



Phonics Intent, Implication and Impact



Intent

At The Willows Primary School, we believe that the ability to read is a fundamental life skill that unlocks the rest of the curriculum. Our core intent is to teach every single child to read fluently, confidently, and with deep comprehension by the age of seven, regardless of their background or starting point. By maintaining absolute fidelity to the Little Wandle Letters and Sounds Revised systematic synthetic phonics (SSP) programme, we aim to eliminate the word-reading gap. We strive to foster an authentic, lifelong love of reading where pupils see themselves as capable readers who choose to read for both pleasure and purpose.

Implementation

We deliver a highly consistent, rigorous, and structured approach to early literacy:

1-Daily Phonics Lessons: Children in Reception and Year 1 participate in a daily 30-minute phonics lesson following the precise Little Wandle progression. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4). Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs.

2-Reading Practice Sessions: Three times a week, children apply their phonic knowledge in small, targeted reading groups led by a trained adult. These sessions systematically target three core elements of reading: Decoding, Prosody (reading with expression), and Comprehension. Decodable Home Books: Books taken home are precisely matched to the child's current phonic stage so they can celebrate success and build fluency independently. A separate "sharing book" is sent home to cultivate family engagement and a love for stories.

3-Keep-Up Interventions: We operate a proactive "no child left behind" mentality. Any child who needs additional practice has Daily Keep-up support. These targeted sessions mirror the main lesson structure but use smaller steps and more repetition to secure gaps immediately.

4-Assessment & Tracking: Formative assessment occurs daily during lessons. Little Wandle Assessment tracker is updated by class teachers every 3- 6 weeks to record progress against the phonics programme. This data directly dictates reading group placements and keep-up requirements.

5-Key Stage 2 Support: For children in Year 2 and above who have not yet secured their phonic decoding skills, we urgently deploy a Rapid Catch-Up framework to rapidly close the attainment gap.

Impact

The success of our phonics curriculum is evidenced through both qualitative and quantitative outcomes:

Attainment & Progress: Pupils meet national expectations in the statutory Year 1 Phonics Screening Check (PSC). Those who do not pass receive rapid tracking and pass during their Year 2 re-sit.

Fluent, Independent Readers: Children transition smoothly from decoding words to automatic word recognition. They display strong fluency, tackle unfamiliar vocabulary with resilience, and demonstrate a secure understanding of texts.

Consistency of Practice: Staff share a unified language, set of mantras, and pedagogical approach, ensuring that teaching transitions between year groups are seamless and highly effective.

Culture of Reading: Pupils display high levels of engagement during story times, actively use class reading areas, and discuss their favourite books with enthusiasm and confidence.