



Phonics Curriculum Statement

Intent

At Easington Church of England Primary School, we teach phonics using a linguistic phonics programme called Sounds-Write. Sounds Write is a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. The Sounds-Write programme is implemented in the classroom and provides very fast and effective teaching for children at all levels.

This programme is successful in teaching children to read and spell because it starts with what all children know from a very young age – the sounds of our spoken language. Then, using a very systematic approach, it teaches them how these sounds are coded within our writing system.

Implementation

Children at Easington Church of England Primary School will be sure to tell you how much they enjoy their Sounds-Write lessons. Its structure and simplicity makes it a programme accessible to all learners and helps them to make excellent progress with their reading and spelling.

Sounds-Write promotes the use of multi-sensory engagement with the materials appropriate to the level and abilities of the children being taught. Visual, auditory and kinaesthetic activities are at all times combined simultaneously to promote learning. In addition to being multi-sensory, the Sounds-Write programme has pace and utilises an array of stimulating



lessons and resources. It also enables teachers to differentiate the challenges placed before the learner in order to meet their individual needs.

The four key concepts children are taught are:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters
3. The same sound can be spelled in different ways
4. The same spelling can represent different sounds

The three key skills children need to master are:

1. Blending
2. Segmenting
3. Phoneme manipulation

Children in our Reception Class, they begin with the Initial Code where they practice all 3 key skills whilst learning the 1:1 sound-spelling correspondences and securing their understanding of key concept 1. This builds up confidence and phonic knowledge in a truly reversible system, enabling them to decode and encode a wide range of words and sentences. At first, children learn to read and write simple one syllable words with a CVC structure. Complexity of word structure systematically builds up so that children apply their code knowledge to monosyllabic words with up to 6 sounds. Once the Initial Code has been mastered, children continue to practice all 3 key skills whilst learning Extended Code which explores key concepts 2, 3 and 4. Learning of the Extended Code is a lifelong process - we all continue to develop our understanding of this code whenever we encounter new words. Which is why Sounds Write can be applied right up



to the end of KS2. Whilst learning the Extended Code, children read and write monosyllabic and polysyllabic words at an age-appropriate level.

Lesson structure:



A typical Sounds Write lesson is broken up into 3 parts. These three specific parts can be taught in any order within a unit of study.

- In Early Years children have a 25 minute Sound Time session every day.
- In KS1, children have a 30 minute phonics lesson every day.
- In KS2, children have a 15 minute spelling lesson 4 times per week, in addition to their reading, writing and grammar lesson.

Word lists are sent home each week for children to practise reading and writing at home via EdShed.

All of our teachers receive the equivalent of a 4 day training session in order to deliver the Sounds~Write phonics programme. Sounds~Write takes children through systematic, incremental steps to teach children the 44 sounds in the English language and their multiple spellings.



When does Sounds Write happen?

Year group	Time
EYFS	09:15-09:45
Year 1	10.00 - 10.30
Year 2	13:15-13:45

How do we support the lowest 20% of readers?

We advocate for a keep up, not catch-up method in our school. Wherever possible, our children are taught as a whole class. However, when there are significant gaps, we aim to ensure that those gaps are addressed while still moving learning forward. We would then group the children so that the revision content that they are going through in lessons is bespoke to their needs and gaps in their learning, in order to address them before they become a barrier for learning.

If children do not pass the phonics screening check (PSC) in Year 1, then whilst they continue with Year 2 phonics, they also return to Year 1 to revise the sounds being taught there. If they do not pass the re-test in Year 2, then in Year 3 they will complete a diagnostic test and then be taught a 30-minute phonics session daily to address the gaps in their knowledge.

How do we assess and monitor progress in Sounds Write?

We use Phonics Tracker (<https://members.phonicstracker.com/>) to accurately assess and monitor children's progress. We are able to then efficiently identify gaps in children's knowledge and target those either in lesson or intervention. We assess children periodically in lessons as AfL and use Phonics Tracker as formative assessment termly.



Impact

The impact of the Sounds-Write teaching approach enables our children to be confident readers and writers by the end of their time with us. From their starting points our children now make rapid progress in their phonics and by the end of Years 1 and 2 are decoding and reading at standards above their peers nationally. The lessons are carefully structured and consistently applied across the school with excellent training and materials to support the teachers. The children love their Sound-Write lessons which is why we continuously see great progress.

SEND and Disadvantaged pupils

The benefit of Sounds Write is that it is also designed to be used as an effective 1:1 intervention. Children at Easington Church of England Primary School with additional needs are very fortunate to have access to extra phonics sessions either with specialist teachers or fully trained teaching assistants, to allow them to catch up with the rest of their peers. Not only are our staff fully trained in delivering the Sounds-Write approach, but we also have higher level practitioners who are trained in how to deliver interventions to disadvantaged and SEND pupils. As a result, all children who may need extra intervention or support will be provided with high quality phonics teaching at all times.