

Marwood Primary School Phonics Curriculum Statement

INTENT

At Marwood Primary School, we prioritise the teaching of reading. 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. 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. We strive to teach every child to read effectively and quickly.

We use a Systematic, Synthetic Phonics programme and have complete fidelity to this scheme which includes teaching synthetic phonics, common exception words, decoding and encoding words as well as accurate letter formation. We follow a structure of teaching letter sounds which is closely matched to the 'Letters and Sounds' programme. Six phonic phases are covered, each with new phonemes to be learned and increasing with difficulty as you progress from phase two to six.

Using a Systematic, Synthetic Phonics program alongside high-quality literacy and English provision we teach children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently

IMPLEMENTATION

To ensure that children are enthused, engaged and successful lifelong readers and writers we implement the following:

- Daily Phonics sessions, where the children learn new phonemes, improve their ability to segment and blend sounds and their ability to apply this knowledge into their reading and writing.
- Weekly small group guided reading sessions where children systematically learn the reading skills required for their age and stage through the use of OUP Word Sparks reading spine.

- Whole Class story times where the children are exposed to high-quality texts that they can demonstrate their understanding and thinking behind these, which in turn, inspires the children's own writing ability.
- Children are exposed and become familiar with the core 'reading spine' books for their year group to ensure they build a bank of books with which they know well as they move through school.
- All classes are equipped with a range of quality reading books in an inviting reading area to meet the needs of all children in the classroom which also engages and challenges keen readers.
- All children from Reception to Year 6 are issued with or supported in choosing a reading book that is appropriate for their reading ability and is changed regularly as appropriate. Children who are not yet 'developing readers', will work through our school reading scheme – these are levelled books which match the children's current reading and phonics knowledge stage. We expect children to read at home regularly and for regular entries to be made in reading records by adults at home/children (Y2 upwards) and by the adults at home/ classroom staff (Yr 2 and below).
 - In practice, children learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words. We do this by:
 - When children join us in Yr R, we systematically teach Phase Two, which introduces the children to 23 new phonemes, and the first 8 phonemes in Phase Three. Within Phase Three the children will then learn to recognise, form and use these sounds in simple consonant-vowel-consonant (CVC) words to begin to read and write simple words and captions. Once they have conquered this skill, they start reading stories and texts that have words made up of the phonemes they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. Once secure, the children move on to the next phonemes in Phase Three where they will learn new sounds, improve their reading fluency and develop a greater writing ability. Phase Four is then taught which secures adjacent consonant knowledge and skills. Throughout this process there is a focus on comprehension, reading with expression and reading for enjoyment. Children are regularly assessed and those who are identified as not being where they should be on the expectation chart, will do daily intervention sessions.
 - In Year One Phase Five is the core focus. Children are regularly assessed and those who are identified as not being where they should be on the expectation chart, will do daily intervention sessions.
 - In Year Two the spelling curriculum is taught through the 'Decision Spelling' programme which embeds Phase 6 of the phonics programme.

- Throughout Early Years children are taught in a separate phonics group to the Yr1 children in the same class. All Yr1 children are taught together to ensure children are not left behind and the gap does not widen. Catch up intervention either 1:1 or small groups happens daily for children who need to catch up.
- Teachers and Teaching Assistants regularly assess the children and converse together so that all planning meets the needs of the children. This ensures that all children are confident before moving onto a new phonics phase.
- In addition, where needed children will be benchmarked to ensure their reading books offer enough challenge and room to improve. This paired with our daily observations and adults hearing children read regularly in school, enables confidence when issuing new reading books for the children to enjoy at home.
- We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read common exception words; so they experience early reading success and gain confidence that they are readers. At home we want children to consolidate the learning that takes place in school. Books that children take home will have been shared in school twice before going home, once with an adult individually and then by completing an independent follow up activity using the same text. We aim for children to practice fluency and comprehension skills as well as developing a love for reading when reading at home.

IMPACT

By the time children leave Marwood Primary School, our aim is for all children to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Throughout the teaching of Phonics, we are able to measure attainment using the Key Stage One and Key Stage Two national assessments, along with the information provided by the Phonics Screening check for Year One. However, at Marwood, we believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.