**Intent**

* Our school is determined that every pupil will learn to read, regardless of their background, needs or abilities.
* Our school’s phonics (Letters and Sounds) programme matches the expectations of the English national curriculum and early learning goals.
* Our school has clear expectations of pupils’ phonics progress term by term, from Reception to Year 2, and the school’s phonics programme aligns with these expectations.
* The sequence of reading books we use shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.

**Implementation**

* Pupils’ phonics progress is assessed frequently and is detailed to identify any pupil who is falling behind the programme’s pace, so that targeted support can be given immediately.
* The school has developed expertise in the teaching of phonics and reading that ensures consistency from one year to the next.
* Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception (or Nursery if pupils join us sooner).
* All teachers have a clear understanding of how pupils learn to read.
* Teachers give pupils practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
* Staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading.

**Impact**

* All pupils, including the weakest readers, make progress to meet or exceed age-related expectations.
* Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

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| --- | --- | --- | --- |
| **When phases from Letters and sounds are taught** | | | |
| Nursery | Phase 1 | | |
| Reception | Phase 2 | Phase 3 | Phase 4 |
| Year 1 | Phase 5 | | Phonic Screening |
| Year 2 | Phase 6 | | |