

Sequencing and Progression

Subject: Phonics

INTENT	At Long Mead Community Primary School we are committed to providing great reading provision and developing pupils' proficiency in, and love of, reading. We ensure that all children have the skills, knowledge and understanding to become confident and enthusiastic readers and writers. We believe that high-quality phonics teaching improves literacy levels and gives all children a solid base on which to build and develop their reading habits so that they read widely and often for reading and information. Through daily, systematic and consistent high-quality phonics teaching, children learn to blend and segment words for reading and spelling. To allow our children to develop a strong phonic awareness and effective blending, decoding and comprehension skills.
Scheme/planning used and reason for use:	We have chosen to use a DfE Validated synthetic phonics programme (SSP) called FFT Success for All Phonics from FFT. The programme supports our intentions to teach children to read and write independently so that they are able to access a broad and exciting curriculum and flourish as learners throughout their time at our school.
Adaptions made to scheme, including within classrooms and reasons for this:	All children in EYFs and Year 1 will be following the FFT Success for All scheme. Where possible it will be taught whole class but if needed children will be placed in appropriate groups depending on the results of regular assessments. KS2 children who still require phonics will either be put into a phonics group (if that is appropriate) or they will be taking part in the Lightning squad catch up programme.
Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)	Phonics will be taught daily for 30 mins with an additional reading lesson which again is daily for 20/30 mins depending on the year group. We maintain fidelity in the implementation of our phonics teaching by using FFT Success for All Phonics which allows the children to learn phonics through a highly structured programme of daily lessons across FS/KS1, using a variety of fun activities in multi-sensory and systematic ways. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practice together and apply what they have learned and celebrate their achievements. It follows the teaching principles of: <ul style="list-style-type: none">• Revisit and Review• Teach and Model• Practise and Apply• Celebrate Achievement and Assess Time is incorporated to allow for consolidation so that children can secure their skills, knowledge and understanding. The programme is underpinned by a set of seven core principles designed to support all teachers and children. Core principles: <ul style="list-style-type: none">• Systematic Progression• Regular Assessment• Early Intervention• Multisensory Approach• Co-operative Learning• Application of Skills• Reduced Workload and Collegiate Approach
Progression of skills	The FFT Success for All Phonics Scope and Sequence is set out clearly and provides detailed guidance and support for teachers to plan and deliver high quality lessons. A synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending are incorporated into the teaching and learning materials. Lessons are planned so that

	children build on their skills sequentially and systematically and can be adapted and modified to meet the needs of the children accordingly.
How we will be recording progress: (assessment, ARLO's, independent tasks, books)	Children are regularly assessed informally by the teacher within the lessons and over a sequence of lessons to ensure they keep up. If children need additional support, they are provided with keep-up sessions to ensure they stay on track with the rest of the class. More formal assessments are completed every half term to identify any gaps that needs addressing.
How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)	It follows the teaching principles of: <ul style="list-style-type: none"> • Revisit and Review • Teach and Model • Practise and Apply • Celebrate Achievement and Assess
How life skills will be developed, including SMSC and British Values.	<p>Social – collaborative learning working in mixed ability partners.</p> <p>Moral – 5 R's focus, discussing termly targets within all lessons. High expectations of behaviour. Pupil voice carried out throughout the year by subject leaders.</p> <p>Spiritual – Assemblies weekly focused on significant events – current and past using texts to support engagement and understanding</p> <p>Cultural – books given in the reading lessons are focused around a range of communities and cultures. Discussions around each story take place.</p> <p>Rule of Law – rules and expectations within Phonics lessons.</p> <p>Individual Liberty – Opportunities to challenge and extend learning, adapting planning to suit the needs of our learners and pupil voice.</p> <p>Mutual respect – rules and expectations, clear modelling, time to talk and discuss/share views.</p>
How we will be ensuring and promoting cultural capital	All children in EYFS and KS1 will take part in phonics and displays showing their current learning will be shown to maintain engagement.