



# Intent, Implementation and Impact

## Intent

At Pottery Primary School, we value reading as an essential life skill and are dedicated to enable all our pupils to become independent lifelong readers. We understand the importance of children learning key skills in segmenting and blending to enable them to complete the phonics check at the end of year 1 and to read with enjoyment using the skills they have learnt.

We use a systematic approach to teach synthetic phonics to enable children to develop secure reading and spelling skills. In order to deliver clearly structured sessions, we use the DFE approved scheme Twinkl Phonics which follows the structure: revisit, teach, practice, apply, assess. Our phonics sequence sets out clear expectations of pupils' progress in phonics term by term. It is to be used as a tool for informing all teaching of phonics including in whole class sessions, interventions and 1:1 reading. The sequence sets out the pace that we expect a typical child to progress through the phonics programme. This pace can be adapted/reduced for high attaining children, with those children who are not on track receiving interventions to enable them to catch up with their peers. Where appropriate teachers use outdoor learning activities. Teacher's use the same phonics tracker which support's teacher's ongoing assessments and identifies gaps and where targeted teaching is needed.

## Implementation

Through the teaching of phonics, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Reception and KS1. Phonics teaching is systematic, engaging, lively and interactive. Each phonics lesson includes the following elements:

- Revise – overlearn the previous graphemes and words
- Teach – introduce a new grapheme/words
- Practise – develop GPCs (grapheme phoneme correspondences)/read and spell new words
- Apply – use new graphemes/words in games and activities to secure knowledge
- Assess – monitor progress within each phase to inform planning

Extra support is provided to those in Year 2 (and in KS2 where appropriate) who have not passed phonics screening in Year 1 and interventions are planned for those children who are

working below expected levels. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

In Reception, Phonics is taught through daily whole class teaching input, smaller ability groups for challenge and support and in small group activities. In Year 1 and Year 2 phonics is taught through structured whole class teaching and consolidated with phonics activities and games throughout the week. Targeted intervention through KS1 for the teaching of phonics is organised into small groups, outside of the phonics lesson, depending on children's prior phonics knowledge, and looking at where individuals need challenge or support. Where extra intervention is necessary, this is provided for children throughout Key Stage 1 and 2.

Pupils have regular reading sessions with an adult to ensure they are regularly practising and applying their phonics knowledge. This includes extra one-to-one reading for those children who are most vulnerable to enable them to catch up to meet age related expectations. Teachers regularly assess children's phonics knowledge. These regular assessments inform planning and allow teachers to identify any gaps in learning. Children have phonically decodable reading books matched to their phonics knowledge which they are encouraged to read regularly at home to ensure fluency in reading is developed. Our main reading scheme is Twinkl Rhino Readers. We also use Oxford Reading Tree Floppy's phonics and Bug Club to supplement this.

The structure of our phonics teaching is as follow

<b>Phase 1</b>	<ul style="list-style-type: none"> <li>• Listening to and for sounds.</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> </ul>
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#### EYFS - Phase 2

	Week						
	1	2	3	4	5	6	7
Sounds	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l	ff, ll, ss, s saying /z/	Level 2 Revision
Tricky Words				to, the	no, go, l		

#### EYFS - Phase 3

	Week											
	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	Recap Sounds from Weeks 1-4	Recap Sounds from Weeks 5-7	Trigraphs and Consonant Digraphs	Graphemes and Vowel Digraphs	Level 3 Revision
Tricky Words Reading	Revise Level 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	Level 3 Revision
Tricky Words Spelling		the, to		no, go, l								the, to, no, go, l

#### EYFS - Phase 4

	Week				
	1	2	3	4	5
Sounds	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Level 4 Revision
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, here	Level 4 Revision

## Year 1 - Phase 5

Year 1 Autumn Term										
Week										
	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'Le' saying /igh/ /oo/ and /oa/	'u_e' saying /yoo/ and /oo/ 'e_e' saying /ee/	'ou' saying /ow/	Long Vowel Sounds	'ch' saying /c/ 'ch' saying /sh/
<b>Regular Spellings</b>	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef parachute chute
<b>Common Exception Words Reading</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words Spelling</b>	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs
Year 1 Spring Term										
Week										
	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'ir' saying /ur/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
<b>Regular Spellings</b>	stir girl bird shirt dirt clue third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
<b>Common Exception Words Reading</b>	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
<b>Common Exception Words Spelling</b>	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye
Year 1 Summer Term										
Week										
	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	'ie' saying /ee/	Adding -ed	Adding -s and -es	Adding -er and -est	'tch' saying /ch/	Adding -ing and -er to Verbs	'are' and 'ear' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding un-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gasp yelled hunted started shouted wished	skirts raincoats hairbrushes bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
<b>Common Exception Words Reading</b>	January February	April July	scissors castle	beautiful treasure	door floor	favourite bought	autumn gone	know colour	other does	talk two
<b>Common Exception Words Spelling</b>	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure

## Year 2 - Phase 6

Year 2 Autumn Term										
Week										
	1	2	3	4	5	6	7	8	9	10
<b>Spelling Pattern</b>	'y' saying /igh/	'dge' and 'ge' saying /j/	Adding -es to Words Ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding -ed and -ing to Words Ending in 'y'	'wr' saying /r/	'le' saying /l/	Adding -er and -est to Words Ending in 'y'	'el' saying /l/
<b>Regular Spellings</b>	by dry shy fly spy reply pylon python	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
<b>Common Exception Words Spelling</b>	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak

Year 2 Spring Term										
Week										
	11	12	13	14	15	16	17	18	19	20
<b>Spelling Pattern</b>	'ai' and 'il' saying /i/	Adding -ed and -er to Words Ending in 'e'	'eer' saying /ear/	ture	Adding -est and -y to Words Ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding -ing, -ed to CVC/ CCVC words	'o' saying /u/	'ey' saying /ee/
<b>Regular Spellings</b>	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
<b>Common Exception Words Spelling</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous

  

Year 2 Summer Term										
Week										
	21	22	23	24	25	26	27	28	29	30
<b>Spelling Pattern</b>	Adding -er, -est, -y to CVC and CCVC Words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Suffixes -ment and -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	Suffixes -ful, -less and -ly	Homophones/ Near Homophones	Prefix dis-
<b>Regular Spellings</b>	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
<b>Common Exception Words Spelling</b>	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early

## Glossary

Phoneme- the smallest unit of speech-sounds which make up a word.

Grapheme- the written representation of sounds.

Tricky word- word which can't be sounded out

Keywords- high frequency words

vc word- vowel consonant word (it, as)

cvc word- word made up of a consonant, vowel, consonant (cat, dog)

Initial sound- first sound in word

## Impact

- Children enjoy and have confidence in their phonics learning. They will transfer these skills to support their reading for pleasure and to communicate through writing.
- Children know more, remember more and understand more about Phonics, demonstrating this knowledge in all areas of the curriculum involving reading and writing.
- The large majority of children will achieve age related expectations in Phonics and this will be assessed through EYFS data and the Phonics Screening Check at the end of Year 1.
- Parents have a clear understanding of how phonics is taught throughout the school and the impact it is having on their children. They will also understand how to further support their children with this learning at home.
- All staff teaching phonics consistently use the correct vocabulary, lesson structure and teaching techniques to ensure all children's needs are being met in a fair and consistent way