



Guidance on the Teaching of Phonics

Intent:

At Easton CE Primary, we use the Unlocking Letters and Sounds systematic, synthetic phonics programme to teach with rigour and fidelity. We teach our phonics, so that it is accessible to all, by planning for 100% engagement from each child. Synthetic systematic phonics is a key skill that supports the development of early reading.

We place our quality phonics teaching in a language rich curriculum, with exposure to a range of both physical and digital texts. We continually aim to make strides towards closing the word gap.

Working alongside parents and carers, we want to provide our pupils with the skills they need to have a successful start to their lives as readers and to ensure that our children develop a love of reading.

Implementation and Impact:

In order to implement our intent, and measure its impact, we:

1. Explicitly teach phonics daily in EYFS and KS1, with high expectations of all children.
2. Plan and teach following the rigorous sequential approach using Unlocking Letters and Sounds Phonics.
3. Follow Unlocking Letters and Sounds Progression document to ensure clear milestones for each year group.
4. Have a strong start in EYFS, ensuring we start phonics teaching immediately after settling in, then following the Progression document.
5. Continue to use Phonics in KS2 for children requiring support, and for spelling strategies for all children.
6. Teach our classes as a whole group thereby employing a 'keep-up', rather than 'catch-up' approach.
7. Provide plenty of opportunity throughout the day for children to revise and apply their new phonics knowledge.
8. Ensure each phonics lesson involves all children learning, all of the time, following the same structure
 - a. Revisit and review
 - b. Teach
 - c. Practise
 - d. Apply

9. Use assessment for learning strategies to identify those at risk of falling behind and to provide additional challenges for those that need it. We 'scoop up' quickly, by providing planned interventions that are delivered outside of the daily phonics lesson.
10. Undertake assessment of phonics learning half-termly. This data is monitored by individual class teachers, but also by the Phonics Lead and English Team. Teachers and the Phonics Lead ensure this information is used to adapt future planning.
11. Use Unlocking Letters and Sounds pictures and rhymes to support the teaching of graphemes. These are consistent across the school.
12. Ensure our resources (including flash cards, actions, and slides) are consistent across the school.
13. Ensure our staff undertake regular training in the delivery of our phonics programme.
14. Undertake supportive monitoring of phonics planning and teaching, so that we can continually develop our practice.
15. Make every effort to support parents and carers with learning at home. This includes meetings, videos on our Dojo pages, resources to practise graphemes and sight words.
16. Provide reading books that are matched to the individual child's phonic knowledge and that are 100% phonetically decodable.