



How Phonics and Early Reading is taught at Swindon Village Primary School.



Intent, Implementation and Impact

Phonics and Early Reading at Swindon Village Primary School

Curriculum Intent

At SVPS we recognise the significant importance of high quality teaching of phonics and early reading. We begin teaching phonics as soon as the children start school through encouraging them to listen for the sounds in words and beginning to listen for and identify alliteration and rhyme. As soon as children are attending full time daily, more formal phonics lessons commence. Through the teaching of phonics and early reading we aim for children to become confident, fluent readers with a love of books. Our rigorous, consistent phonics teaching also ensures that children can write and spell words confidently.

The teaching of phonics at Swindon Village Primary School explicitly follows the Sounds-Write Phonics Programme (EYFS – Y2) The long term planning for Sounds-Write is outlined in the curriculum overview. [SVPS Phonics and Spelling Overview](#)

Sounds-Write Programme

The sounds Write programme begins with the sounds in the language and moves from the sounds to the written word.

The Sounds-Write approach ensures that:

- A) Children develop key concepts about the way English is written.
- B) Children practise the skills essential for reading and spelling accurately.
- C) Children learn the sounds and the spellings of English.

The National Curriculum Expectations are:

EYFS

Children working at the expected level of development in Word Reading will be able to say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Children working at the expected level of development in Writing will be able to write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

KS1

Pupils are expected to become competent in both writing and reading. The teaching of phonics will support children's development in these curriculum areas

- Reading
- Transcription (spelling will be taught through phonics)

To reach the expected level at the end of each key stage 1 children need to achieve the following:

KEY STAGE ONE ENGLISH PROGRAMMES OF STUDY

Pupils in Year 1 are also assessed in their word reading through the phonics screening assessment in June.

Curriculum Implementation

Phonics is taught using the Sounds-Write programme. This programme has been in place since September 2021 – following extensive training for all of the teachers and teaching assistants in Reception and Key Stage One.

- Phonics is taught daily in Reception and Year 1 and at least 4 times a week in Year 2. Catch up sessions take place daily for any children needing some extra support. All sessions, including catch up sessions explicitly follow the Sounds-Write sequence.

Teachers are expected to:

- Follow the Sounds-Write programme with fidelity.
- Teach phonics sessions which are engaging, have a good pace and are interactive.
- Identify any children who appear to be falling behind and therefore requiring catch up sessions.
- Ensure that the children apply phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.
- Ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible.
- Within the teaching of phonics, ensure that children are also taught an increasing amount of everyday words which need to be learned by sight.
- Teach and demonstrate sounds with the 'pure' pronunciation i.e. 'b', not 'buh' and also insist on this correct pronunciation from the children.
- Engage and respond to monitoring that KAT team will carry out regularly

SVPS ensures that all children can access learning in phonics by:

- Adhering to the consistent and concise method outlined in Sounds-Write.
- Following the guidance in Sounds-Write for dealing with misconceptions
- Ensuring the sessions are engaging for all with constant participation through use of whiteboards and expectations of children to join in during all parts of the session.
- High quality modelling and teaching which supports and/or challenges children as necessary.
- Consistent displays of Phonics Code Knowledge for children to access alongside sound mats.

SEND or EAL children are supported at SVPS by:

- Seating children to allow for maximum support from adults.
- Catch up sessions to reinforce learning from the main session.

Curriculum Impact

All children in the school will be able to read books at an expected level. They will be able to use their code knowledge to read and spell words accurately.

Children engaged in Phonics are:

- Engaged and enthusiastic learners
- Encouraged by understanding that becoming a confident reader allows them to access the whole curriculum and enjoy a range of high quality texts.
- Able to read and spell words confidently
- Able to read books which match our phonics teaching at an expected level.
- Able to participate and contribute in phonics sessions.

At SVPS we know our children are doing well by:

- Demonstrating that they are able to read books which are at an appropriate level
- Book scrutiny and pupil interviews
- Reaching targets set for attainment and progress in relation to end of key stage expectations.
- Examples work completed in Phonics sessions

Children at SVPS will become confident, fluent readers who can also communicate effectively to engage a range of audiences. They will enjoy reading and writing both in and out of school time.