



St Stephen Churchtown Academy
Teaching and Learning Principles
Subject: Phonics



Every child matters; every moment counts!

School Vision:

Our school will be an exciting place to learn!

We will:

- nurture individuality
- develop independence
- support children to reach their full potential
- encourage learners to be resilient

School Mission Statement:

To work in close partnership with the children, their families and the wider community to develop;

- Curiosity
- Courage
- Creativity

Subject Intent:

We define curriculum as the totality of a child's experience at St Stephen Churchtown Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

At St Stephen Churchtown Academy, we have developed a Phonics curriculum which develops:

Curiosity:

Courage:

Creativity:

Our intent is that:

At St Stephen Churchtown Academy the systematic teaching of phonics has a high priority throughout EYFS and KS1 and where necessary in KS2. Our intention is to rapidly and effectively build Phonics skills in order to develop confident blending, decoding and segmenting skills. We passionately believe that teaching children to read and write independently as quickly as possible is one of the core purposes of a primary school giving them the fundamental skills to access the rest of the curriculum as well as impacting on positive self esteem and future life chances.

Subject Implementation:

To deliver the Phonics curriculum, we use the Letters and Sounds programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation, supported by a variety of other resources as detailed in the Phonics Guidance document. It is taught daily to all pupils in EYFS and KS1 using the clear Revise – Teach – Practice - Apply structure with additional intervention for those in Y2 that did not succeed in the screening check in Y1 and for any children falling behind expected levels. A clear programme of assessment is in place to ensure rapid identification of those needing extra support. The reading scheme is organised to match the Letters and Sounds progression ensuring that children read books in line with their Phonic ability. Pupils in Y2 are introduced to the Read Write Inc Spelling programme from the 2nd half of the Autumn term.

Subject Impact:

Through the teaching of systematic Phonics, our aim is for children to become fluent readers by the end of KS1 so that they can then focus on developing this fluency and comprehension throughout the school. Attainment in Phonics is measured firstly through the EYFS framework for Reading followed by the Phonics Screening Check in Year 1. Further attainment in Reading is measured through the statutory assessments at the end of KS1 and KS2.

However, Phonics and therefore Reading goes beyond a test score and the impact of being able to read proficiently opens up the curriculum and indeed the world, for our learners.

Skills Progression:

At St Stephen, we use the progression from the Letters and Sounds document to ensure coverage of the 44 phonemes that make up all sounds required for reading and spelling including alternative ways of representing the same sound. We carefully track the objectives and ensure that new learning is accompanied by revision of previous.

For further information, please see the Phonic overview grids for each year group.

Teaching and Learning Expectations:

- Lessons will follow the correct structure of:
Revise Teach Practice Apply
- Phonics will be taught every day in EYFS and KS1
- A variety of resources and approaches will be used within the Letters and Sounds framework
- Blending and segmenting will be taught as reversible processes.
- Assessments will follow the overview grid and will be used to inform teaching and to identify those at risk of falling behind.

Working Walls/Displays:

All EYFS/KS1 classes will have a Phonics working wall for children to refer to which uses Twinkl flashcards. The board will display the following sounds:

Reception – Phase 2 as taught moving into Phase 3 as taught

Year 1 – Phase 3 moving into Phase 5 as taught

Year 2 – digraphs and trigraphs

Mixed age classes will display as appropriate for age groups in class.

The wall will also contain:

- key words appropriate to the age group,
- a phonics poster of alternative sounds (for Y1 and 2)
- examples of children's Phonics work (photocopied from whiteboard/book work/sheets).

The working wall must be accessible visually for the children to use when necessary.

Monitoring/Assessment:

- See phase 2, 3, 4, 5 assessment overviews on teaching overview grids
- Phonics Screening Check June in Year 1
- Re check for those who did not succeed June in Year 2