



Phonics Curriculum intent

At West Croft we recognise reading as a key life skill, which underpins access to the rest of the curriculum. 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 the school. The systematic teaching of synthetic phonics, using our tailored Letters and Sounds programme, is given a high propriety throughout the early Years and KS1. 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 letters sounds, segmenting and blending skills- enjoying success and gaining confidence from a positive experience.

Phonics workshops are offered throughout the year to ensure parents know how to best support their child at home. We have an emphasis on handwriting during the phonics session to ensure letter formation is developed from an early age.

End Points

By the end of Nursery	By the end of Reception	By the end of Year 1
<ul style="list-style-type: none">• All children will have an awareness of alliteration and rhyme• Most children will be able to orally blend• Most children will hear initial sounds in words• Some children will orally segment words• Some children will write initial sounds	<ul style="list-style-type: none">• All children to have a secure understanding of phase 2 and 3• To be able to segment and blend words within these phases, in terms of reading and blending words with graphemes learnt from Phase 3, in order to start Phase 4 in the Autumn term of Year 1.• Children are introduced to tricky words early in the Autumn term in Reception and aim to read and write the HFW for phase 2 and 3 before they enter Year 1.	<ul style="list-style-type: none">• All children to have completed phase 4 and 5 and ready to begin the West Croft Spelling programme upon entry into Year 2.• All children to read and write all the common exception words for Year 1• Children will use their phonic knowledge to segment and write words for their current phase and ability.

We will:

- Provide engaging challenging lessons
- Ensure **all** children access phonics for their level
- Create strong partnerships with parents that continue through the school.

	Intent	Implementation
Phonics	<ul style="list-style-type: none">• West Croft follow the 'Letters and sounds' sequence for teaching sounds.• Teaching Phase 1 of the Letters and Sounds program is taught in Nursery. Aspects of the program are integrated into all areas of the provision, which creates a language rich environment. Phase 1 is integrated into provision in the Autumn term of Reception to ensure a transition of skills and ensure they are built upon.	<ul style="list-style-type: none">• Phase 1 is taught as a discrete session during the Nursery day• Phase 1 phonics is integrated into the continuous provision and underpins the foundations of Early Reading and writing skills• All staff have been trained in Phase 1 phonics to ensure they integrate it in to their own practice throughout the entire day
Phase 2 and 3	<ul style="list-style-type: none">• Daily direct, focused phonics sessions (Phase 2 and Phase 3 are taught in Reception.	<ul style="list-style-type: none">• Each phonics lesson includes the following elements:• Revise: Re-cap previous graphemes and words and phonics skills that need targeting• Teach: Introduce a new grapheme, rule or 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 within each phase to inform planning

Environmental	<ul style="list-style-type: none"> Phonics in the continuous provision 	<ul style="list-style-type: none"> Staff ensure phonics is an integrated part of all learning in EYFS, making links across the curriculum as children explore the environment
Phase 4 and 5	<ul style="list-style-type: none"> Daily direct, focused phonics sessions (Phase 4 and Phase 5 are taught in Reception). 	<ul style="list-style-type: none"> Each daily phonics lesson includes the following elements: Revise: Re-cap previous graphemes and words and phonics skills that need targeting Teach: Introduce a new grapheme, rule or 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 within each phase to inform planning Extra support is given in Year 2 (and Year 3 where appropriate) who have not passed the phonics screening in Year 1 and interventions are planned for those children who are working below expected level.
Progression	<ul style="list-style-type: none"> A clear phonics progression is mapped out ensuring children make rapid progress 	<ul style="list-style-type: none"> Teachers use curriculum map to plan the sequence of lessons to ensure prior knowledge is built upon Gaps in learning or misconceptions are picked up and built into the planning of lessons
Assessments	<ul style="list-style-type: none"> To assess each child every half term and to use this to inform planning 	<ul style="list-style-type: none"> Teachers assess children every half term using the phonics assessment grids These regular assessments inform planning and allow teachers to identify gaps in learning Phonics screenings are done regularly to ensure progress is made and identified children receive the correct interventions
Daily reading	<ul style="list-style-type: none"> For every child to have read daily either in school or at home. 	<ul style="list-style-type: none"> Children have guided reading 2-3 times a week and the lowest 20% read daily 1-1 Books are carefully matched to their current phonics level to ensure they can access what they are reading. Phonically decodable books are the basis of children's individual and guided reading experiences Children take home these same reading books to aid fluency and familiarity and for the children to make rapid progress

Parental engagement	<ul style="list-style-type: none"> • Parents understand the phonics curriculum and how to support their children at home. 	<ul style="list-style-type: none"> • Phonics workshops are offered throughout the year to ensure parents know how to best support their child at home. We have an emphasis on handwriting during the phonics session to ensure letter formation is developed from an early age
Writing	<ul style="list-style-type: none"> • At West Croft we know that all children are writers. Writing involves the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) • In Nursery all children will have the confidence to explore mark making materials and will talk about the marks they make. • Children in Reception will be able to write a simple sentence or phrase that can be read by others. • Children will show an awareness of punctuation, such as a full stop and capital letter. 	<ul style="list-style-type: none"> • Writing is initially developed through the Phonics program • Segmenting is taught and modelled daily • Children are encouraged to use fingers to segment words for spelling (Heavily modelled in Phonics sessions, shared writing sessions and in continuous provision) • Rehearsing the sentences is modelled and children are encouraged to do this for independence, being able to hold the sentence in their brains to write it independently • Sound mats are used and adults' model how to use these to give children independence in their writing • Letter formation is taught daily through the Phonics program • Writing materials are in all areas of provision to encourage early mark making and writing. • Message centres are available across The EYFS and the opportunity to write both indoors and outside • The writing raffle is utilised from the Spring Term to encourage child initiated, independent writing • Identified children receive writing interventions • Writing materials sent home to support children

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of KS1 and 2. These results are measured against the reading attainment of children nationally.

Attainment in phonics is measured by the phonics screening at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

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 make accelerated progress during these years from baseline below ARE to meeting expectations in phonics, reading and writing

Phonics scores have been rising and have become inline with National averages by the end of Year 2

Reading and phonics outcome are in line with National average in the EYFS