

Phonics Statement of Intent- St Paul's



Intent

At St Paul's Primary, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. The systematic teaching of synthetic phonics, using the Twinkl Phonics programme, is given a 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.

We passionately believe that teaching children to read and write independently is one of the core purposes of a primary school enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Implementation

Through the teaching of phonics following the Twinkl Phonics programme, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Reception and KS1. Phonics teaching is systematic, engaging, lively and interactive. Each phonics lesson includes the following elements:

- Revisit and review - overlearn the previous graphemes and words
- Teach - introduce a new grapheme/words
- 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 daily within each phase to inform planning.

Any child who has fallen behind in the program receives timely intervention.

Extra support is provided to those in Year 2 (and in Year 3 where appropriate) who have not passed phonics screening in Year 1 and interventions are planned for those

children who are working below expected levels using the Twinkl Phonics catch up programme. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Pupils have regular reading sessions with an adult to ensure they are regularly practising and applying their phonics 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 the EYFS the continuous provision matches children's current knowledge and understanding whilst ensuring the children are suitably challenged. Teachers regularly assess children's phonics knowledge using the Twinkl Phonics assessment grid and tracking system. These regular assessments inform planning and allow teachers to identify any gaps in learning. Children have phonically decodable reading books matched to their phonics knowledge which they are encouraged to read regularly at home to ensure fluency in reading is developed.

Level 2	Reception	6 weeks (Autumn Term)
Level 3	Reception	12 weeks (Spring/Summer Term)
Level 4	Reception	4 weeks (Summer Term)
Level 5	Year 1	30 weeks
Level 6	Year 2	30 weeks

By the end of Level 2, children should be able to:

- give the phoneme when shown any Level 2 grapheme;
- find any Level two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

By the end of Level 3, children should be able to:

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;

- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

By the end of Level 4, children should be able to:

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

By the end of Level 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

By the end of Level 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly

Impact

As a result of high quality phonics provision, children make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, Key Stage 1 and into Key Stage 2. Many children accelerate progress during these years from baseline below ARE to meeting expectations in phonics. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency.