Leaders in Phonics and Early Reading



GES Simply Letters and Sounds Validated by the Department for Education

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Why a Key Stage 2/3 Version?

- Ofsted research findings and recommendations. These have been embedded in the programme.
- State-funded school inspection toolkit- securing strong foundations in word reading, spelling, handwriting and mathematics.
- The Reading Framework, July 2023
- Pupils with SEND.
- Pupils new to the English system.

'If we get it right for the most vulnerable pupils, we get it right for everyone.' Sir Martyn Oliver, HMCI

Why phonics for older pupils ?

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's does and rose and lose ~
Just look them up: and goose and choose,

And cork and walk and word and ward
And font and front and word and sword.
And do and go and thwart and cart ~
Come, come, I've hardly made a start!
A dreadful language? Man alive ~
I'd mastered it when I was five!

Anon

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, laugh and through!
Well done! And now you wish perhaps
To learn of more familiar traps?

Beware of heard, a dreadful word,
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead,
For Goodness' sake, don't call it deed!
Watch out for meat and great and threat,
They rhyme with suite and straight and debt.

What makes our programme unique?

- The principles of working memory are firmly embedded in the programme.
- The phonics content that needs to be committed to long term-memory.
- Direct teaching-focus on what pupils need to learn.
- Reducing cognitive overload on working memory.
- Overlearning to develop fluency.
- Our robust tracking system enables teachers and leaders to identify pupils' precise phonics difficulties and offers next steps to close gaps and starting point on the programme.

What makes our programme unique?

- Assessments is a golden thread that underpins the programme that identifies any gaps in foundational knowledge- fluent word reading, spelling and handwriting.
- Promotes accurate transitions that facilitates curriculum continuity.
- High quality and age-appropriate resources that are matched to lesson plans.
- Disciplinary literacy approach.
- Highly experienced team offer training and support.

What does the programme entail?

- GES Simply Letters and Sounds Key Stage 3 Teachers' Handbook. Relevant to Key Stage 2 Aswell.
- Forty-nine age-appropriate lesson plans covering Phases Two, Three and Five. Additional lesson plans for Lower Key Stage 2.
- Resources to support the teaching of phonics lessons, which covers reading and spelling, dictation of phonemes, words and sentences.
- Baseline assessment to identify pupils' precise gaps in phonics knowledge and skills.
- Assessment guidance and end of phase assessment tasks.
- Assessment guidance for reading fluency.

What does the programme entail?

- Tracker for leaders and teachers to measure pupils' progress from baseline assessments and inform next steps.
- The tracker provides information for accurate transitions from Year 6 into Year 7, identifying pupils' specific gaps in phonics knowledge and skills, thereby offering curriculum continuity.
- Short CPD video clips.
- Access to main programme, if needed.

How does the programme work?

- Step One - identify pupils with reading ages of 8/9 and below.
- Step Two - complete baseline assessments and enter this information on the tracker. This will highlight starting points on the programme and next steps. Lesson plan
- Step Three - Implementation of lessons and assessments at the end of each phase.
- Step Four - Assess fluency and follow guidance offered.

Which reading scheme?

- Pupils should read books that are age-appropriate.
- Read decodable books that contain the grapheme-phoneme correspondences taught.

What training is on offer?

CPD - Half day sessions from 1- 4 pm. Hybrid approach.

1. Leading and Managing Reading for leaders.
2. Effective phonics teaching for all staff.
3. Reading fluency for all staff.
4. Teaching for Comprehension.

What support is on offer?

- One day follow up-support that is bespoke to the school and its school improvement priorities.
- Online support.

What is the impact?

- 96% of Year 6 pupils attained the expected standard in reading and 85% in writing at the end of July 2025. 86% pupils attained combined reading, writing and mathematics at the end of Key Stage 2. At the end of July 2024, 100% pupils met the expected standard combined in reading, writing and mathematics.
- ***"The school has built a culture and love of reading. The phonics programme is logically sequenced to build knowledge securely. Pupils take home books which match the sounds practised in class and their progress is carefully monitored. Those who need additional support are identified swiftly and those not yet ready to learn phonics are provided with a strong foundation in the early reading programme which is delivered with expertise."***

Ofsted, Kentish Town Church of England Primary School, July 2024

Next steps?

- Expression of interest.

- Contact: Raj Mehta, Education Consultant at the email address below.

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Question and Answer session?



Thank You



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