



## Phonics and Spelling Curriculum Intent, Implementation and Impact

### Intent:

At Hazelbury Bryan Primary School, we recognise reading and writing as a key life skill, which underpins access to the rest of the curriculum. Delivering high quality sessions from a young age sets the foundations to enable fluent readers and writers. We follow a cohesive whole school approach; staff, children and parents use the same terminology and language when talking about phonics. Every classroom displays the sounds the children have learnt, as well as the current spelling pattern that they are focussing on. We aim for children to read words and simple sentences by the end of Reception and become successful, fluent readers by the end of Key Stage 1, developing a lifelong love of reading as they move through school. The systematic teaching of synthetic phonics, based on the Department of Education's approved document 'Letters and Sounds', is given high priority throughout Early Years and Key Stage 1. Children need to learn key phonic knowledge and develop skills in segmenting and blending to complete the phonics check at the end of Year 1 and as part of developing fluency in reading. We also value and encourage pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills - enjoying success and gaining confidence from a positive experience. Children are then encouraged to use these skills to further their writing, segmenting words in order to write individual words to simple sentences and finally complex pieces. We intend to create a positive reading culture at our school, where we promote reading for pleasure in addition to scheme books. Our intention is to provide children with opportunities, such as taking library books home, holding a book fair, having a mobile library in the playground, developing a culture of reading, a love of reading and ensuring children see it as part of a positive and crucial aspect of their everyday life.

- By the end of Reception, our aim is for all children to have a secure understanding of Phase 2 and 3 phonemes and to be able to segment and blend words within these phases, in order to read and write simple words and sentences. Phase 4 begins in reception ready to be consolidated at the start of the Autumn term in Year 1. Children are introduced to the 'tricky words' early in the Autumn term in Reception, these are taken from 'Letters and Sounds.' We aim to read and write the high frequency words for Phase 2 to 3 before they enter Year 1.
- The aim in Year 1 is to ensure all children have completed Phase 4 and 5, passing the statutory Phonics Screening Check. We intend for all children to read and write all the common exception words for Year 1. They will then be ready to begin phase 6 upon entering Year 2.

We do not allow limitations in our school. We ensure that we cater for all abilities and needs. Through formative assessment, children who are SEN, making less progress, are pupil premium or from a disadvantaged background are catered for. These children will have planning adapted, TA support and interventions put into place to ensure that they remain at the same level as their peers. Due to the location of our school, we recognise that diversity is a challenge, to enable our children to see the vast array of cultures, ethnicities and genders across the World and Country. We therefore, incorporate texts into our Curriculum to ensure children get some experience or exposure to the diverse world that we live in.

### Implementation:

Through high quality teaching and a consistent approach to phonics, the children are taught the essential skills needed for reading and writing. Phonics is taught daily to all children in Reception and KS1. Phonics teaching is systematic, engaging, lively, purposeful, fun and interactive.

Each phonics lesson includes the following elements:

- Revise - Recap the previous graphemes and words
- Teach - introduce a new grapheme/word
- Practise - develop GPCs (grapheme phoneme correspondences)/read and spell new words

- Apply - use new graphemes/words in games and activities to secure knowledge
- Assess - monitor progress within each phase to inform planning

Extra support is provided to those in Year 2 and beyond who have not passed phonics screening checks in Year 1. These children are regularly assessed and interventions are planned for those children who are working below expected levels.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. In Reception, Phonics is taught through daily whole class teaching input and small group activities. Staff ensure Phonics is an integrated part of all learning in Reception, making links across the Early Years Curriculum as children explore their environment. In Year 1 and Year 2, phonics is taught through a whole class teaching input, then adapted activities for groups linked to the graphemes being taught. Targeted intervention through KS1 for the teaching of phonics is organised into small groups, outside of the phonics lesson, depending on children's prior phonics knowledge, and looking at where individuals need challenge or support. Where extra intervention is necessary, this is provided for children throughout Key Stage 1 and 2, ensuring a fidelity to our Phonics scheme.

Pupils have regular reading sessions with an adult to ensure they are regularly practising and applying their phonetic knowledge. This includes extra one-to-one reading for those children who are most vulnerable to enable them to catch up to meet age related expectations. In EYFS, continuous provision matches children's current knowledge and understanding whilst ensuring the children are suitably challenged. Parent helpers are welcomed in school and enable readers to make more progress by having additional 1:1 reading.

Teachers regularly assess children's phonics and spelling knowledge. These regular assessments inform planning and allow teachers to identify any gaps in learning. Interventions are then promptly put into place to enable children to catch up. Children have phonically decodable reading books matched to their phonics knowledge, which they are encouraged to read regularly at home to ensure fluency and comprehension in reading is developed. Books are chosen from our Big Cat Phonics texts which match our teaching sequence and fluent readers or readers who require a longer length of time on certain phonemes may use Dandelion Readers and Oxford Reading Tree reading, as consolidation or additional reading. These texts will be individually selected by experienced staff, based on assessment and interventions.

Our English Curriculum utilises the 'Power of Reading,' to teach children the different genres of texts and how the authors use different strategies to communicate with the reader. This, alongside our Phonics scheme, develops not only the love of reading but the love of writing. Children enjoy exploring texts, comparing texts and using different approaches to create their own writing. Our phonics and spelling scheme has been developed to enable children to achieve this successfully.

### **Impact:**

As a result of high quality phonics provision, children make good progress. They become confident, fluent readers and have a love of books. Our families share our love of reading and help support their children at home, this can be seen by the parents who attend our reading workshops. Through our reading, writing and phonics curriculum, children develop life skills which give them access to other areas of learning and enable them to utilise these skills in everyday life. They learn that reading and writing is the key to making progress in a range of areas and they thrive and become excited by the ability to independently and fluently read to siblings, themselves and family members, to reading signs around them, adverts on TV or instructions on a game, this is to name a few. It allows them the confidence to write letters to Santa, cards to friends and family, stories to put their ideas in a creative form, poetry to express themselves, a shopping list, a birthday list and so much more.

Our curriculum prepares children for the ever changing future, where reading and writing gives them keys to success.

