



# Phonics Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p><b>How EYFS prepares children for the National Curriculum.</b></p> <p>Children are introduced to Phase 2 phonics in the starting weeks in Reception. Children are assessed and placed in streamed groups according to need and ability.</p> <p>A range of books are made available to children through provision which link to the current topics. Areas focussed on phonetical awareness are a part of everyday provision. Reading areas are also resourced with topic-based books. The environment reflects the level of priority Reading has at Castercliff Primary Academy.</p>	<p><b>How we assess key elements.</b></p> <p>Children in KS1 who are still accessing phonics are assessed in accordance to the child's phonics phase. Home Reading books are matched to the week which they are being taught in their specific phonics group.</p> <p>Phonics Tracker is used to assess children's knowledge of phonemes and their ability to blend their phonemes together. As we follow the Red Rose Phonics scheme, consolidation weeks are included to provide opportunities for informal assessments and teachers respond to this data. This may lead to children moving Phonics groups or more</p>	<p><b>How opportunities planned are for.</b></p> <p>All Phonics sessions have been planned for using the Red Rose Letters and Sounds planning document. Children are assessed on entry and then put into the appropriate streamed groups.</p> <p>Phonics is taught twice daily. The first session is following the revisit/review, teach, practice and apply with each new learning being explicitly shown/taught with the actions.</p> <p>The second session is a focus on oral blending and segmenting and blending words to read (application) along with the flash cards and tricky words.</p>	<p><b>More Able learners</b></p> <p>Each group is streamed in accordance to the needs of the children. The Red Rose Letters and Sounds word bank provides exciting vocabulary which stretches and challenges the children to read more challenging words.</p> <p><b>SEND</b></p> <p>We ensure that children with SEND are provided with equal access to a broad and balanced Phonics curriculum, that is appropriate to an individual's special educational needs</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. All</p>	<p><b>Long Term Plans</b></p> <p>Long term planning is used to ensure that Phonics/Reading fits into a broader topic and promotes links between various strands of learning. The Red Rose Letters and Sound planning and progression document ensures that the learning is layered through the year, ensuring that prior knowledge and skills facilitate positive starting points and good attainment in current learning.</p> <p><b>Medium Term Plans</b></p> <p>For each session taught, the Red Rose Letters and Sound Progression planning document will identify prior learning, establish the vocabulary to be taught, key knowledge and key skills. It will identify the progression of</p>



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<p><b>Moving from Reception into KS1</b></p> <p>Children in EYFS will begin with Phase 2 Phonics with provision activities and sessions to promote the Phase 1 elements.</p> <p>By the end of EYFS, the children will have been taught Phase 2 and 3 and most will have a secure knowledge of these Phases.</p> <p>Phase 4 to be introduced if appropriate.</p> <p>Children in KS1 will be ready to access Phase 5 Phonics ready for the Phonics Screening Check. Children who have not yet consolidated the earlier phases, this is taken into consideration when grouping children for phonics once they have moved into KS1.</p>	<p>intervention may be put in place.</p> <p><b>What Formative assessment takes place in Phonics.</b></p> <p>Feedback to be given to class teachers to ensure that gaps are being covered in homework or with an intervention. Children to be given opportunities to apply their Phonics skills in all areas of the curriculum.</p> <p><b>What Summative assessment takes place in Phonics</b></p> <p>All children who are accessing Phonics are assessed half termly on Phonics Tracker.</p>	<p><b>Enquiry in promotes questions about</b> people, society, environment and the planet. As these skills develop further enquiry opportunities allow learners to explore place and space, investigating the great differences in cultures, political systems, economies, landscapes and environments across the world, and explore the links between them.</p>	<p>staff ensure that those activities are stimulating and challenging and promote the best attainment for each learner.</p>	<p>the skills and knowledge through the topic, enabling children to make links to prior learning and understand how future learning will develop.</p> <p><b>Weekly</b></p> <p>Weekly planning is used and from the Red Rose Letters and Sounds document to ensure that what has been set out is being taught daily and across the week.</p>
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## **Explicit Examples of Progression**

All staff teaching to Phonics to have the progression of sounds and words throughout the year to ensure that everything is being taught.

All staff to be familiar with the Phase they are teaching along with the previous Phase to ensure that the sessions are progressing with the planning document.

## **The importance of prior learning to support current learning**

All children to be assessed half termly on Phonics Tracker with the current Phase they are on.

All teachers to speak to the member of staff delivering their Phonics group to ensure that an overview of how the groups are going is passed on regularly.

