



Phonics at St. Paul’s CE Primary School

Intent	
Our Phonics philosophy is...	<p>At St Pauls, we believe that every child can become a successful reader and writer through high-quality, inclusive phonics teaching. We are committed to ensuring that all pupils, regardless of background, ability, language, culture, disability, or additional need, have equitable access to a systematic synthetic phonics programme that enables them to achieve their full potential.</p> <p>Our phonics provision promotes:</p> <ul style="list-style-type: none"> • Inclusion and belonging • High expectations for all learners • Evidence-informed teaching • Early identification and intervention • Responsive teaching • Strong partnerships with families
Implementation	
The curriculum for this subject area is designed using...	<p>At our school, we use the Read Write Inc. (RWI) phonics programme as our chosen systematic synthetic phonics curriculum. The programme provides a structured and progressive approach to teaching early reading, writing and spelling, ensuring that all children develop the knowledge and skills required to become fluent readers.</p> <p>The Read Write Inc. programme is based on the following key principles:</p> <ul style="list-style-type: none"> • All children can learn to read successfully with high-quality teaching and appropriate support. • Children learn sounds and letter formations systematically. • Reading and writing are taught together. • Frequent assessment ensures that teaching is matched to children's needs. • Children practise reading books that are closely matched to their phonics knowledge. • Progress is carefully monitored to ensure that no child is left behind.
Curriculum coverage in this area is progressive. We ensure this by...	<p>Children are assessed regularly and grouped according to their current phonics knowledge rather than solely by age or class. This enables teaching to be closely matched to children's stage of development and ensures rapid progress.</p> <p>Children move through the Read Write Inc. groups as they demonstrate secure understanding and application of the sounds and skills being taught.</p> <p>Progression through the colour groups is determined by ongoing assessment of:</p> <ul style="list-style-type: none"> • Sound recognition • Word reading accuracy

	<ul style="list-style-type: none"> • Fluency • Comprehension • Spelling and writing application <p>Children move to the next group when they demonstrate secure mastery of the skills taught at their current level.</p>
<p>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...</p>	<p>Children typically progress through the following book levels:</p> <ul style="list-style-type: none"> • Ditty Books • Red Ditty • Green • Purple • Pink • Orange • Yellow • Blue • Grey <p>Progression through the colour groups is determined by ongoing assessment of:</p> <ul style="list-style-type: none"> • Sound recognition • Word reading accuracy • Fluency • Comprehension • Spelling and writing application <p>Children move to the next group when they demonstrate secure mastery of the skills taught at their current level.</p>
<p>This subject links with the rest of our curriculum by...</p>	<p>Phonics is a fundamental component of the wider curriculum and underpins children's ability to access learning across all subjects. Through the systematic teaching of phonics, pupils develop the skills needed to decode, read fluently, spell accurately and communicate effectively.</p> <p>Reading Phonics provides the foundations for early reading. As pupils develop secure knowledge of grapheme-phoneme correspondences, they become increasingly confident and fluent readers. This enables them to access a wider range of texts, develop comprehension skills and foster a lifelong love of reading.</p> <p>Writing Phonics supports children's spelling and writing development through the teaching of segmenting sounds to spell words. As pupils become more secure in their phonics knowledge, they are able to write with greater accuracy and confidence, applying their understanding across a range of writing tasks and genres.</p> <p>Communication and Language In the Early Years, phonics supports the development of speaking and listening skills. Children learn to discriminate between sounds, articulate phonemes correctly and develop a rich vocabulary through discussion, storytelling and language-rich learning experiences.</p> <p>English Phonics forms the foundation of the English curriculum by supporting reading, spelling, handwriting and composition. As pupils become fluent readers, they are better able to engage with high-quality texts, develop vocabulary and understand increasingly complex language structures.</p>

	<p>Foundation Subjects Secure reading skills enable pupils to access learning across the wider curriculum, including history, geography, science, religious education and the arts. As reading fluency develops, pupils can independently access information, follow instructions and engage with subject-specific vocabulary.</p> <p>Personal Development Success in phonics contributes to pupils' confidence, resilience and independence as learners. The ability to read fluently enables children to participate fully in school life and access a broad and balanced curriculum.</p> <p>By providing strong foundations in phonics, we equip children with the essential literacy skills needed to achieve across all areas of learning and throughout their educational journey.</p>
<p>Different year groups, and different abilities within a class, are catered for by...</p>	<p>Children are grouped according to ability and move through the Read Write Inc. groups as they demonstrate secure understanding and application of the sounds and skills being taught. The Write Inc. programme supports inclusion through:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Frequent assessment • Immediate intervention for children at risk of falling behind • Daily practice and repetition • Consistent teaching routines • Structured partner work • Multi-sensory learning opportunities <p>All pupils, including those with SEND, EAL and disadvantaged pupils, participate in daily phonics lessons. Adaptations are made to support access while maintaining high expectations and ambition for all learners.</p> <p>Keeping Up Not Catching Up</p> <p>Children identified as at risk of falling behind receive additional support through the Read Write Inc. 'Keep Up' approach. These short, targeted sessions focus on securing learning quickly so that pupils can continue to make progress alongside their peers.</p> <p>Any pupils in Key Stage 2 who require continued phonics support receive targeted intervention and additional tutoring. These sessions are designed to close gaps in learning, reinforce phonics knowledge and enable pupils to make accelerated progress towards becoming fluent, confident readers. This supported with be dignified and motivating.</p>
<p>Trips, visits and the local community support this subject by...</p>	<p>To ensure the highest quality phonics teaching across the school, staff participate in regular Read Write Inc. Development Days. These sessions provide ongoing training, coaching and support for teachers and teaching assistants, enabling them to continually refine their practice and remain up to date with the Read Write Inc. programme and pedagogy.</p>
<p>The subject is monitored by...</p>	<p>The quality of phonics teaching is monitored regularly to ensure that the delivery of the Read Write Inc. programme remains precise, consistent and effective across the school. Staff receive ongoing coaching and participate in regular practice sessions, which provide opportunities to refine teaching techniques, strengthen subject knowledge and maintain fidelity to the programme.</p> <p>The Reading Leader carries out regular observations, coaching sessions and pupil progress reviews to ensure that high standards are maintained in every phonics group. Feedback is used to celebrate effective practice and identify areas for further development.</p>

	<p>In addition, the school works closely with the English Hub, whose literacy specialists visit regularly to support and quality assure our phonics provision. These visits include observations of phonics teaching across all groups, reviews of assessment and progress data, and professional discussions with staff. The guidance and expertise provided by the English Hub help to ensure that phonics teaching remains of the highest quality and that all pupils receive the support they need to become successful readers.</p>
<p>The subject is assessed by...</p>	<p>The Reading Leader assesses all pupils regularly, every half term, using Read Write Inc. assessment materials.</p> <p>Assessment information is used to:</p> <ul style="list-style-type: none"> • Identify pupils making accelerated progress • Identify pupils requiring additional support • Regroup pupils where necessary • Ensure children are working at an appropriate level of challenge <p>Children will move groups throughout the year as their learning develops and their fluency and their knowledge of sound increases.</p> <p>In addition, pupils in Year 1 take part in the statutory Phonics Screening Check in Summer Term 2. This assessment is used to determine children’s ability to apply their phonics knowledge by reading a range of real and pseudo (“alien”) words containing the sounds they have been taught. The check provides a clear measure of how securely pupils can decode unfamiliar words and identifies any children who may require further support in Year 2 to secure their phonics knowledge.</p>
<p>Staff development in this subject includes...</p>	<p>Staff benefit from regular coaching and practice sessions led by the Reading Leader, alongside ongoing Read Write Inc. training delivered by accredited and trained practitioners. These opportunities ensure that staff are well supported in maintaining strong subject knowledge, refining teaching techniques and delivering highly effective phonics sessions.</p>
<p>Impact</p>	
<p>In Phonics, you will see...</p>	<p>High expectations for all children, with every pupil participating in daily lessons, accessing age-appropriate learning, and receiving appropriate support without any reduction in challenge. High-quality teaching is central to this approach, with teachers delivering explicit, systematic lessons, using clear modelling, providing frequent opportunities for practice, and continuously checking understanding to ensure secure learning. The school adopts an equity rather than equality approach, meaning that support is carefully tailored to individual need. Early intervention is a key feature of provision, with pupils who begin to fall behind receiving immediate support through daily review, targeted small-group teaching, and, where necessary, individual interventions to ensure they keep pace with their peers.</p>
<p>What is the impact of our Phonics curriculum?</p>	<p>The implementation of Read Write Inc. has a clear and measurable impact on raising standards in early reading and writing. As a structured, systematic phonics programme, it ensures that all pupils receive consistent, high-quality teaching, which supports accelerated progress and reduces gaps in learning.</p> <p>A key impact is the improvement in reading outcomes, with more pupils becoming fluent, confident readers earlier in their school journey. Children develop secure knowledge of grapheme-phoneme correspondences and are able to apply these skills to decode unfamiliar words accurately. This leads to improved performance in reading assessments, including the Year 1 Phonics Screening Check, and a higher proportion of pupils meeting or exceeding expected standards.</p> <p>The programme also strengthens consistency and quality of teaching across the school. Staff deliver lessons with a clear structure and shared language, supported by ongoing training, coaching, and fidelity to the RWI framework. This consistency ensures that all pupils, regardless of class or teacher, experience high-quality phonics provision.</p> <p>Another important impact is on inclusion and equity. Through regular assessment, grouping by stage rather than age, and targeted ‘keep up’ interventions, pupils who are</p>

	<p>at risk of falling behind are quickly identified and supported. This reduces the likelihood of gaps widening over time and ensures that more children keep pace with their peers.</p>
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	<p>There is also a noticeable impact on pupil confidence and engagement. The structured routines, frequent success, and use of decodable texts help children experience achievement early, which builds motivation and a positive attitude towards reading.</p>
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