



THURSBY PRIMARY SCHOOL

Intent, Implementation and Impact Statement

Phonics

Thursby Primary School – Phonics Curriculum Statement

Intent

At Thursby Primary School, we are committed to ensuring that every child becomes a fluent, confident reader. High-quality phonics teaching forms the foundations of our reading curriculum. Our intent is for all children to secure accurate decoding as early as possible so that reading becomes automatic, enjoyable and accessible to all.

We aim for all pupils to:

- develop secure phonic knowledge and blending skills
- read with increasing accuracy and fluency through carefully matched decodable books
- build confidence and enjoyment in reading from the very start
- make rapid progress through clear, systematic teaching
- receive timely support if they find reading difficult, ensuring no child falls behind

We follow *Little Wandle Letters and Sounds Revised* with fidelity, ensuring consistent, structured teaching from Reception onwards. Phonics is taught daily and is underpinned by clear modelling, repetition and practice to help children embed and secure their learning.

Implementation

Our phonics provision is systematic, rigorous and joyful. It provides the stepping stones children need to become fluent readers.

Daily Phonics Teaching

- Phonics is taught every day in Reception and Year 1 following the Little Wandle progression.
- Teaching routines are clear, consistent and carefully paced to build confidence and automaticity.
- Children revisit and practise previously learnt sounds regularly through short, focused review sessions.

Matched Decodable Books

- Children read books that are fully decodable and precisely matched to the graphemes they have been taught.
- Books are read repeatedly within the week to develop accuracy, prosody and fluency.
- This success-driven approach ensures children read with confidence and avoid guessing or memorising whole words.

Keep-Up Support

- Pupils who need help receive Little Wandle *keep-up* sessions that mirror the structure of the main teaching.

- These sessions are delivered promptly and frequently to ensure that all children can keep pace with the programme.
- Support is carefully targeted based on assessment findings.

Assessment

- Children's phonic progress is assessed every half term using the Little Wandle assessment tools.
- This identifies children who may need additional keep-up sessions and ensures teaching moves at the right pace for the cohort.
- Ongoing teacher observation also informs day-to-day practice, enabling responsive teaching.

Reading Culture

- Alongside phonics, children experience daily storytelling, high-quality vocabulary, songs, rhymes and rich oral language.
- This builds comprehension, imagination and a love of books from the earliest stages.

Impact

By the end of KS1, children at Thursby Primary School:

- are confident decoders who read words accurately and automatically
- use their phonics knowledge to tackle unfamiliar words with independence
- read fluently enough to focus on meaning and understanding
- enjoy reading and choose to read for pleasure
- are ready to move into KS2 with the strong foundations needed for successful reading and writing

The impact of our phonics teaching is seen in children's fluency, confidence and enthusiasm for reading. Our structured approach, combined with early intervention and matched decodables, ensures that every child has the best possible start on their reading journey.

Inclusive Learning for SEND in Phonics

At Thursby School we maintain equal opportunities in line with the Equality Act 2010, the SEND Code of Practice 2015 and our school SEND policy. All children, regardless of ability, SEND, Disadvantaged, race, religion, gender, EAL (non-exhaustive list) are offered equal opportunities to access, develop and be supported in MFL learning

At Thursby Primary School, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive an education that enables them to achieve the best possible outcomes and become confident and

able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Stem sentences – provide the language to the children so they can give opinions.
- Dual coded word mats/resources/displays to support access
- Use of stories to support understanding, linking to real life experiences
- Key words displayed
- Use of shorter/less complex sentences in resources given
- Writing frames where possible
- Providing flashcards (dual coded)
- ICT resources to support accessibility/alternative ways for children to record their ideas and opinions
- Use of simple instructions – small steps
- Careful and appropriate modelling to support understanding
- Visual aids and dual coding
- Videos of examples and practice
- Choosing appropriate resources and manipulatives for each individual child's need
- Provide additional ways to record information
- Ensure any sensory difficulties are considered at the point of planning
- Pre-teach key information so they feel prepared for the lesson and can be an 'expert'
- Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start
- Provide clear, specific instructions and outline expectations

Every teacher at Thursby Primary School is a teacher of SEND. Our provision is led by the SENDCo and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.