

# Phonics

## Subject on a page

### Excellence Through Enjoyment

At Foxmoor we recognise the importance of fostering a love of reading and believe that Phonics is one of the most important ways to make a difference to a child's life chances. It is an integral part of all learning and a crucial step in each child's reading journey. This journey starts when they join us in 'Little Foxes' and carries with them as they join the main school and continue their school journey with us.



### Intent - We aim to:

Deliver daily phonics through a high quality phonics programme and consistently implement it to equip children with the skills they need to decode and become fluent readers.

Provide children with books closely matched to their phonic abilities to enable successful practise.

Support children in catching up quickly by making ongoing assessments and targeting intervention.

Ensure the highest number possible pass the phonics screening check, with aspirational yet achievable expectations.

Place children in clearly assessed groups that show a clear pathway.

Understand the specific needs of our SEND and EAL children and adapt our sessions when necessary.

### Implementation - How do we achieve our aims?

#### The Foxmoor approach

- All our expert staff understand the importance of phonic teaching and have the skills to teach phonics effectively
- Fidelity to a DFE validated synthetic phonics programme and the understanding of how this makes a difference to each child
- High quality interactions with all adults during Phonics lessons
- Organised and well designed phonics sessions provide a strong learning environment for each child

#### Catch up, not Keep up

- Regular contact with parents to help them understand how they can support their children through their phonics journey
- Regular assessments where children's gaps are identified early and precise support is put in place
- Interventions are personalised to each child that requires extra support
- Interventions and support are reviewed and evaluated regularly
- Additional support is in place for those children who need it

#### Access to appropriate books

- Children have access to decodable books linked to our phonics programme and their current level of reading
- Children are able to share their successes at home using our 'book bag books'
- Children have access to high quality books through weekly sessions in our school library

#### Practice, practice, practice- In Reception and Key Stage One

- Children participate in daily phonics lessons
- Children are taught as a whole class and within phonic ability groups
- Children work independently and with reading partners
- All lessons follow a consistent structure and with fidelity to the DFE approved programme we have chosen
- Children have access to decodable books to share and read at home
- All adults know and understand the importance of a strong start with phonics teaching and have access to high quality resources

#### Assessment

- Half termly assessments which allow teachers to identify gaps and plan the next steps in each child's phonic journey
- Assessment results are used to deliver targeted, daily interventions when needed

### Impact - How will we know when we have achieved our aims?

Children have the skills to decode unfamiliar and unknown words independently and successfully.

Children make sustained progress and are enthusiastic about their learning.

Children are prepared for the next stage of their learning and reading in their daily lives.

Children can apply their phonic skills across reading and writing in other areas of the curriculum.

Interventions are effective to meet the needs of individuals to enable children to become fluent readers.