



# Widmer End Community Combined School and Pre-School

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## Phonics at Widmer End Combined School Intent, Implementation and Impact 2022-23

### Intent

At Widmer End School, our vision is ensuring that all of our children become fluent and confident readers by the end of Key Stage Two. We have a passion for reading and we are committed to developing children into enthusiastic readers themselves. For the teaching of reading, we implement the reading scheme Read Write Inc. The fast-paced, rigorous and structured phonics programme teaches our children explicit reading skills of decoding and blending, spelling and comprehension. We are a school that is committed to ensuring every child can read, regardless of their needs, abilities and background. We want every child to develop the pleasure of reading and to be able to understand the complex world in which they live by being able to read.

### Implementation

To ensure that the teaching and learning of Phonics is of a high quality and to enable our children to become the most effective readers, as teachers we:

- Teach daily Phonics lessons in the Early Years Foundation Stage and Key Stage One. Our priority at Widmer End School is for children to read fluently. To achieve this, we make a strong start in Reception, teaching daily Phonics from week 2.
- Pre-school at Widmer End embed Phonics from the start of the Summer Term. The pre-teaching of reading skills and exposure of sounds ensures children are ready to begin Phonics lessons in the next academic year.
- Daily Phonics lessons are delivered to Lower Key Stage Two, for children who are not at the expected level of reading and to build on children's fluency.
- Daily Fresh Start lessons are provided for children in Upper Key Stage Two to accelerate children's reading progress by the time they leave Widmer End.
- Provide high quality teaching of Phonics lessons. All Phonics teachers have a clear understanding of what needs to be taught each lesson and what reading outcomes must be achieved in order to progress to the next colour book band. All teachers have completed RWI training in 2022. They have been and continue to work with a professional from the RWI training programme to develop their teaching practice and gain confidence in the teaching of Phonics



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- Completing regular summative assessments. Each child is assessed every half term. Grouping children into Phonics Groups according to their assessment data and Phonics knowledge. Ongoing assessments means that groups are constantly adjusted to ensure the best progress for each child
- give children opportunities beyond phonics lessons to use their phonics knowledge across the curriculum.
- Provide timely interventions for those children who are working below their expected reading age. So that our children 'keep up' and not 'catch up', children attend early morning interventions for additional support with their sound recall and sound blending. Children who are in the bottom 20% of reading for their age are given 1:1 daily Fast Track Tutoring sessions by a trained RWI teacher.
- Model reading to the children. This will ensure that all children are consistently exposed to best practice of reading. High quality teaching and learning reflects the children's own ability and progression of reading. Children will feel more confident at every step of each Phonics phase, building on previously learned sounds and exposure to more sounds
- Read aloud to the children and discuss picture books with similar themes similar to those in Storybooks. This allows for children to build up background knowledge ready for the next storybook and progress with their segmenting and blending skills. Providing children with RWI books correlating to their Phonic knowledge, this ensures that children utilise their knowledge of sounds and their skills of blending and apply this to their own reading so that they can read independently.

## Impact

The attainment and progression of Phonics reading is measured using statutory assessments such as the end of EYFS and Key Stage One and following the outcomes in the Year 1 Phonics Screening check. Teachers tracking their own reading attainment through the use of RWI half termly assessments, formative assessments in lessons and high quality teaching, this will ensure that each child makes good progress and reach their reading potential.