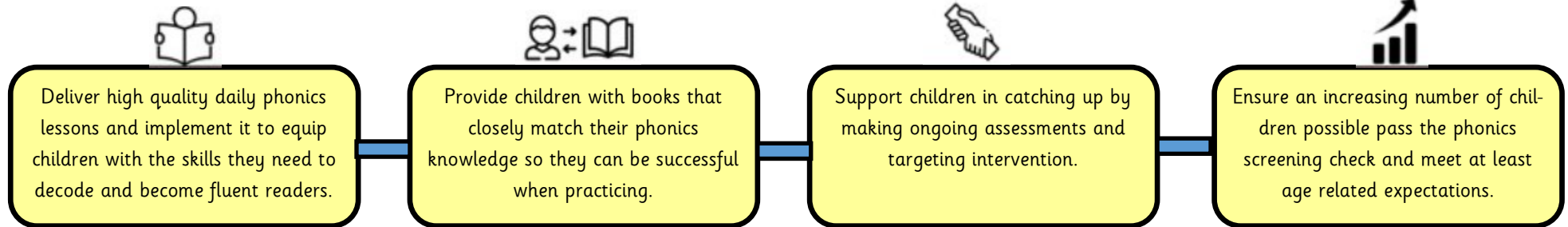




Intent: We aim to:

At the Merton we believe that reading is the key to unlocking the curriculum for success and enjoyment, throughout children's time at school but also in the future. Phonics is crucial to unlocking the reading code.



Implementation: How do we achieve our aims?

We believe that learning to read is the key to academic success. Phonics teaching is recognized as an important component in the development of early reading skills. High quality teaching provide children with skills to learn to read, and forms the foundations for children to develop reading for meaning and making independent reading more pleasurable. Therefore phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based on.

A Systematic Approach

We use a bespoke, high quality and rigorous approach to teaching phonics, based on the StoryTime Phonics programme. Sounds, mnemonics for graphemes and letter formation are linked to high quality books, engaging children and exciting them to read for pleasure, develop a love of books alongside a phonics first approach to decoding and reading word, making a concrete link between phonics and reading. Our developed long term plan is a systematic, synthetic approach with clear expectations that are laid out from Reception to Year 2, and beyond to continue growing the phonetic code through to Year 6.



Access to appropriate books

High quality reading books published by Oxford Owl have been carefully selected to match to the graphemes the children learn, ensures that children apply their phonetic knowledge through reading high-quality texts.



Rigorous Assessment

Embedded into a sequence of teaching are regular assessment points, which allow teachers to identify any children that may need extra support.

Implementation (...cont)

Progression

Reception

Year 1

Year 2 - 6

Phase 1
Developing
Speaking &
Listening Skills

Phase 2
Initial letter
sound corre-
spondences

Phase 3
Introduction of conso-
nant digraphs and long
vowel sounds

Phase 4
Consolidation of reading and
spelling words with adjacent
consonants.

Phase 5
Learn new alternative graph-
emes, alternative pronuncia-
tions and other alternative
spellings.

Intervention
Children move to whole class
spelling and reading.
Interventions for those who
require it.

Rigorous Practice

Strategies and skills are explicitly
modelled through a consistent
structure of a four part lesson
teaching sequence.
Revisit—Teach—Practise—Apply

Phonics is taught daily and has a
regular slot on all class timetables.

Teachers ensure that all children
make progress through high quality
teaching and targeted
interventions.

Children are carefully matched to
phonetically decodable books to
read at home.

The same visual representations
and mnemonics are used by all
teachers and teaching assistants.

Each class a Phonics Wall showing GPCs taught.

Children are assessed at the end of Year 1 statutory Phonics Screen
Check. This confirms whether a child has met the expected standard. This
alongside teacher assessment will help to identify sounds needing further
support in Year 2, alongside whole class spellings and reading. This al-
lows children to consolidate and develop their confidence, within a group
aimed at their specific ability, ready to retake the check at the end of
Year 2.

Support to catch up

Although we expect the majority of children will have met the expected standard in Phonics by the end of Year 1, we recognise that some children
will benefit from further teaching and we will ensure that high quality Phonics provision is in place for;

- Children who did not pass the Year 1 Phonics Screen * Children who are SEND or struggling with decoding and blending * Children who are new to the country and/or have no experience of English.

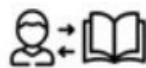
Interventions will look different for different children. In Year 2-6 you may see:

- 1:1 Precision Teaching sessions * Small group interventions focused on grapheme recognition, decoding, blending and segmenting to spell.
- Teaching Tricky Words and Common Exception words

Impact: *How will we know we have achieved our aims?*



Children can decode, segment and
blend confidently by the time they
are at the end of Year 1, ready to
move from leaning to read to read-
ing to learn.



Children will feel successful in read-
ing and are more willing to read
because books are matched to their
needs.



By implementing high quality inter-
vention effectively and promptly,
the majority of children will become
fluent, confident readers by the end
of KS1.



A high number of children pass the
phonics screening check at the end
of Year 1.