







Phonics Curriculum Rationale

“Successful teaching of phonics will give all pupil a solid base to build as they progress through school. It will help pupil develop the habit and love of reading widely and often for pleasure and information.” Department of Education 2021

Intent		Implementation		Impact	
 Curriculum	<p>Our phonics teaching is designed to ensure all pupils have access to a phonics programme that is best for their individual learning needs. Becoming a confident and fluent reader has two dimensions: word recognition and language comprehension. Successful early phonics allows pupil to develop automatic word recognition through decoding and blending, which provides the foundation for progressing confidently through school. It gives pupil a solid foundation for both reading and writing.</p> <p>Pupils on the early pathways will focus on Environmental sounds, Instrumental sounds, Body percussion (e.g., clapping and stamping), Rhythm and rhyme, Alliteration, Voice sounds, and Oral blending and segmenting (e.g., hearing that d-o-g makes 'dog').</p> <p>Pupils on the middle pathways will continue with the pre-phonics programme and lead onto, where appropriate, the SEND version of Little Wandle to best meet the needs of non-verbal and pre-verbal pupil to give them the best opportunity for becoming fluent readers. Pupils on the higher pathways use the Little Wandle scheme, an accredited Systematic Synthetic programme (SSP) by the DfE.</p>	 Pedagogical Approaches	<p>A dedicated Phonics Lead will oversee Phonics. We will consistently follow the Little Wandle programme for pupils learning in upper pathways. Assessments will be used to identify pupil who need additional support and practice quickly. Additional support will be prioritised and planned to meet the child's specific needs. All reading books will be matched carefully to the pupil's phonic level and our SSP. Books should not be a challenge for pupil; instead, they should offer the opportunity to practise the phonics they already know. Pupil should be able to read their books with at least 90% accuracy. Common exception words will be taught within the SSP programme and linked with home reading books.</p>	 Approach to Assessment	<p>Monitoring pupil's progress throughout school is vital to establish knowledge acquisition. At Heron School, learning always starts with the pupil's prior knowledge and any misconceptions that they may have. Baseline assessments guide phonics teaching, and learning is always built upon lesson by lesson. Assessments will monitor individual pupil's progress over the long term and beyond. Regular reading of decodable books will ensure that reading supports learning and allows practising phonics.</p>

 <p>End Points</p>	<p>All pupil will leave Heron, having experienced some phonic learning. Some pupil will be able to see the letters and say the sounds automatically when reading. Some pupil will be able to hear the sounds and recall the letters automatically for spelling. Some pupil will have secure knowledge of independent blending at word, sentence, and text levels. Some pupil will have secure knowledge of independent segmenting for spelling and know which spelling alternative to use.</p> <p>All pupil will have experienced handwriting lessons, and some will have developed the necessary skills for handwriting: pencil hold, letter formation, positioning on a writing line, and print before cursive.</p> <p>Some pupil can confidently read and spell all common exception words. All pupil will have planned opportunities to practise the phonics they have learnt.</p>	 <p>Teachers' Knowledge</p>	<p>All staff will have sufficient training on the systematic synthetic phonics (SSP) programme to ensure they are confident in their subject knowledge. This will include staff meetings led by the phonics lead and specific training from the Trust lead.</p>	 <p>Performance Data & Pupil Progress</p>	<p>The Phonics Lead will review the data. This data analysis will show patterns, track progress over time, and identify areas for improvement.</p>
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