



Intent

At Floreat, we are committed to fostering a language-rich environment where reading is central to our school's curriculum. Through the rigorous Sounds-Write phonics program, we equip our pupils with the essential skills and knowledge they need to become confident, capable readers. Our approach emphasises both phonics skills and language comprehension, laying a strong foundation for reading and spelling development. By helping young children master phonics and enjoy reading for pleasure, we empower them to access a broad range of books and build a lifelong love of reading.

At Floreat, we ensure that:

- Reading is given high priority to enable pupils to engage fully with the entire curriculum.
- Our early reading curriculum follows a rigorous, structured progression designed to build fluency, confidence, and enjoyment through the Sounds-Write linguistic programme.
- Reading progress is assessed at every stage, with any learning gaps addressed promptly and effectively for all students.
- In the initial stages of learning to read, the reading materials provided are carefully aligned with each learner's phonics knowledge.

Implementation

Nursery pupils are introduced to pre phonics skills as part of everyday life at Floreat. Adult-led activities focus on essential phonics skills, such as oral segmenting and blending of familiar words, embedded within a language-rich environment that acknowledges the importance of play. High-quality provision and play activities provide children with many opportunities to develop language skills across all areas of learning. Practitioners, who are trained in ShREC interactions, plan daily speaking and listening activities that match children's needs and interests, using assessments to guide progression and provide targeted support when needed. Prior to formal phonics, this phase helps develop key skills in speaking, attention, listening, and phonological awareness, setting a strong foundation for future literacy development as pupils transition to the Initial Code.

In **Reception**, the children start with the Initial Code. This teaches them that letters represent sounds, and a sound may be spelled by 1 or 2 letters. They begin with CVC words (e.g. sit, bag, vet). When all single-letter spellings have been taught, they discuss double consonant spellings (e.g. pull, miss, buzz) before learning spellings with two different letters (e.g. ch in chip, sh in ship). Children move from simple three letter words to longer words (e.g. must, stop, clump, scrunch). Our Reception classes are stocked with lots of books that contain only the Initial Code, and the children feel so successful when they read their books.

In **Key Stage 1**, children learn more one, two, three and four letter spellings of sounds. They also learn that one sound can be represented by multiple spellings. For example, all of these words contain different spellings of the sound /ae/: 'play', 'great', 'rain' and 'cake'. They also learn the concept that one spelling can represent multiple sounds. For example, represents the /ae/ sound in 'steak' and the /ee/ sound in 'clean'. This is called the Extended Code. Running parallel to the Extended Code, **Key Stage 1** children are taught to apply phonics at the Polysyllabic Level (words with 2 or more syllables). This stage is essential as an estimated 80% of words in the English language are polysyllabic.

Throughout **Key Stage 2**, children continue to explore the Extended Code and use their polysyllabic strategies to read and spell. Rather than teach specific spelling rules, teachers teach the spellings and word lists in the National Curriculum through phonics. For example, science, arrive, describe, bicycle, and island all contain the common sound of /ie/. In addition to phonics, children are introduced to prefixes and suffixes to help develop their understanding of what words mean

Impact

We measure impact through learning walks, progress data, 1:1 reading feedback, looking through reading records, formative and summative data and pupil/parent/teacher voice. Subject Leaders meet termly to evaluate impact and assess pupils' learning.

National Phonic Screening

All pupils in Year 1 have a national phonics screening check which is carried out in June each year. Any pupil who does not attain the required standard repeat the screening in Year 2. This is to ensure that all pupils have a secure foundation upon which to build their reading skills in Key Stage 2.