



## Phonics and Early Reading

### INTENT

At St Augustine's we deliver a high-quality synthetic phonics teaching programme which secures the most crucial skills of word recognition that will enable children to read fluently and automatically and to concentrate on the meaning of the text. There is consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school. We differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge whilst still experiencing success and give children word-learning strategies that will enable them to become fluent readers and confident writers.

### IMPLEMENTATION

Phonics is taught systematically and discretely as the prime approach to the teaching of early reading. The teaching progression of phonics has been carefully planned by the school using the Letters and Sounds synthetic phonics programme, supported by Jolly Phonics to introduce Phase 2 & 3 graphemes. The Rising Stars spelling programme supports the teaching of spelling in Year 2 and continues throughout Key Stage 2.

Beginner readers at St Augustine's are taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word, to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes.

Our phonics teaching is:

- part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- taught discretely and daily at a brisk pace following the structure: revisit, teach, practice, apply
- multisensory, encompassing activities to engage visual, auditory and kinaesthetic (movement-based) channels
- systematic and cumulative, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress
- reinforced and applied throughout the curriculum and throughout the day in such activities as independent, shared and guided Reading and Writing, developing rhythm and sound discrimination in Music, and introducing new vocabulary in all subjects
- time-limited, to develop confident readers by the end of Key Stage 1.

### CURRICULUM IMPACT

As a result of the carefully planned phonics programme the children at St Augustine's achieve success in their phonic and reading development. Early Intervention is put in place due to the carefully planned assessments, which identifies children who need further support and they quickly achieve success. Over 90% of children pass the Phonic Screening:

<b>Year 1</b>	<b>School</b>	<b>National</b>
June 2019	97%	82%
Dec 2021 (Year 2)	93.5%	N/A
June 2022	93.3%	75.5%