



## Hambledon Primary School

### Phonics Intention, Implementation and Impact.

#### INTENTION

As a school, we are currently using Twinkl Phonics programme. Lessons are coherently planned and support our staff to deliver effective phonics within EYFS, Ks1 and, for intervention/ catch up in Ks2.

Phase 1 is taught in EYFS and through the teaching of phase 2 -6 for ks1.

In year R, children will work through phase 2 -4. They are introduced to phonemes/ sounds and graphemes/ letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within Ks1, children begin by revising the previous phases and then work through phase 5 and 6. The cohesion within phase 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two- syllable and three- syllable words and the alternative ways for pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words.

By phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The Twinkl programme intends to provide opportunities to develop the knowledge, skills and understanding essential for reading and writing as well as developing the children's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

**The Twinkl Phonics Progression map sets clear expectations for pupil's progress throughout.**

**We use tracking documents to track progress and regular assessment ensures phonics provision that is tailored to specific needs of each child. We use data analysis in order to discuss pupil progress, group progress, future learning and misconceptions. This allows our staff to respond and adapt teaching to provide additional support and challenge to all pupils.**

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| IMPLEMENTATION            | <p>The material within the Twinkl programme is dynamic and engaging to ensure staff are planning daily sessions within phase 2- 6 which follows the clearly defined structure of phonics teaching (revisit/ revise/ adapt/ practice/ apply). Direct teacher- led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply and practise phonics skills.</p> <p>The children are involved in daily phonic sessions which match their potential. In some cases, children will be part of additional phonics interventions to ensure gaps are reduced.</p> <p>As part of the daily phonics sessions, the children will be provided with a PHONETICALLY DECODABLE BOOK which matches their current knowledge and skills. School staff ensure the children can read these books and experience success in decodable fluency. These books will be read at school and at home.</p> |
| IMPACT                    |   |
| PUPIL OUTCOMES            |   |
| QUALITY OF IMPLEMENTATION |   |
| NEXT STEPS                |   |