



## Whole School Curriculum Design: PHONICS INTENT – IMPLEMENTATION - IMPACT



### Intent

**At Broomhaugh C of E First School we follow Read Write Inc. for our phonics teaching.**

In phonics our provision is designed to ensure that all of our children will learn to read well. Phonics is the roots for reading that help our children grow in to confident readers with reading for pleasure at the very heart of our reading curriculum. We believe that all children should progress through the phonics phases with fluency and confidence and thus place high importance on high quality teaching and resources. Phonics and reading are essential tools to access the whole curriculum, to engage and make sense of knowledge and to explore, question and respond to the world. A strong phonics basis enables us to ensure or children flourish as readers and therefore develop socially, emotionally, intellectually and culturally. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of our phonics programme and these lessons are supported by a vast range of high quality resources.

In order for us to deliver a high quality synthetic phonics programme we ensure:

- Correct pronunciation by children and adults
- A clear understanding of age related expectations
- Systematically working through Set 1-3
- A multi-sensory approach (VAK)
- Games and activities using a range of materials
- Fully interactive sessions
- Children are taught to blend phonemes, in order, from left to right, all through the word
- Children are taught to segment to spell
- Children use phonics and word-building to learn to read and spell
- Children learn high frequency words in sequence
- Practise and apply: reading words individually and in sentences and texts
- Practise and apply: spelling words individually and in sentences

### Implementation

When designing our curriculum we have sought to focus on a clear progression through the phonics phases: (See our phonics overview for more detail)

#### Reception:

Once the reception baseline has closed, children will focus on Set 1 and 2 using listening activities, stories, rhymes and song. During the Autumn, Spring and Summer term the children will continue to focus on Set 1 and progress to Set 2.

Children will learn the sounds, in order. The sounds are used to blend and segment CVC words. Spellings are learned through word building.

#### Year 1

Children continue with Set 2 and will progress onto Set 3 Read Write Inc. They will learn to say and write alternative pronunciations for graphemes and learn to make plausible attempts at most words by using 'best fit' judgement. Year 1 children will be able to apply their blending skills to reading, segment to spell, count syllables and build words to spell. Children who can give the sounds for all the Set 2 and 3 graphemes but who are not yet able to apply them in reading and writing need further practice at orally blending and segmenting so they can hear all the sounds in a given word.

#### Year 2

Any children who are not secure with Set 2 or 3 sounds will focus on these at the start of Year 2 to ensure all gaps in knowledge are filled. Children then progress onto learning spelling rules. There is a focus on adding suffixes to words. Pupils will be taught to make words ending in 'y' plural. They will learn about words with contractions, the use of the apostrophe to make single nouns possessive and some homophones/near homophones.

**Intervention:** Beyond Year 2, all pupils move through the spelling programme. In all year groups, children reading below age-related expectations receive targeted support. Additional phonics teaching is given following the taught patterns in Read Write Inc and supported by phonetically decodable guided reading books from the school reading scheme. From KS1, we implement aspects of the Read Write Inc intervention programme embedding decoding skills and improving fluency. In EYFS, KS1 and LKS2, all children have home reading books which follow the book banding scheme of progression. There is targeted catch up for children who did not achieve expected standard at end of Year 1.

### Impact

We believe that the impact of using our personalised Phonics curriculum and progression through the phases will ensure that our children have a good grasp of phonological knowledge and understanding. Staff have high expectations work closely to develop a firm basis for reading development. CPD provides opportunities to understand the continuity and progression of skills across key stages and phases; skills to model, scaffold and question pupils in order to achieve a deeper level of understanding and vocabulary. Phonics delivery and impact is monitored and assessed regularly by members of the leadership team ensuring a consistent approach.

