



# St Michael's CE Primary School, Sandhurst

## Subject Vision Document: Phonics

### Vision (Intent)

At St Michael's, phonics is at the heart of early literacy. Our intent is for all pupils, from Ducklings to Year 2 (and beyond if necessary), to become confident, fluent readers and writers through the systematic teaching of Read Write Inc (RWI) phonics. We aim for children to:

- Understand and recognise the sounds of English (phonemes) and the letters that represent them (graphemes).
- Decode and blend words accurately to support reading fluency.
- Develop early spelling, handwriting, and composition skills.
- Gain confidence and enjoyment in reading and writing.
- Read a wide range of decodable and rich texts to foster a love of reading and understanding of the world.

We intend that phonics teaching equips children with a solid foundation to access the full curriculum, enabling success in all areas of learning and life.

### Curriculum (Implementation)

Phonics is taught through a combination of:

- Daily Read Write Inc Phonics lessons in ability groups.
- Teaching sound recognition, blending, and segmenting systematically.
- Decodable storybooks to consolidate learning.
- High-frequency and common exception words embedded within reading and writing practice.
- Phonics-rich classroom displays to reinforce learning.
- Integration of phonics skills across reading, writing, and spelling activities.
- Parental engagement through resources and home reading materials.

### Curriculum Structure

#### Whole School

- Ducklings and KS1 follow the RWI programme daily in ability groups.
- Phonics lessons progress through Set 1, 2 and 3 sounds systematically.
- Children practise reading, writing, and spelling words that match the sounds they are learning.
- Regular assessments identify children who need extra support or intervention.
- Children take home decodable RWI books and additional reading books for pleasure.
- Small-group interventions for children who are finding phonic challenging.
- Use of phonetically decodable books, changed weekly, to consolidate learning.
- Children are immersed in a language-rich environment with storytelling and discussion to support vocabulary and comprehension.

#### After Phonics (Post-RWI Programme):

- Children transition to guided reading using Collins BIG CAT reading schemes.
- Opportunities to read across the curriculum, using non-fiction and fiction texts.

*'This little light of mine, I'm going to let it shine!'*

**Community**



**Compassion**



**Creativity**



**Courage**





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- Encouragement of reading for pleasure through class and school libraries, book corners, and reading events.

### Lesson Delivery (Pedagogy)

RWI lessons are structured and systematic, focusing on decoding, blending, and segmenting words. Emphasis is placed on fluency, intonation, expression, and confidence when reading aloud. Writing activities support phonics knowledge, including spelling, sentence writing, and early composition. Staff model correct pronunciation, blending, and writing to reinforce learning. Phonics skills are reinforced across the curriculum wherever possible, e.g., in science, history, and geography lessons.

### Assessment

Half-termly RWI assessments to track progress and identify interventions. Ongoing teacher assessment within phonics sessions. Phonics Screening Check in Year 1 and retakes in Year 2 as necessary. Reading records to monitor independent reading. Individual targets shared with parents via parent evenings and end-of-year reports.

### Outcomes (Impact – how do we measure and evaluate?)

**The effectiveness of phonics teaching is monitored through:**

- Half-termly data analysis of phonics assessments.
- Tracking of progress through Point in Time Assessment (PITA).
- Classroom observations, learning walks, and planning reviews.
- Monitoring of reading fluency, spelling accuracy, and writing development.
- Evaluation of children's enjoyment and engagement in reading and writing activities.

### Curriculum Enhancement

World Book Day and phonics-themed events. Storytelling and book sharing sessions with staff and parents. Visits to the school library and community libraries. Reading buddies linking older and younger pupils. Story sacks and quiet reading areas for early learners.

### Partnerships

Strong links with parents through phonics workshops and home reading support. Online resources, reading guides, and suggested activities for home practice. Collaboration with other schools in the trust to share best practice and ensure consistency.

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