

Upton Meadows Primary School

Phonics Intent Statement



At Upton Meadows Primary School we recognise the importance of every child achieving a solid and robust foundation in phonics that enables them to progress onto being successful readers and writers. We teach phonics knowledge through a systematic and structured daily programme that enables every child to make progress regardless of their starting point and allows for clearly targeted interventions to support their progress at every stage.

- Children begin their reading journey as a core priority in EYFS, where phonics is taught systematically through a daily RWI lesson so that children can build their phonic knowledge to support them as readers. This begins as soon as they enter the school using the 'Making a Strong Start' RWI guidance
- A dedicated daily RWI lesson, for Reception and KS1, enables children to develop fluency and build phonic knowledge to support them as readers and writers. Those children requiring additional support also receive this input in KS2 either daily or an agreed number of times a week
- Phonics teaching evolves into dedicated spelling lessons in KS2 through the systematic and structured programme Plan It Spelling which is designed to build on what children learned previously through RWI and develop their ability to apply the NC spelling rules
- Children are assessed and regrouped regularly in order to ensure their phonics learning is matched carefully to their needs
- Every child is given opportunities to apply phonics knowledge throughout the core and wider curriculum.
- High frequency words, 'tricky words' and KS2 spelling lists are taught using the RWI strategy of developing sight vocabulary using word cards. This strategy is used as part of precision teaching through KS2 as an intervention to accelerate progress in phonics for those children who require support.
- Additional support for children who find phonics challenging, or who join the school needing to strengthen their phonic knowledge, is organised as interventions and these children are supported with resources in class as part of quality first teaching
- Language acquisition forms a key part of our early reading strategy with a clear focus on Speaking and Listening skills in-line with the EYFS Areas of Learning - all children entering EYFS undertake a Welcomm screen with our SALT specialist TAs in order to identify at the earliest opportunity children needing additional support with this area
- Every child working on the RWI scheme of work, takes home a book that is exactly matched to their phonics stage. In addition, all children have a reading scheme book at the appropriate level. These books are both taken home to share with their family as well as being read with adults in school
- Where children are at risk of falling behind, clearly identified, research-based interventions are put in place in order to support them