



Phonics and Reading Policy

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Reviewed:

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Intent

Phonics instruction is the foundation of early literacy development, providing children with the essential tools to decode words and unlock the world of reading. By teaching children to recognise and blend sounds, we empower them to become confident and independent readers. A strong foundation in phonics positively impacts all areas of learning, enabling our students to become confident, independent learners.

Our aims

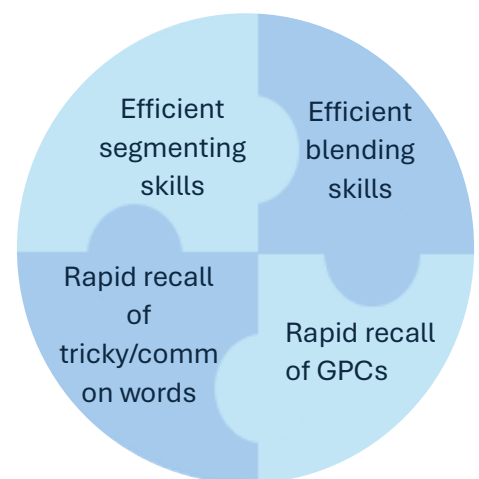
- To establish and maintain a cohesive whole-school approach that places phonics at the heart of all teaching and learning.
- To ensure that the Twinkl systematic synthetic phonics (SSP) programme is the first approach used to support pupils with reading and spelling and that there is fidelity of approach with other interventions.
- To ensure that pupils learn to confidently read and write all 44 graphemes in the English language.
- To ensure that pupils have the specific strategies to identify and read common exception words.
- To have a robust assessment progress that checks progress and identifies pupils in need of additional intervention.
- To ensure that phonics knowledge and progress is supported in all areas of the curriculum.
- To ensure that those pupils not making expected progress have access to high quality interventions and support.
- For pupils to develop a love of reading and enjoy reading for pleasure across a range of genres.
- For pupils to leave The Davenport School with the necessary reading skills to access the Key Stage 3 curriculum.

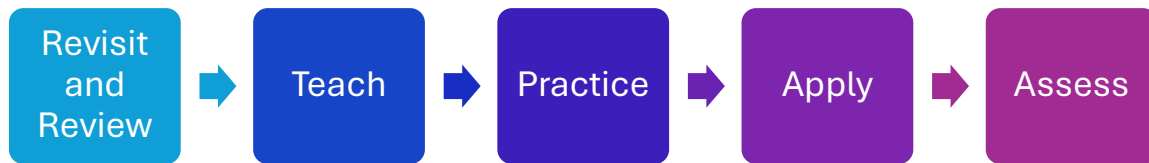
Implementation

The Davenport School uses the Twinkl SSP to deliver high quality phonics education that supports pupil progress through a structured whole-school approach.

All pupils engage with daily phonics lessons following the Twinkl Phonics Progression Map. Progress is assessed and tracked using the Whole School Phonics Assessment Tracker which provides teachers with opportunities for data analysis and forms the basis for discussion and decisions about progress, adaptations, and intervention. Pupils are grouped according to level and rate of progress and level of support required.

Phonics lessons are organised using a consistent 5-part structure that ensures that the four cornerstones of phonics are covered, and pupils can embed new learning, practice and develop existing skills, and consolidate their understanding. In this way pupils develop rapid and automatic recall of GPCs and common exception words as well as practicing the core skills of blending and segmenting.





The daily lessons within Levels 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills, while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners and provide support to teachers and parents.

Our dedicated library includes the Twinkl Rhino Readers book scheme. The scheme compliments the Twinkl SSP and supports pupils to bridge the gap from decoding to fluency. For stronger readers, the Twinkl originals book series supports key skills practice and promotes fluency and reading confidence. Other library books are carefully levelled to ensure pupils are reading books appropriate to their ability while being provided with challenge and age-appropriate content.

All pupils take reading books home so that reading and reading practice is not limited to the classroom. Key staff in every ECS residential home have completed phonics training through Twinkl and have the basic skills necessary to support reading progress.

Impact

For students who are identified as reading significantly below age-related expectations, or for those who are not making expected progress from their starting point, additional intervention is implemented. Interventions are designed and overseen by class teachers and are delivered by HLTA and LSAs. A short duration, high frequency approach is taken to support pupils in transferring learning from the short to long-term memory so that rapid recall, confidence, and developing independence can be achieved.

For some pupils who are in the earliest stages of reading, the resident Speech and Language Therapist (SaLT) provides additional support in phonological awareness. Paraprofessionals receive support and training to ensure that they are providing appropriate classroom support that encourages and enables developing independence and skill acquisition.

The Reading Doctor provides additional phonics intervention for those pupils who need the highest level of support. The intervention is carefully designed to complement the whole-school approach and consolidate phonics knowledge and skills. The intervention is delivered by Reading Doctor practitioners who are onsite 2.5 days a week.

Once pupils have completed the Twinkl Phonics programme and are secure in their knowledge and understanding, they are supported to practice, consolidate, and extend their reading skills through guided and independent reading. Reading comprehension, fluency, speed and accuracy become the focus for reading lessons.

When pupils transition to The Old Priory School at the end of year 6 a comprehensive handover of reading ability, strengths and difficulties takes place. Phonics support continues throughout year 7 for those pupils who have not completed the Twinkl Levels, and the Reading Doctor intervention is also available at the secondary school.
