

## **Phonics Curriculum Statement**

### **Curriculum Intent**

At St Mary and All Saints, we believe in a strong foundation in Phonics is fundamental to a child's academic development. We follow a systematic synthetic phonics programme called Unlocking Letters and sounds. This scheme is designed to foster a love for reading and empower students with the essential skills needed to become proficient readers and communicators. Through this curriculum, we aim to lay the groundwork for a lifetime of successful learning and exploration through reading and writing.

Our vision for our phonics teaching is to ensure that every student becomes a confident and proficient reader. We intend to equip our students with skills and knowledge needed to decode words, understand the structure of the English language, and ultimately develop a lifelong passion for reading.

### **Curriculum Implementation**

Phonics is prioritised every day in Reception, Year One and Year Two. Each dedicated whole class lessons follow the same five step structure.

- ▶ Revisit
- ▶ Teach
- ▶ Practice
- ▶ Apply
- ▶ Revise

The revisit section recaps over previous sounds and common exception words, the children are then taught something new. This is then practiced and put into word reading and spelling. The children then apply the new sound taught to embed the new sound into a sentence through reading and writing. This is always revised and misconceptions are addressed at the end of each session. These run between 20-30 minutes each day. LSA's are used to support children in the classrooms during the lessons.

If gaps are appearing in children's learning or misconceptions need addressing 1:1 interventions are put in place. If children need higher level support group sessions are run to allow children to address gaps and make progress.

In Key Stage Two children who need interventions are baselined at the beginning of the academic year and 1:1 interventions or group taught sessions are put in place.

This is a consistent approach used across the school.

## **Curriculum Impact**

The impact of teaching daily ULS phonics lessons is tracked and monitored closely in a range of different ways. Teachers complete a baseline assessment of their children as they start each academic year. Each child is then assessed every three weeks to keep track of their learning and progress in line with the scheme's progression document. Daily and additional Interventions are then put in place to plug gaps for children who may need more practice or exposure to sounds previously taught. Once a child reaches the end of a phase of phonics they are further assessed to track their progress and to ensure they are all on track to achieve well at the end of the academic year.

The phonics lead then tracks each class the progress of the children across Key Stage One. Children who are the lowest 20% are then monitored to ensure interventions are being completed and they are making progress against their gaps identified in their assessments.

Key Stage Two children are tracked daily to ensure their gaps are being addressed and their specific areas of concern are being targeted. This data is then tracked termly by the phonics lead to ensure all children are making progress.

The ULS phonics scheme has a positive impact on the children at St Mary and All Saints and their progress in phonics and reading. As a school we achieve consistently high percentages in the Year One phonics screening which allows them to make good progress with their phonics and spelling into Year Two. The children across the school learn how to confidently decode, segment and blend unfamiliar words and develop a good level of fluency and competency, leading on to written comprehension as a result of experienced teachers following a systemic synthetic phonics program.

Ultimately, we aim that all pupils, at the end of Key Stage One, will be confident in all Stages of their Phonics and be ready for the next stage in their educational journey.