



At Knights Enham Junior School we provide...
Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.
'Together We Achieve'

KEJS Phonics Intervention Approach

Why?

From: Ofsted research review series: English

Schools need to prioritise teaching the alphabetic code to pupils, of any age, who are not able to decode accurately or who are otherwise at risk of not learning to read.... In primary and secondary schools, teachers and leaders need to identify quickly those pupils who are finding it hard to grasp any of the code they have been taught. Intervention is most effective when it occurs promptly.

Ongoing assessment of all children's phonic knowledge is critical to identifying pupils who need intervention. They need to be taught the alphabetic code as effectively and as swiftly as possible so that they do not fall behind their peers, and so that they have full access to the curriculum that proficient reading gives them.

What?

Rapid phonics intervention programme delivered daily by LSAs during whole class spelling time.

How?

- Rapid Phonics taught in years 3 and 4.
- Teachers will identify children who they suspect of having gaps in their phonics knowledge in reading, spelling or both. This will be done using professional judgement, data from infant school (phonics check and Yr 2 SATs) and evidence from books.
- Children will be grouped according to their starting points. LSAs or class teachers will run phonics groups or class spelling lessons.
- English lead / SENCO will train staff to be confident in delivering the programme.
- In addition, LSAs will also read with their group of children 3 times a week using the matched phonically decodable books for the level the children are currently working on.

- Children will take home their phonically matched book as a reading book to share with their parents. (Children may also supplement this with a colour banded reading book for pleasure).

NESSY

- Delivered in years 5 and 6. Often used for pupils screened as at risk of dyslexia.
- LSA to enable session a minimum of 4 times a week for 20 minutes.
- Progress is tracked using NESSY assessment tool.

Review and Monitoring.

- Pupil progress will be tracked termly using Insights.
- English lead and SENCO to monitor progress and review impact termly.
- Alternative phonics programmes to be suggested for those children who are not making progress.

Next Steps.

- From September 2023, all children will be screened using the placement test in Rapid Phonics. All children that need additional support at step 1 or step 2 will be placed onto the programme.