

Willoughby Primary
School

'Learning for Life'



Phonics Curriculum Statement

INTENT

Rationale:

At Willoughby Primary School, Phonics is taught so that it is accessible to all: every child knows more, remembers more and understands more. Phonics is a key skill that supports the development of early reading skills. At Willoughby, we combine quality phonic instruction with exposure to a range of texts and the promotion of reading for pleasure to provide our pupils with the skills they need to have a successful start to their lives as readers.

Ambition:

Using the Letters and Sounds (alongside a range of resources including the Jolly Phonics Programme programme) we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

IMPLEMENTATION

In order to implement our intent, we have:

- Opportunities for whole school and class enrichment.
- A scheme of work that teaches specific and relevant vocabulary (Letters and Sounds)
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.

- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words
- A progressive scheme of work where the teaching of phonics begins in Pre-school and progresses in line with children's readiness.
- Small and focussed group teaching to target children's specific next steps
- A rigorous assessment system that informs teaching

A cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure:

- Revisit/Recap
- Teach
- Practise
- Apply
- Assess
- Regular reading opportunities and story times for all children in Early Years and Key Stage 1
- A phonics-screening test for Year 1 in the summer term
- Teachers who monitor teaching and learning to improve standards and outcomes
- A link governor who liaises with the KS1 teacher in order to monitor and improve standards
- A curriculum that meets the needs of all pupils (including SEND).

IMPACT

Through implementing the above

- Pupils will be confident in their phonic knowledge
- Pupils will be able to blend and segment words confidently
- Pupils pass the Phonics Screening Test
- Pupils learn to love reading through fun but challenging phonic activities
- A culture where a secure knowledge of phonic sounds enables reading for pleasure as part of our reading curriculum.