



storyybrook

Phonics Curriculum Overview



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1. Vision

At Storybrook School, we believe that reading is the foundation of educational success, personal development and lifelong learning. We are committed to ensuring that every pupil becomes a confident, fluent and enthusiastic reader, regardless of their starting point, previous educational experiences or additional needs.

We recognise that many pupils with social, emotional and mental health (SEMH) needs may have experienced disrupted learning, barriers to engagement, gaps in early literacy development, speech, language and communication difficulties, low confidence or negative experiences of education. As a result, we place the teaching of early reading and phonics at the heart of our curriculum.

Through a systematic, rigorous and evidence-informed approach to phonics teaching using the Read Write Inc. programme, we ensure that all pupils develop the essential knowledge, skills and understanding required to become successful readers, writers and communicators.

At Storybrook, we believe that reading opens doors to learning, independence, opportunity and participation in society. Our ambition is for every pupil to develop the confidence and competence to access the full curriculum, engage with high-quality literature and experience the pleasure and power of reading throughout their lives.

2. Rationale

Learning to read is one of the most important achievements in a child's education. Research consistently demonstrates that secure early reading skills are fundamental to future academic success, communication, wellbeing and life chances.

At Storybrook, phonics forms a critical part of our wider literacy curriculum and provides pupils with the foundational knowledge and skills required to become fluent readers and writers. We recognise that pupils cannot successfully access increasingly complex texts, develop comprehension skills or communicate effectively in writing without first securing the alphabetic code and becoming confident decoders.

Our phonics curriculum is designed to ensure pupils systematically acquire:

- knowledge of phonemes and graphemes
- secure understanding of sound-symbol correspondence
- blending skills for reading
- segmenting skills for spelling
- increasing automaticity and fluency
- accurate letter formation and transcription skills
- growing vocabulary and oral language
- confidence and independence as readers

We understand that for many pupils with SEMH needs, successful phonics teaching extends beyond the acquisition of technical reading skills. Pupils must feel safe, regulated, motivated and emotionally secure in order to learn effectively.





Therefore, phonics teaching at Storyybrook is delivered through nurturing relationships, predictable routines, high levels of encouragement and a trauma-informed approach that supports engagement and resilience.

Our phonics provision reflects the core principles that underpin all practice at Storyybrook:

- Behaviour is communication.
- Relationships are central.
- All practice is trauma-informed.
- Safety, belonging and trust come first.

Through carefully sequenced teaching, regular assessment, targeted intervention and high expectations for all learners, we ensure pupils develop the secure foundations necessary to effectively progress and thrive.

Phonics is therefore not viewed as a stand-alone programme, but as an essential component of our wider reading curriculum, supporting pupils to access the Storyybrook Reading Spine, engage with rich and ambitious texts, develop disciplinary vocabulary and participate fully in the broader curriculum.

3. Intent

At Storyybrook School, we are committed to ensuring that every pupil becomes a successful, fluent and confident reader. We recognise that reading is the gateway to the wider curriculum and a fundamental life skill that enables pupils to access learning, communicate effectively, develop independence and participate fully in society.

Many of our pupils arrive with gaps in early literacy, disrupted educational experiences, speech, language and communication needs, low confidence as learners or difficulties engaging with formal learning. Our phonics curriculum is therefore designed to provide a structured, systematic and highly supportive approach that enables all pupils to achieve success regardless of their starting point.

Using the Read Write Inc. systematic synthetic phonics programme, we aim to ensure that pupils develop secure foundational knowledge and skills in early reading and writing through carefully sequenced teaching, regular assessment and timely intervention.

The intent of our phonics curriculum is to ensure that pupils:

Developing Foundational Knowledge and skills

At Storyybrook School, phonics provides the foundational knowledge and skills that underpin all future reading, writing and communication. These foundations are explicitly taught, regularly revisited and systematically developed through the Read Write Inc. programme.





Developing Foundational Knowledge

Pupils will develop secure knowledge of:

- phonemes (speech sounds)
- graphemes (written representations of sounds)
- sound-symbol correspondence
- blending and segmenting
- the alphabetic code
- common exception words
- spelling patterns
- vocabulary and language structures
- sentence construction and meaning

Pupils develop knowledge of:

Foundational Knowledge	Examples
Phonemes	Individual speech sounds
Graphemes	Written representations of sounds
Sound-symbol correspondence	Matching sounds to letters
Oral blending	Combining sounds orally
Segmenting	Breaking words into sounds
Decoding	Reading unfamiliar words
Common exception words	Red words
Alphabetic code	Understanding multiple representations of sounds
Vocabulary	Understanding language encountered through reading
Sentence structure	Understanding meaning when reading

Developing Foundational Skills

Pupils will develop the ability to:

- listen attentively and discriminate between sounds
- articulate sounds accurately
- blend sounds to read unfamiliar words
- segment words to spell accurately
- read with increasing fluency and automaticity
- form letters correctly and confidently
- apply phonics knowledge when reading and writing
- communicate effectively through spoken and written language
- develop confidence and independence as readers and writers





Foundational Skills

Foundational Skills	Examples
Listening skills	Attending to sounds
Attention and concentration	Sustained participation
Oral language	Speaking and listening
Turn taking	Partner work
Sound discrimination	Hearing differences between sounds
Blending	Reading words
Segmenting	Spelling words
Handwriting	Letter formation
Reading fluency	Accuracy and automaticity
Comprehension	Understanding text

Becoming Fluent Readers

We intend for pupils to move successfully from:

learning to read → reading to learn

by developing:

- accuracy
- automaticity
- fluency
- prosody
- comprehension

so that reading becomes increasingly effortless and enjoyable.

4. Developing Positive Reading Identities

At Storybrook, we recognise that many pupils may have experienced difficulty, frustration or low confidence in reading. Through a trauma-informed, relational approach, we aim to rebuild confidence, foster resilience and help pupils experience success as readers.

We intend for pupils to:

- enjoy reading
- develop positive attitudes towards books
- experience success and achievement
- build confidence and self-esteem
- engage with a wide range of high-quality texts
- see themselves as readers





Access the Wider Curriculum

We intend for phonics to provide the foundation for success across all curriculum subjects. Secure phonics knowledge enables pupils to access increasingly ambitious vocabulary, develop comprehension skills, engage with the Storybrook Reading Spine and participate fully in learning across the curriculum.

Ensure Success for Every Learner

Through high-quality teaching, adaptive practice and timely intervention, we intend that all pupils, including those with SEND and SEMH needs, make strong progress from their individual starting points.

Our phonics curriculum reflects the core principles of Storybrook School:

- Behaviour is communication.
- Relationships are central.
- All practice is trauma-informed.
- Safety, belonging and trust come first.

By the time pupils leave Storybrook, we intend that they will have secured the foundational knowledge and skills required to read confidently, communicate effectively and access the next stage of their education with increasing independence and success.

5. Implementation

At Storybrook School, phonics is taught through the Read Write Inc. (RWI) systematic synthetic phonics programme. The programme is delivered with fidelity whilst being adapted through trauma-informed and relational approaches to meet the individual needs of our pupils.

Phonics is prioritised as a core component of our early reading curriculum and is delivered through consistent routines, explicit instruction, regular assessment and carefully targeted intervention. We recognise that many pupils may require additional support, repetition and opportunities for overlearning to secure early literacy skills. As a result, phonics teaching is characterised by high expectations, precise teaching and responsive adaptation.

Teaching and Learning Approach

Phonics is taught through daily, systematic and structured lessons which follow the Read Write Inc. progression model.

Teaching focuses on:

- explicit teaching of phonemes and graphemes
- oral blending and segmenting
- accurate pronunciation of pure sounds
- decoding unfamiliar words





- reading fluency and automaticity
- common exception words (Red Words)
- spelling and transcription
- vocabulary development
- comprehension development
- application of phonics knowledge within reading and writing

Teaching is carefully sequenced to ensure pupils build knowledge cumulatively and securely over time.

6. Read Write Inc. Progression

Pupils follow the Read Write Inc. progression pathway, developing increasing mastery of the alphabetic code through:

Stage	Core Learning
Oral Language Foundations	Listening, speaking, attention and sound awareness
Set 1 Sounds	Single-letter sounds and early blending
Oral Blending (Fred Talk)	Hearing and blending sounds orally
Word Reading	Reading simple decodable words
Set 2 Sounds	Long vowel sounds and digraphs
Set 3 Sounds	Alternative spellings and complex graphemes
Ditties and Storybooks	Developing fluency and comprehension
Fluent Reading	Increased accuracy, automaticity and prosody
Reading Independence	Transition to wider curriculum reading

Pupils progress through the programme according to their assessed stage rather than chronological age.

7. Grouping and Assessment

All pupils are assessed on entry and at regular intervals using Read Write Inc. assessment materials.

Assessment information is used to:

- identify starting points
- monitor progress
- identify gaps in learning
- inform group placement
- plan intervention
- ensure pupils receive appropriate challenge and support

Formal Read Write Inc. assessments are completed every six weeks. Assessment information is shared with relevant staff and used to adapt teaching, inform intervention, review groupings and communicate progress with parents and carers.





Pupils are grouped according to their current phonics stage and are regularly regrouped to ensure teaching remains closely matched to need.

8. Reading Practice

Pupils read fully decodable texts that are carefully matched to their phonic knowledge.

Reading practice sessions focus on:

- decoding accuracy
- reading fluency
- expression and prosody
- vocabulary development
- comprehension
- discussion and partner work

Pupils re-read texts multiple times to develop automaticity, confidence and understanding.

Reading materials are closely aligned to the sounds and graphemes pupils have been taught.

9. Writing Development

Phonics teaching supports early writing through explicit teaching of:

- letter formation
- handwriting
- spelling
- sentence construction
- oral rehearsal
- vocabulary development

Pupils apply newly acquired phonics knowledge directly within writing activities and across the wider curriculum.

Opportunities for purposeful writing are embedded throughout the curriculum to strengthen the connection between reading, spelling and written communication

10. Reading Fluency

At Storybrook, reading fluency is recognised as a critical bridge between decoding and comprehension.

Pupils develop:

- accuracy
- automaticity
- pace





- expression
- prosody
- reading stamina

Repeated reading, partner reading, echo reading, teacher modelling and reading practice sessions support the development of fluent reading.

11. Vocabulary and Language Development

Vocabulary development is woven throughout phonics teaching.

Staff explicitly teach:

- new vocabulary
- word meanings
- oral language structures
- speaking and listening skills

Partner discussion, oral rehearsal and structured talk opportunities enable pupils to develop language alongside reading skills.

Opportunities for structured talk, partner discussion, oral rehearsal and oracy development are embedded throughout phonics teaching to strengthen language acquisition, confidence and communication skills.

This is particularly important for pupils with speech, language and communication needs.

12. Adaptive Teaching for Pupils with SEMH and SEND

We recognise that many pupils require additional support to engage successfully with phonics learning.

Teaching may therefore include:

- predictable routines and structures
- visual supports
- reduced cognitive load
- chunked instruction
- additional modelling
- repetition and retrieval practice
- multisensory approaches
- movement and regulation breaks
- scaffolded learning tasks
- additional adult support
- flexible grouping arrangements

Adaptive teaching ensures that pupils remain fully included whilst maintaining ambition and high expectations.





13. Keep Up, Not Catch Up

Early identification and intervention are central to our approach.

Where assessment identifies that a pupil is at risk of falling behind, immediate support is provided through:

- targeted Read Write Inc. intervention
- same-day practice opportunities
- Pinny Time sessions
- additional reading practice
- precision teaching approaches
- small-group or individual support

Our aim is to ensure that pupils keep up with learning rather than requiring significant catch-up later.

14. Phonics Beyond Key Stage 1

At Storybrook, pupils continue to receive phonics teaching for as long as it is required.

Pupils who have not yet secured the foundational knowledge and skills required for fluent reading continue to access Read Write Inc. teaching and intervention beyond Key Stage 1.

Teaching remains carefully matched to need and is designed to ensure that every pupil develops the knowledge, skills and confidence required to become a successful reader.

15. What is Phonics?

Phonics is a systematic approach to teaching early reading and writing. It enables children to understand the relationship between sounds (phonemes) and the letters or groups of letters (graphemes) that represent those sounds in written language.

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that each individual letter makes;
- Identify the sounds that different combinations of letters (Special friends) make - such as 'sh' or 'oo'; and
- Blend these sounds together from left to right to make a word.
- Children can then use this knowledge to 'de-code' (Fred Talk) new words that they hear or see. This is the first important step in learning to read.

Through phonics teaching, pupils learn to:

- recognise and recall letter-sound correspondences
- identify sounds within spoken words





- blend sounds together to read words
- segment words into sounds for spelling
- decode unfamiliar words independently
- develop increasing fluency and confidence as readers

Phonics forms the foundation of early literacy and provides pupils with the skills required to access increasingly complex texts and wider curriculum learning.

16. Why Phonics?

Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. It is particularly helpful for children aged five to seven. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children will also become confident phonetic spellers. This will then lead into teaching the children different spelling rules to help develop more accurate spelling.

17. What is Read Write Inc (RWI)?

Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at Storybrook School we will continue teaching RWI to children beyond the age of 7 if they still require support in their reading.

18. How will RWI be taught?

All children are assessed every half term by our reading lead and are then taught in homogeneous groups.

Five key principles underpin the teaching in all Read Write Inc. sessions:

- Purpose - know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about Participation - ensure every child participates throughout the lesson.
- Partnership work is fundamental to learning
- Praise - ensure children are praised for effort and learning, not ability
- Pace - teach at an effective pace and devote every moment to teaching and learning
- Passion - be passionate about teaching so children can be engaged emotionally.

19. Read Write Inc. Programme

All children who need it, have a daily phonics session with their class teacher or TA using the Read, Write Inc. programme. Children are grouped according to their reading stage. Again these sessions are fast paced, fun and focused. Parents are invited into workshops to watch phonics being taught and get involved with some games. All children will learn how to 'read' the sounds in words and how those sounds can be written down.

Reading





The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts - see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Daily handwriting practice

Children practise correct letter formation as part of their daily Speed Sounds Lesson. We use the mnemonics to help children visualise the letter before they write it down. In the 'Write the letters' activity in the lesson, children practise saying the handwriting phrase and the sound as they form the letter in the air and then write the sound on paper. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

The children work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

20. Transitioning from Phonics to Fluent Reading

Whilst phonics provides the foundation for reading, successful readers require a broader range of knowledge, skills and experiences.

As pupils secure the alphabetic code and become increasingly fluent readers, the emphasis gradually shifts from decoding words accurately to understanding, interpreting and responding to increasingly complex texts.

At Storybrook, pupils are supported to progress from:

Learning to Read → Reading to Learn

Through this transition, pupils develop:

- reading fluency and stamina
- vocabulary knowledge
- comprehension skills





- oracy and discussion skills
- critical thinking
- reading confidence and independence
- reading for pleasure

Ultimately, pupils become increasingly able to select, access and discuss texts independently, preparing them for successful transition to the next stage of their education.

The Storyybrook Reading Spine plays a central role in this progression, exposing pupils to carefully sequenced, high-quality texts that support vocabulary growth, disciplinary knowledge, cultural capital and reading enjoyment. As pupils move beyond phonics, they are increasingly supported to engage with ambitious literature, rich vocabulary and increasingly sophisticated ideas across the curriculum.

Reading beyond phonics enables pupils to access the full curriculum, develop cultural capital and become confident, lifelong readers.

21. Read Write Inc. Phonics through the day: Fred Talk and pinny time

The teaching of sounds is kept to the phonics lessons to let children enjoy the integrity of each experience. However, there are two important things to do throughout the day to help teach all children to read sounds and learn to blend quickly:

1. Use Fred Talk and play Fred Talk games
2. Pinny time

Fred Talk + Speedy Sounds = reading

Fred Talk and Fred Talk games

Speaking like Fred helps children to understand that words are made up of sounds. Teachers and teaching assistants will use Fred Talk throughout the day to help children practise blending sounds together. Fred Talk follows a consistent routine:

1. Say the word in sounds as Fred, e.g. c-a-t. Ask children to repeat. Pause to allow children to 'jump-in' with the whole word.
2. Say the word in sounds followed by the whole word, e.g. c-a-t, cat. Ask children to repeat.
 - Use Fred Talk for single-syllable words at the end of sentences throughout the day e.g. it is time for l-u-n-ch...lunch, come and sit on the f-l-oor...floor.7
 - Fred Talk words at the end of the sentence and keep the words short and simple.

Pinny time

Pinny time helps children to practise reading the sounds taught so far speedily and to make sure children 'keep up, not catch up'.

- Each teacher/TA has their own apron or 'pinny' with pockets containing a set of Speed Sounds Cards.





- 5-minute pinny time sessions are timetabled throughout the day. Children who need to increase their speed are targeted.
- ‘Speed minute’ sessions throughout the day when a bell rings. How many sounds the group of children can read in one minute?
- Pinny time can take place before break, while waiting for the midday supervisors, waiting to go into assembly or as children go home.

We understand that children move at a different pace so children who still require Read, Write Inc. will stay on the programme. Teachers communicate the children’s needs and parents are informed on progress.

Year 1

A meeting is held to explain the Phonics Screening test to parents in Spring term. The phonics screening check is in June of year 1.

Year 2

The children who did not pass the Phonics Screening Check will get the chance to take it again in June.

After Year 2

Some children may still need support with their reading, writing and confidence in this area. Teachers communicate the children’s needs and parents are informed on progress. Children are supported differently in class depending on their needs. Children will continue RWI and they will take home a RWI book.

22. How Pupils are Taught to Read using Read, Write Inc.

Fred Talk

We use pure sounds (‘m’ not ‘muh’, ‘s’ not ‘suh’, etc.) so that your child will be able to blend the sounds into words more easily.



At school we use a puppet called Fred who is an expert on sounding out words! We call it, ‘Fred Talk’. e.g. m-o-p, c-a-t, m-a n, sh-o-p, b-l-a-ck.

The children are taught the sounds in 3 sets:

Step 1:

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. Please do not use letter names at this early stage. Children will also use pictures for each sound to help recognise the sound and then form the shape of the sound.

Step 2:

The children are then taught Set 2 Sounds - the long vowels. When they are very confident with all of set 1 and 2 they are taught Set 3 Sounds.

RWI Sound Mat





Nonsense words (Alien words)

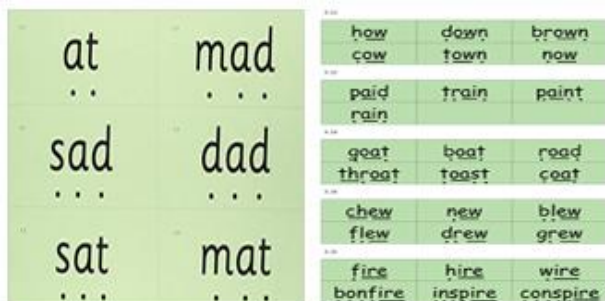


As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading ‘Nonsense words’. These words will also feature heavily in the Year One Phonics Screening check and Year two Phonics Screening recheck in the summer term.

Step 3:

Children will be introduced to ‘Ditty books’ when they successfully begin to read single words. The short vowels should be kept short and sharp: Children use sound-blending (Fred Talk) to read short ditties. They will bring these home once they have read and discussed the book in class. Children will then be challenged to use their developing phonic knowledge to write short sentences.

Within all the books children will have red and green words to learn to help them to become speedy readers. Red words are words that are not easily decodable and challenge words to extend children’s vocabulary. Green words are linked to the sounds they have been learning and are easily decodable.



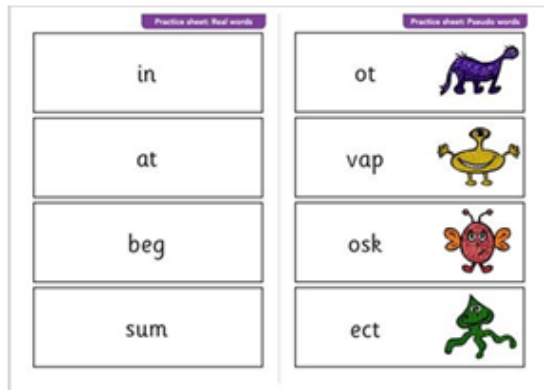
Dots and dashes represent the sound. Once children have been introduced and taught these words in school we will send them home for parents to continue practising with their child. During the RWI session children will read the book three times and at each new reading they will have plenty of opportunities to practise using their developing comprehension skills.





23. Phonics Screening Test

Reading Blue Storybooks At the end of Year 1 children are assessed using the National Phonics Screening Test and this is repeated for those who did not achieve the appropriate level at the end of Year 2. This assessment gathers information on the children’s ability to blend and segment decodable words to read. The children sit with the English Lead on a one to one basis in a relaxed environment and read 40 decodable words. If a child reads a word incorrectly, the teacher will just move onto the next word. Some words are real words and some are ‘alien’ words. Below is a sample of 2 test pages. The test is very child friendly and is a great assessment tool for teachers.



Whilst the Phonics Screening Check provides an important national benchmark, leaders also evaluate reading fluency, comprehension, vocabulary development and wider reading outcomes.

24. Impact

The impact of the phonics curriculum at Storybrook School is demonstrated through pupils’ increasing confidence, fluency and success as readers and writers. Through the consistent implementation of the Read Write Inc. programme, pupils develop the foundational knowledge and skills required to access the wider curriculum and become independent learners.

As pupils progress through the programme, they demonstrate increasing proficiency in:

- recognising and recalling taught phonemes and graphemes
- blending sounds to read unfamiliar words accurately
- segmenting words for spelling
- reading with increasing fluency, automaticity and expression
- applying phonics knowledge across reading and writing
- developing vocabulary and oral language skills
- understanding and discussing what they read
- demonstrating confidence and resilience as readers

Pupils move successfully from learning to read to reading to learn, enabling them to access increasingly ambitious texts and engage more fully across the wider curriculum.





Assessment information demonstrates that pupils make strong progress from their individual starting points. Read Write Inc. assessments are completed every six weeks and are used to monitor attainment, identify gaps in learning and ensure that teaching remains closely matched to pupils’ needs. Pupils are regrouped where necessary to maximise progress and ensure all learners receive appropriate support and challenge.

The impact of the phonics curriculum is monitored through a range of qualitative and quantitative evidence, including:

Monitoring Activity	Evidence of Impact
Lesson visits and learning walks	Consistent implementation of Read Write Inc. routines, high levels of participation and effective teaching
Pupil voice	Pupils can discuss sounds, blending, reading strategies and demonstrate positive attitudes towards reading
Assessment information	Secure progress through the Read Write Inc. programme and improved reading outcomes
Reading fluency checks	Increased accuracy, automaticity, pace, prosody and reading stamina
Work scrutiny	Application of phonics knowledge within spelling and writing
Reading observations	Increased confidence, independence and engagement as readers
Intervention reviews	Accelerated progress for pupils requiring additional support
Phonics Screening Check outcomes	Demonstration of secure decoding skills and readiness for the next stage of reading development

By the time pupils leave Storyybrook, they will have developed the foundational knowledge, skills and confidence required to read with increasing fluency, access the wider curriculum and continue their reading journey successfully beyond primary education.

25. Curriculum Leadership: Monitoring and Evaluating Impact

Leaders monitor the effectiveness of phonics provision through regular quality assurance activities, including assessment reviews, coaching, lesson visits, work scrutiny and pupil voice. Findings inform staff development, curriculum refinement and school improvement priorities.

Leaders monitor fidelity to the Read Write Inc. programme through lesson visits, coaching, assessment reviews and regular quality assurance activities.

Assessment information is shared with teachers and used to adapt provision, target intervention and inform communication with parents.





Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Learning walks	Evaluate implementation of RWI	Fidelity to programme, participation, engagement	Half-termly
Lesson visits	Monitor quality of teaching	Pace, assessment, adaptive practice	Half-termly
Assessment reviews	Track progress	RWI assessment data, grouping decisions	Every 6 weeks
Pupil voice	Evaluate reading attitudes	Confidence, enjoyment, knowledge recall	Half-termly
Reading fluency reviews	Monitor reading development	Accuracy, automaticity, prosody	Termly
Work scrutiny	Review application of phonics	Spelling, transcription, writing outcomes	Termly
Staff coaching	Improve practice	Fidelity, consistency, subject knowledge	Ongoing
Curriculum review meetings	Evaluate overall effectiveness	Strengths, priorities and next steps	Termly
Phonics outcome analysis	Evaluate effectiveness of provision	Phonics Screening Check outcomes, intervention impact and cohort trends	Annually
Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Reading fluency reviews	Monitor transition from decoding to comprehension	Accuracy, automaticity, prosody and reading confidence	Termly

Quality Assurance and Leadership

The Reading Lead monitors the quality, consistency and impact of phonics provision through:

- lesson visits
- learning walks
- coaching and modelling
- assessment reviews
- pupil voice
- work scrutiny
- reading fluency monitoring
- analysis of phonics outcomes
- staff training and development

Findings are used to inform school improvement priorities, professional development





How Leaders Know Pupils Remember More

Monitoring Activity	Evidence of Retention
Read Write Inc. assessments	Secure recall and application of previously taught sounds and graphemes
Retrieval activities	Recall of prior phonics knowledge and common exception words
Reading fluency reviews	Increasing automaticity, accuracy and prosody
Work scrutiny	Application of phonics knowledge in spelling and writing
Pupil voice	Ability to explain learning and reading strategies
Lesson visits	Secure use of taught sounds and routines
Intervention reviews	Retention of learning following additional support
Phonics Screening outcomes	Demonstration of secure decoding knowledge
Reading observations	Transfer of phonics knowledge into independent reading
Progression through RWI groups	Sustained knowledge acquisition over time

26. Home-School Partnership

At Storybrook School, we recognise that parents and carers play a vital role in supporting the development of early reading skills. Strong partnerships between home and school help to reinforce learning, build confidence and ensure pupils make the best possible progress in reading.

We are committed to working collaboratively with families to promote positive reading habits, develop confidence and foster a lifelong love of reading.

We support parents and carers through:

- phonics information sessions and workshops
- Read Write Inc. parent information events
- guidance on the correct pronunciation of pure sounds
- home reading books matched to pupils' phonic knowledge
- access to phonics resources and support materials
- regular communication regarding progress and next steps
- reading guidance and practical strategies for supporting reading at home
- opportunities to celebrate reading success and achievement
- individual discussions where additional support may be required

Parents and carers are encouraged to:





- read regularly with their child
- practise sounds and word reading using materials provided by school
- revisit familiar texts to develop fluency and confidence
- promote positive attitudes towards reading
- communicate with school regarding any concerns or barriers to reading at home

For many pupils with SEMH needs, confidence, routine and positive reading experiences are particularly important. We therefore work closely with families to ensure reading remains an enjoyable, supportive and successful experience both at home and at school.

Through strong home-school partnerships, we aim to create a consistent approach to early reading that enables all pupils to develop the knowledge, skills and confidence required to become successful readers.

27. Promoting Reading for Pleasure

Storyybrook School promotes reading for pleasure through high-quality class texts, access to engaging reading materials, the Storyybrook Reading Spine, library opportunities, author studies, reading celebrations and regular opportunities for pupils to share and discuss books. We believe that fostering enjoyment of reading is essential in developing confident, lifelong readers.

For further information about Read Write Inc. See the website on guidance on Phonics specifically for parents: [Learning to read at home - Ruth Miskin Literacy](#)

28. Links to Other Policies and Documents

This document should be read in conjunction with the following Storyybrook School policies and curriculum documents:

Policy / Document	Link to Phonics Provision
Curriculum Policy	Outlines the school's curriculum intent, implementation and impact, including the role of reading as the foundation for learning.
Reading Policy	Sets out the school's approach to reading fluency, comprehension, vocabulary development and reading for pleasure.
Storyybrook Reading Spine	Provides the progression of high-quality texts that support reading development beyond phonics.
Teaching and Learning Policy	Defines the pedagogical approaches, adaptive teaching strategies and classroom expectations that support effective phonics teaching.
Assessment Policy	Details assessment procedures, progress monitoring and the use of assessment information to inform teaching and intervention.





Policy / Document	Link to Phonics Provision
SEND Policy	Explains how pupils with special educational needs and disabilities are identified, supported and enabled to access the phonics curriculum.
SEMH Policy	Outlines the school's trauma-informed and relational approach, which underpins engagement and success in phonics learning.
Behaviour and Relationships Policy	Supports the development of safe, predictable and nurturing learning environments that enable pupils to participate successfully in phonics lessons.
Equality Information and Objectives	Ensures all pupils have equitable access to high-quality phonics teaching and early reading provision.
Accessibility Plan	Supports the removal of barriers to learning and participation for all pupils.
English Curriculum and Long-Term Curriculum Maps	Demonstrates progression from early reading and phonics into wider reading, writing, spelling, grammar and communication.
Early Reading Strategy (where applicable)	Outlines the school's approach to developing reading fluency, comprehension and reading independence.
Safeguarding and Child Protection Policy	Ensures that pupils learn within a safe, supportive and nurturing environment where they can thrive academically and emotionally.

Together, these policies and documents ensure a coherent and consistent approach to developing pupils' early reading, communication and literacy skills across the curriculum.

