



## Phonics Curriculum Statement – Intent, Implementation & Impact

### INTENT

At Upshire Primary Foundation School, teaching children to read is an essential part of their learning. Reading is a skill that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. Teaching them to recognise the sounds each letter makes and how to put them together, enables them to read. It also helps with spelling as they learn how to break up words into sounds, in order to spell them. The idea that surrounds synthetic phonics is that once they are comfortable with the letters and sounds that make up words, children should even be able to read 'nonsense' words that don't actually exist in the English language.

#### **Our Aims:**

To establish a cohesive whole-school approach with progression and continuity in the teaching and learning of phonics throughout the school with a focus on quality first teaching.

To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.

To ensure children learn to read and write all 44 graphemes in the English language.

To ensure children have specific strategies to identify and decode common exception words (known as *tricky words*).

To have robust assessment procedures to check progress and identify pupils in need of intervention.

For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.

For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range of genres.

### IMPLEMENTATION

We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

Stories are used to provide a stimulus and context for phonics teaching in our Twinkl Phonics lessons. The story content also integrates games to practise the skills taught. Our phonics lessons are also supported by weekly decodable minibooks, which are part of our core provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups that relate to the day's learning.

In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND. Decodable reading



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books are also provided, matched to the children's phonic level through the use of Rhino Readers, as well as aligning existing books to the scheme. We use both individual and guided reading to teach reading alongside phonics. We also use a mix of eBooks and physical books.

In conjunction with the teaching of phonics, we also give our children phonics-based activities to take home at the appropriate level. These include parent information sheets, home learning booklets and spelling bookmarks. This helps to consolidate what has been taught in school and encourages a cohesive whole-school approach.

### Timetabling/Structure

Phonics is taught daily to all children in EYFS and key stage 1. Within reception, phonics sessions will increase in length over the year. By the end of reception, children spend about an hour a day consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of carpet time and follow-up activities. Phonics will also form part of their continuous provision for children to access following their discrete phonics lesson.

In year 1 and 2, phonics lessons will last about an hour each day. Some children may continue to need discrete phonics sessions in key stage 2. If this is the case, they will receive a daily 20-minute intervention session, delivered using the Twinkl Phonics Codebreakers interventions.

Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

## IMPACT

### Assessing in Reception & KS1

In reception, year 1 and year 2, children should be assessed on their knowledge of GPCs and tricky/common exception words each half-term, to establish their phonic level. Blending and segmenting assessments should also be carried out to ensure that children have the skills securely in place for reading and spelling.

### Supporting the Lowest 20% Achievers

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally, these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

### Extending and Challenging Fast Learners

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

### Year 1 Phonics Screening Check

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are. If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter year 2 and will be able to repeat the assessment in the summer term of year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in year 2, then phonics teaching and learning will be continued into key stage 2. At this point, the child will also be monitored by the SENCo to assess for additional needs.