



Alverton School Phonics Strategy

At Alverton School we use systematic, synthetic phonics teaching as the key to reading and writing. Our rigorous phonics programme is built around the revise, teach, practise, apply sequence outlined in **Letters and Sounds**. Progression comes from the **LCP planning document**, supplemented by planning from **Phonics Play**, which is used with fidelity from Nursery to Year 2, continuing into Year 3 as needed by individual cohorts and/or pupils. Our expectation is that pupils leaving EYFS will be secure at Phase 3 of Letters and Sounds and working within Phase 4. Pupils leaving Year 1 will be working securely within Phase 5, moving on to Phase 6 in Year 2.

Half termly summative assessment of GPC, blending and segmenting identifies the needs of whole classes as well as individual pupils, allowing for effective, targeted and personalised intervention to be put into place. Within intervention, regular formative assessment is used to move pupils' learning forward at a pace appropriate to their needs. All children take part in their class's daily phonics sessions with intervention being delivered **in addition** to whole class learning.

We use a range of resources which match the GPC progression of our approach to engage and support children, including interactive websites such as Phonics Play, Spelling Play, Teach Your Monster to Read and Nessy. Other resources, such as flashcards, are broadly the same across the key stages but allow for adaptations to be made to meet the needs of classes, as well as individuals within those classes. Staff across the school receive regular training to ensure that they are familiar with current best practice in phonics teaching and learning.

Our reading scheme, Big Cat Phonics for Letters and Sounds, links carefully to our phonics teaching sequence. Pupils practise their skills with fully decodable books which are matched to their current GPC knowledge and which reinforce phonics as the primary strategy for working out new words. Children read and re-read these books in order to develop fluency and comprehension with familiar texts. For our older pupils who are still working within Phases 2 - 5, we use Big Cat Phonics Progress books which offer reading age based texts with topics more suited to their interests. Pupils also have plenty of opportunities to explore a wide range of self-chosen books which develop comprehension as well as their enjoyment of reading.

In summary, highly trained staff deliver progressive systematic synthetic phonics teaching, underpinned by regular assessment to identify and meet pupils' individual needs. Pupils practise their skills using a range of engaging resources and through reading and re-reading carefully matched, fully decodable texts, whilst also having opportunities to develop comprehension and love of reading through wide access to self-chosen books.