



# PHONICS

## Intent, Implementation and Impact Statement



### INTENT

At St Andrew's we use a scheme called Sounds-Write, which is one of the Government approved Phonic Schemes. Sounds-Write is a direct instruction approach to the teaching of reading and spelling. It aligns very closely with the Science of Reading and incorporates insights from the Science of Learning, including Cognitive Load Theory.

It provides scripted lessons for educators to deliver with consistency, clarity and rigour. The most crucial aspect of Sounds-Write is that it is a speech-to-print approach: it starts with what all children learn naturally, the sounds of their language, and teaches them how to represent those sounds in writing.

Because this code is reversible, reading and spelling must go hand in hand and are taught in every Sounds-Write session. Once children have become competent readers, Sounds-Write should be used to expand and reinforce the teaching of spelling into Key Stage 2. Sounds-Write is a whole-school linguistic phonics approach to teaching children to read and spell from the Early Years to Year 6 and beyond.

At St Andrew's our phonic lessons are delivered with fidelity across the school by practitioners who have completed our initial training either online or in-person. Research shows that teacher knowledge is one of the most important factors in effective teaching and learning, and that is why Sounds-Write is fundamentally a training-based approach rather than a resource-based programme.



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### IMPLEMENTATION

The Sounds Write programme used at St. Andrew's CEVA has a clear progression of skills and knowledge. The scheme used is fully aligned to National Curriculum and Ofsted requirements. It focuses on the acquisition of phonic code and how to apply to code to read words of increasing complexity.

In EYFS and Key Stage 1 children receive two sessions of Phonics per day. The first session is taught by the class teacher and teaches new phonic code and blending and segmenting skills. The second session of the day may be taught by either a teacher or teaching assistant, and will either focus on consolidating the new skills taught in the current unit, or used as a 'catch up' session. Children are monitored closely for their progress in phonics knowledge and understanding throughout their learning journey. Children who are identified as having any gaps, either in their knowledge of the code (sounds) or their blending and segmenting skills, are quickly given further support, in addition to their daily phonics sessions — this ensures that children have the chance to keep up and catch up, rather than missing out on new code being taught.

In lower Key Stage 2 the children receive a daily phonic lesson completing the Extended Code units of work, more complex and varied ways of spelling a wider range of words. Phonics is taught as an intervention further up Key Stage 2. This usually only applies to children who have recently arrived at the school and who have been identified as having gaps in their phonic knowledge.

Our Progression of skills and knowledge document shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage.

Lessons incorporate various teaching strategies from teacher instruction to independent tasks to paired and group work. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key skills and vocabulary.



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### IMPACT

A focus on acquiring skills and the approach to learning will allow teachers to assess children against the National Curriculum expectations for Reading and Writing. The impact of St. Andrew's CEVA Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes opportunities for teachers to assess pupils against the learning objectives. Opportunities for children to talk about their phonics will be included in all lessons. A Sounds-Write Lesson will include:

- Each session should begin with a review of previously covered material.
- Teach in small steps to avoid cognitive overload.
- Ensure that instructions are short and clear as indicated in the lesson scripts.
- Lessons should be interactive with all students engaged in the activities.
- Use questioning to check for conceptual understanding and follow-up with feedback.
- Feed back and feed forward through error corrections and/or re-teaching as required.
- Use the scaffolding techniques for differentiation during the lesson.
- Remember the importance of guided participation and practice.
- End each session with reading or writing (dictation) in connected text.

After receiving high quality phonics teaching at St. Andrew's CEVA Primary, pupils should leave school equipped with a range of skills and knowledge to allow them to be able to read fluently and accurately.