand how young children learn to read and the importance of immersing them in stories, rhyme, non-fiction as well as encouraging listening and speaking to support their skills. As a result, most children will make excellent progress. Children are monitored and assessed half termly as well as ongoing formative assessment that informs planning for some children who need additional support.

We have a consistent approach to the teaching of Phonics following Essential Letters and Sounds throughout EYFS, KS1 and KS2 so that children are familiar with similar styles and can learn at a quicker pace supporting their age-related reading ability. The goal is for the children to become confident, fluent readers and writers with a good understanding that will support their reading in other areas of the curriculum.