

**Goostrey Community Primary School**

**Phonics**

**Learning and Achieving Together**

 *‘The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words.’ – The National Curriculum.*

**Intent**

**The aim:**

At Goostrey Primary School our aims of phonics teaching is to enable children to identify, blend and segment sounds accurately through a systematic approach.

The building on of these skills runs through our curriculum as we aim to equip the children with the knowledge to become

* Accurate and fluent readers with a love of reading
* Independent and confident spellers – which in turn will support their writing

Lessons follow a consistent structure of **revision** first then high-quality **explicit teaching**, **practise** and finally **review**.

We are passionate about ensuring all children have a love of reading and writing. This is instilled through our bespoke daily phonics lessons, with the intention of developing confident and enthusiastic learners. We believe that phonics provides the foundations of learning which equip the children with the skills to continually build on their fluency in reading and accuracy in writing.

**Implementation**

* Phonics is taught progressively throughout EYFS and KS1. The Twinkl programme is used throughout Reception and Key Stage 1. Where appropriate this is also used in Key Stage 2.
* Lessons are planned to ensure clear progression.
* Throughout the Infants, there is consistency in the delivery of lessons and use of terminology.
* All children are taught to use the vocabulary associated with phonics e.g. digraph, phoneme, grapheme and to articulate their understanding of these terms regularly.
* We promote ‘active learning’ and participation for the duration of the 25-minute phonics lesson with streamed groups to meet the needs of the children.
* Phonics skills are not taught in isolation but reinforced throughout the curriculum.
* All phonics lessons include the opportunity to practise blending to read and segmenting to spell.
* Children are closely monitored and assessed during each phase to ensure gaps are identified and misconceptions corrected.
* Tailored interventions to consolidate learning for individuals and groups (Boosters) are provided to support children where necessary, including in Year 3.
* There are children who do not follow the same progression as the main body of the class. These children are provided with bespoke or adapted plans to suit their individual needs.
* Our reading books are based on the children’s assessed reading ability. Phonics books are linked specifically to current phonics learning to allow reinforcement of sounds and to build upon sounds already learnt.

**Impact**

At Goostrey Community Primary School, assessment in EYFS and KS1 is ongoing through all lessons which helps the teacher plan the next steps to be taught. Knowledge is built on through Infants as pupils recap previous learning. This enables children to have a secure understanding of phonemes and graphemes which develops competent readers and writers. Phonics teaching in the juniors builds upon children’s phonetical knowledge and understanding and plugs any gaps in the children’s knowledge.

Some elements of the curriculum are measured against standardised criteria, whereas other parts can only be determined through observation of the behaviour of and interactions with our pupils and other stakeholders.

That every child:

* Feels safe and valued within their environment
* Reaches their academic potential.
* Has the tools for future learning.
* Develops the skills to be analytical, evaluative and reflective.
* Engages with the wider community, through an inclusive and tolerant outlook.
* Is Knowledgeable Motivated Curious Healthy Resilient Independent Creative