



At St Cuthbert's we are committed to ensuring every pupil becomes a proficient reader and writer through a high quality phonics programme. To do this we use the Sounds Write phonics programme

Intent: What do we want for all our pupils?

We want our pupils to be taught by well trained, skilled teachers and teaching assistants who provide high quality teaching so that all children can reach their full potential as confident and enthusiastic readers and writers.



Implementation: How we sequence & teach our phonics curriculum

Curriculum Design

Our phonics curriculum has been developed using the Sounds-Write programme to ensure that every child can reach their full potential in their phonic knowledge, leading to fluent readers and confident spellers. Phonics is taught using a mastery approach where the whole class of children are taken on their learning journey together. Constant assessment by trained teachers and teaching assistants during the session allows for responsive, in-lesson intervention as well as challenge for all pupils

Teaching & Learning

Our phonics programme uses an interleaving approach to ensure that new code is taught and previous learning is regularly reviewed. We explicitly teach pupils the three skills of:

- Blending: putting sounds together to read a word
- Segmenting: breaking a word into sounds to spell
- Phoneme manipulation: sound swapping

Speed and accuracy need to be achieved for these skills to become automatic and children to read fluently.



Initial Code:

This is the beginning of the programme, taught as soon as the children start school in Reception Class. It begins by introducing code involving one sound, one spelling, one syllable and CVC words. As pupils progress, it increases in complexity moving on to four, five and six sound words with the structure CVCC, CCVC, CCVCC, CCCVCC before introducing the most common consonant digraphs.



Extended Code:

This is taught from Year 1 onwards. Here, we teach the remaining common vowel and consonant sound-to-spelling correspondences until all of the forty four sounds in English have been covered. These include two letters, one sound, same sound, different spelling e.g. (o/oa/ow/o_e) and same spelling, different sound (great / beat)



Polysyllabic Words:

The polysyllabic words unit runs parallel to The Extended Code, progressing from two syllable to six syllable words. The level of challenge in each year group is carefully considered and reflects the teaching of our English lessons across the school.

Lesson Design

From Reception Class to Year 2, a teaching for mastery approach is used. All phonics lessons follow a similar approach and last for 30 to 40 minutes. From Y3 to Y6, phonics may be taught as intervention sessions for pupils with identified needs.

Units will be taught fortnightly. A new unit will be taught alongside reviews from previous units through word building, word reading and reading in text. This ensures that children know and remember their learning.



Review



Teach new sound



Reading



Dictation

Activities to teach sounds include: Word building, Symbol Search, Sound Swap, One Sound/Different Spellings, Sound Review Seek the Sound, and reading in a text.

We teach a mastery approach so that all pupils are supported to achieve and in small steps.

Inclusion

Phonics is critical in securing lifelong success for children and we are committed to making sure all our pupils make best possible progress. At times, some pupils may have difficulties with phonics and not progress at the same pace as their peers. Teachers work closely with our SENDCO and may put interventions and alternative programmes in place for pupils with an identified Special Education Need relating to phonics. This may include pre-teaching, a personalised curriculum, additional support or precision interventions. Where applicable, staff will work alongside SEN advisers to follow programmes to ensure all pupils have the best chance of succeeding.

Impact: How do we assess our phonics curriculum?



Formative assessment throughout each lesson



Dictation is recorded at the end of each unit in each child's phonics book (from Summer Term in Reception Class)



Summative assessment through the Year 1 Phonics Screening Check [DfE information for Parents](#)



Summative assessment for children in Reception Class using an initial code screening check



Diagnostic checks are carried out to inform future learning needs for children whose phonic skills are below expected standard

The phonics coordinator monitors teaching and learning in phonics through the Bishop Chadwick CET 5 strand and 4 strand approach and Sounds Write coaching technique.