



Phonics and Early Reading Curriculum Statement

Intent

Through highly effective and enjoyable learning and teaching children become confident and enthusiastic readers and writers. The skills of reading and writing are the fundamental building blocks on which children will access the wider curriculum. To build this strong foundation, the teaching of phonics and early reading is a high priority. A consistent whole school approach supported by high quality professional development will ensure that children enjoy learning to segment words to support their spelling and blend sounds to read words with growing fluency.

Implementation

We do this through high quality phonics sessions that are taught daily across EYFS and KS1 (and beyond if necessary). We follow the government approved Essential Letters and Sounds programme which provides a systematic approach to the teaching of phonics over a succession of six phases. However, we have adapted it to ensure high expectations and to suit our children by creating our own bespoke phonics resource which is currently used throughout EYFS and Year 1 and will be introduced to Year 2 in September 2022. Each phonics lesson is active, engaging and differentiated to ensure all children are being appropriately challenged. Teachers revisit and review previously taught sounds and then introduce a new sound to the whole class. Each sound has its own action, story, rhyme, and letter formation ditty attached to it, making our method of phonics fun and multi-sensory. We have identified that the development of communication and language is hugely important to our children, and as a result of this, have ensured that each story is language rich so that children are exposed to new and interesting words which widen their own vocabulary. Children then practice reading and/or spelling words with the new letter either as a whole class or in differentiated groups. Groups are reviewed regularly to ensure the learning is appropriately matched to the children's needs. Careful monitoring by leaders, including observations of phonics and English lessons, learning walks and book scrutinies, ensures that all staff receive bespoke support and regular feedback on their delivery of phonics.

Children are given opportunities to practice their phonic knowledge throughout the day. In EYFS, phonics activities and "invitations to play" are set up to allow for consolidation of phonics learning across the wider curriculum. Each class also has a wide selection of books and other reading material such as magazines matched to the children's interests for them to choose to read. In addition to having access to a wide range of literature to read for pleasure, we also ensure that each child has a reading book which is carefully matched to the sounds they have recently learned in class. Reading books are organised to match the order in which the sounds are introduced. This means that children will be sent home a decodable reading book which includes the sounds that have been taught in class that week.

Impact

Through the systematic teaching of phonics, we are able to measure attainment using the KS1 national assessments and the phonics screening check at the end of Year 1. Our phonics results will consistently be on par above national average (current result: 80%, December 2021 and 80% December 84%). Every child will become a fluent reader by the end of Key Stage 1. In addition to this, through high quality teaching and effective modelling of reading, children will be enthusiastic and motivated readers who are inspired by literature and read for learning and for pleasure. The high-quality teaching of phonics and early reading will have a positive impact in children's learning and quality of writing in English and across the wider curriculum.