



## Phonics Rationale

### Intent

At Shaftesbury Junior School, we are committed to ensuring that every pupil becomes a fluent, confident reader. For pupils who have not yet secured the phonics knowledge and decoding skills expected at the end of Key Stage 1, we provide structured, systematic synthetic phonics teaching to enable rapid catch-up and full access to the Key Stage 2 curriculum.

Phonics at Shaftesbury ensures pupils:

- Secure grapheme–phoneme correspondence (GPC).
- Decode unfamiliar words accurately and efficiently.
- Develop automatic recognition of common exception words.
- Apply phonics knowledge to spelling.
- Build reading fluency so cognitive capacity can focus on comprehension.

Our phonics provision is aligned with the National Curriculum expectation that pupils in Key Stage 2 read fluently and apply spelling patterns and statutory word lists accurately in their writing.

Phonics contributes directly to our four curriculum drivers:

#### **1. Reading (Core Driver)**

Phonics underpins accurate word reading and fluency, which are essential for comprehension across the curriculum. Secure decoding enables pupils to access increasingly complex texts independently.

#### **2. P4C (Philosophy for Children)**

As decoding becomes automatic, pupils can participate more confidently in discussions about texts, ask questions and justify interpretations.

#### **3. Healthy School**

Structured phonics support builds confidence and reduces anxiety around reading. Pupils experience success through rapid progress, strengthening self-esteem and resilience.

#### **4. Opportunities & Experiences**

Fluent reading enables pupils to access the full breadth of the curriculum, including high-quality literature, research tasks and wider enrichment opportunities.



## Implementation

Phonics is delivered through the Read Write Inc (RWI) programme for pupils requiring catch-up support.

Teaching is:

- Systematic and cumulative.
- Matched precisely to pupils' assessed level.
- Delivered in small groups or one-to-one where appropriate.
- Frequently assessed and regrouped to maximise progress.

Each session includes:

- Explicit teaching of new sounds.
- Review of previously taught sounds (retrieval practice).
- Blending and segmenting for reading and spelling.
- Application within decodable texts.
- Sight recognition of common exception ("red") words.

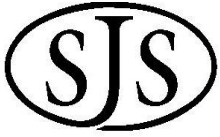
Pupils read the same text multiple times to build:

- Accuracy
- Automaticity
- Fluency
- Confidence

Phonics teaching is integrated within the wider reading system. Pupils receive decodable texts matched to their stage, alongside broader reading material to develop enjoyment and comprehension.

As soon as pupils demonstrate secure decoding and fluency, they transition back into full whole-class reading provision.

Spelling instruction supports the application of phonics knowledge in writing and aligns with statutory spelling expectations for KS2.



## Impact

The impact of our phonics provision is evident in pupils who:

- Decode unfamiliar words confidently.
- Read with increasing fluency and accuracy.
- Apply phonics knowledge to spelling.
- Demonstrate improved confidence in reading.
- Successfully reintegrate into age-appropriate reading lessons.

Progress is closely monitored through regular assessment, ensuring gaps are quickly addressed and pupils make accelerated progress.

By securing accurate word reading, phonics provision ensures that all pupils at Shaftesbury can fully access the curriculum and develop as fluent, independent readers.