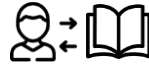


**Intent: We aim to...**



At Keep Hatch, we deliver daily phonics to our early readers through a high-quality programme (RWI) and consistently implement it to equip children with the skills they need to decode and become fluent readers.

Provide children with books that are closely matched to their phonic abilities so they can be successful when practising.

Support children in catching up quickly by making ongoing assessments and targeted intervention.

Ensure the highest number of children possible pass the phonics screening check, with expectations that are aspirational yet achievable.

**Implementation: How we achieve our aims:**

End of EYFS Expectations

End of KS1 Expectations

**Our curriculum and Golden Threads:**

We believe that learning to read is key to academic success. Phonics teaching is recognised as an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The EEF considers phonics to be one of the most secure, and best-evidenced areas of pedagogy. Our reading curriculum ensures children have opportunities to: **Read for Practice, Read for Meaning and Read for Pleasure**. Our phonics curriculum ensures children have opportunities to: **read for accuracy, fluency and comprehension**. These focus areas underpin our rationale for repeated reading and overlearning. Phonics is a vital part of our curriculum as it is the building block on which our reading curriculum is based on.

Use their phonics knowledge to read green or purple books.  
 Talk about the text, re-telling a story, naming key events, describing characters, using some new vocabulary learnt.  
 Enjoy listening to stories, rhymes, poems and other texts.  
 Attempt to read text in the environment using their phonics knowledge.  
 Talk about their favourite books giving reasons why they enjoy these texts.

Read most words **accurately** without overt sounding and blending with growing intonation.  
 Read **fluently** (approx. 90 words per min) which allows them to focus on their understanding of the text.  
 Check what they are **reading makes sense**, correcting any inaccurate reading.  
 Answer questions about what they've read and make some inferences.  
 Explain what has happened so far in what they have read and make a plausible **prediction**.  
 Start to make links between the wide range of texts that they read across the curriculum.

**Progression of RWJ:**

Set 1 single letter sounds – Group A, Group B, Group C	Ditties S1	Red S1	Green S2	Purple S2	Pink S2	Orange S3	Yellow S3	Blue S3	Grey Extend/ Review
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## Implementation: How do we achieve our aims?

### **Rigorous Practise:** In RWI phonics lessons, you will see:

Phonics is taught daily and has a regular slot in timetables so that children can be grouped by their stage, not age.

All RWI group leaders have access to high quality planning and resources through RWI portal and Oxford Owl.

Children are encouraged to apply their phonic knowledge in other curriculum areas.

Phonics is taught in small groups based on assessment by staff who have completed RWI training.

All lessons follow a consistent structure and all environments have the same supporting visuals clearly displayed.

Teachers and Reading Leaders ensure that all children make progress through the use of targeted 1-1 tutoring.

### **Access to appropriate books:**

At Keep Hatch we use accredited RWI texts which support the scheme and ensure children access books which match their exact phonics ability. Wider reading is supported through daily stories and library texts for children to take home and read for pleasure.

### **Robust Assessment:**

Daily AFL occurs which allow teachers to identify target children who may need extra intervention. Embedded into the programme are 6-weekly summative assessment points which allow reading leaders to group children according to their most up-to-date needs.

### **A Systematic Approach:**

Phonics is taught to all children in EYFS and Year 1 and to those that need it from Y2-6.

RWI is a systematic, synthetic phonics programme that has clear expectations and session objectives. Children are taught strategies to be successful and are never expected to guess. All children on the RWI programme take home a copy of the text they have been learning in school, a new book that offers opportunities to apply their skills and a library book to read or listen to which encourages children to read for pleasure.

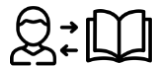
Phonics virtual classroom, 1:1 catch up tutoring and 'Get Writing' interventions are used in YR-4 and Fresh Start virtual classroom is used in Y5-6 to ensure that no child is left behind.



## Impact: How will we know we achieved our aims?



Children can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn.



Children feel successful in reading and are more willing to read because books are matched to their needs – **stage, not age!**



By implementing high-quality intervention effectively and promptly, the majority of children become fluent, confident readers by the end of KS1.



A high number of children pass the phonics screening check at the end of Year 1. Children access their Year 2 and KS2 texts to support learning across the curriculum.

National:  
**75%**

Keep Hatch:  
**85%**