



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Phonics (Reading and Spelling)

Intent

At Huby, we believe that every child can become a confident, fluent and enthusiastic reader. Guided by our vision **“Shining Together Through Courage, Connection and Curiosity,”** we inspire every child to let their light shine through a love of learning.

“Let your light shine for all to see.” Matthew 5:16

We recognise that learning to read is one of the most important foundations for children’s future success. Through our phonics curriculum, we want every child to develop the knowledge, skills and confidence they need to unlock the world of reading, access the wider curriculum and discover the joy and wonder that books can bring.

We teach phonics through **Little Wandle Letters and Sounds Revised**, a systematic and synthetic phonics programme which enables children to develop a secure understanding of the alphabetic code and apply this knowledge confidently when reading and spelling. Through carefully sequenced learning from Nursery to Year 2 and beyond, children build their phonological awareness, decoding skills, spelling knowledge and fluency.

We want every child to shine as a reader. Through phonics, children develop the **courage** to attempt unfamiliar words, the **curiosity** to explore new vocabulary and ideas, and the **connection** to share stories, communicate with others and understand experiences beyond their own.

Our phonics curriculum is ambitious for all pupils. We recognise that children learn at different rates and that some children may require additional support to secure early reading skills. Through high expectations, precise assessment, targeted intervention and inclusive teaching, we ensure that every child has the opportunity to succeed.

By the time children leave Huby, we want them to see themselves as readers: children who can read accurately, confidently and fluently, who enjoy reading for pleasure and purpose, and who understand that books can open windows into new worlds, experiences and possibilities.

Implementation

Our phonics curriculum is carefully sequenced from Nursery to Year 6 so that children progressively develop the knowledge and skills required to become successful readers and writers.

We use **Little Wandle Letters and Sounds Revised** as the foundation of our phonics teaching. This provides a consistent approach, ensuring that children experience clear routines, carefully matched progression and high-quality teaching throughout their journey.

Early Foundations in Nursery

In Nursery, children develop the foundations for reading through **Foundations for Phonics**.

Children develop:

- listening and attention skills
- awareness of environmental sounds
- rhyme and rhythm
- oral blending and segmenting
- recognition of initial and final sounds
- confidence in using spoken language.

Through songs, stories, rhymes and purposeful play, children develop the communication skills needed to become successful readers.

Daily Phonics Lessons in Reception and Key Stage 1

Children in Reception and Year 1 receive daily phonics lessons following the Little Wandle progression.

Teaching includes:

- explicit teaching of grapheme-phoneme correspondences (GPCs)
- blending sounds to read words
- segmenting words for spelling
- reading and spelling common exception words
- applying phonics knowledge when reading and writing.

In Reception, children begin learning phonics early in the Autumn term and progress through Phase 2, Phase 3 and Phase 4 learning. In Year 1, children consolidate their previous learning and develop their understanding of Phase 5 graphemes and alternative pronunciations.

Teachers carefully model pronunciation, blending and segmenting so that children develop confidence and independence.

Reading Practice Sessions

Children develop fluency and comprehension through regular reading practice sessions.

These sessions focus on:

- **decoding** – applying phonics knowledge to read unfamiliar words
- **prosody** – reading with expression, confidence and understanding
- **comprehension** – developing meaning and understanding from texts.

Books are carefully matched to each child's secure phonic knowledge, allowing children to experience success and develop confidence as readers.

We want children to experience the joy of reading and understand that every successful reading experience helps their confidence grow.

Supporting Every Child to Succeed

At Huby, we believe every child can learn to read.

Children who need additional support receive timely and targeted intervention through Keep-up sessions. These sessions follow the same structure, routines and resources as classroom teaching but provide additional practice and repetition to secure learning.

Children in Key Stage 2 who have gaps in phonics knowledge receive appropriate catch-up support to address specific reading and spelling needs.

Through careful assessment and responsive teaching, we ensure that barriers are identified quickly and children receive the support they need to flourish.

Consistency and Quality of Teaching

All staff are trained to deliver phonics consistently using the same language, routines and resources.

Teachers and leaders monitor:

- lesson quality
- pupil progress
- assessment information
- intervention impact.

Regular monitoring ensures that teaching remains effective and that children continue to make strong progress.

Reading for Pleasure

Phonics is the beginning of a lifelong relationship with reading.

Alongside systematic phonics teaching, we develop a love of reading through:

- daily story time
- carefully selected texts
- inviting reading environments
- access to a wide range of fiction, non-fiction and poetry

- opportunities to recommend, discuss and celebrate books.

We choose books that allow children to see themselves reflected, explore different cultures and experiences, and develop curiosity about the world around them.

Spiritual Development Through Phonics

Spiritual development is naturally woven through our phonics and early reading curriculum. Learning to read gives children the tools to explore themselves, understand others, appreciate the world around them and consider deeper questions.

We use the **Mirrors, Doors, Windows and Candles** approach to identify meaningful opportunities for spiritual growth.

Mirrors – Looking at ourselves

Phonics helps children develop confidence, resilience and self-belief.

Children learn to:

- recognise their own progress and achievements
- develop perseverance when words are challenging
- celebrate their successes as readers
- build confidence in sharing their ideas and responses.

Through learning to read, children develop the courage to believe:

“I can do this. My voice matters. I can let my light shine.”

Doors – Looking at others

Stories help children understand the experiences, feelings and perspectives of others.

Through carefully chosen texts, children develop:

- empathy
- compassion
- understanding of different lives and experiences
- respect for others.

Children discover that every person has a story and that listening to others helps us build stronger connections.

Windows – Looking at the wider world

Reading opens children’s eyes to new ideas, places, cultures and possibilities.

Through books, children develop curiosity by:

- exploring unfamiliar worlds
- discovering new vocabulary and ideas
- asking questions
- imagining possibilities beyond their own experiences.

Phonics provides the key that unlocks these wider opportunities.

Candles – Looking beyond ourselves

Reading allows children to explore deeper questions about life, values and the world around them.

Through stories and texts, children may consider:

- kindness and compassion
- courage and hope
- fairness and justice
- choices and consequences
- responsibility towards others and creation.

Books provide opportunities for children to reflect on Christian values and consider how they can make a positive difference in the world.

Impact

The impact of our phonics curriculum is seen in children who:

- read accurately and confidently
- apply phonics knowledge when reading and spelling
- develop fluency and expression
- approach unfamiliar words with confidence
- develop a love of reading
- use ambitious vocabulary
- communicate effectively with others
- show resilience when learning becomes challenging
- develop independence as readers and writers
- demonstrate curiosity about books, language and the world around them
- show empathy through understanding different perspectives.

Assessment is used to identify what children know, understand and can apply, and to inform future teaching.

Teachers use:

- ongoing formative assessment during lessons
- weekly review activities
- Little Wandle assessment information
- reading practice observations
- statutory phonics screening assessments.

Assessment information enables teachers to identify gaps quickly, provide targeted support and ensure that all children continue to make progress.

By the end of Year 6, we want every child to leave Huby as a confident reader who understands that reading is not simply a skill to master, but a gateway to imagination, knowledge, connection and opportunity.

We want every child to have the courage, curiosity and confidence to let their light shine through reading.