



Phonics Curriculum Statement – September 2022

Our School Vision:

Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish.

Intent

At St Mary and St Giles, we recognise reading as a key life skill, which underpins access to the rest of the curriculum. We are passionate about ensuring all children become confident readers. We aim for children to read words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school. Through daily, systematic, and consistent high quality phonics teaching, children learn to segment and blend words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use the systematic synthetic phonics programme, Essential Letters and Sounds (ELS). This teaches children the link between the sounds of our language (Phonemes) and the written representation of the sounds (Graphemes). Through this programme and alongside continuous and reactive assessment we will provide lessons that are rigorous and engaging.

Implementation

Through the teaching of phonics, following the Essential Letters and Sounds programme, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Foundation and Key Stage One. Phonics is systematic, engaging, lively and interactive. Phonic lessons are delivered whole class, are of high-quality and are well-structured. This whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, we use interventions to ensure that any learning gaps are quickly filled. We use consistent terminology and resources to support effective teaching and learning.




Each phonics lesson includes the following elements:

- Review
- Teach
- Practise
- Apply
- Review

The following shows when we will be teaching each phase.

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> • Environmental sounds • Instrumental sounds • Body percussion • Rhythm and rhyme • Alliteration • Voice sounds • Oral blending 	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) • 12 new harder to read and spell (HRS) words 	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> • Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2
Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> • Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3 	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> • Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> • Alternative spellings for previously taught sounds • 49 new GPCs • 4 new HRS words • Oral blending • Revision of Phase 2, Phase 3 and Phase 4 	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> • With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling • Revision of all previously taught GPCs for reading and spelling • Wider reading, spelling and writing curriculum

Phase 1 will be taught in Nursery and will continue to be used throughout the school day in Reception. However direct phonics teaching will start at the beginning of Reception.

	Opportunity	We strive to provide a range of opportunities to excite, motivate and enthuse our children with phonics and reading. This includes curriculum days, visits and visitors such as visits to the local library. We want our children to broaden their aspirations and life-long interest in reading.
	Enquiry	We foster the natural curiosity of our children and support them to develop inquisitive thinking about their learning. This will be achieved through the variety of fiction and non-fiction texts that the children will encounter.
	Language	Language rich environments and lessons develop a rich vocabulary which we want our children to use confidently and accurately. We want to develop expressive and articulate young people who have a broad vocabulary.

Impact

Through the consistent, systematic and daily teaching of the Essential Letters and Sounds programme, our aim is for children to become fluent, confident readers by the end of Key Stage One. Teachers will be delivering high quality, consistent lessons and assessing children's skills to ensure that all children make rapid progress and that they keep up rather than catching up. Attainment is measured by the Phonics Screening Test at the end of Year 1, we aim for every child to pass the Phonics Screening Test. However, we firmly believe that reading is the key to all learning and so the impact of our phonics programme goes beyond the results of the statutory assessments.