



Castor C of E Primary School

Subject Intent, Implementation and Impact Statement



Phonics



Intent

At Castor CE Primary School, we strive to teach children to read effectively and quickly, using the Letters and Sounds programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Our structure of teaching letter sounds is derived from the 'Letters and Sounds' programme which outlines six phonic phases, each with new phonemes to be learnt and increasing with difficulty as you progress from phase one to six.

We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a Primary School. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Using the Letters and Sounds programme we teach children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

This systematic teaching of phonics has a high priority throughout Foundation Stage and into Key Stage 1. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the Phonics Screening Check at the end of Year 1.



Implementation

Through the daily teaching of Letters and Sounds, alongside the Jolly Phonics actions, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Foundation Stage and into Key Stage 1. Extra support is provided to those in Year 2 who have not passed the phonics screening check in Year 1 and interventions are planned for those children who are working below expected levels.

Phonics is delivered daily as an explicit lesson in EYFS and into KS1. Phonics is taught as a whole class approach to ensure that quality first teaching is accessible to all children. Each phonics session follows the same structure: revisit/recap, teach, practise, apply and assess.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.



Pupils have other regular reading sessions with an adult and we ensure the pupils are regularly practising and applying their phonics knowledge within these. In the EYFS the continuous provision matches the pupil's current phonics knowledge and understanding whilst ensuring the children are suitably challenged. Teachers continually assess the pupil's phonics knowledge during the phonics lesson. These regular assessments inform planning and allow teachers to identify any gaps in learning. They are tracked half termly and extra support is put into place for any child that is falling behind.

The children have phonically decodable reading books that they are encouraged to read regularly at home and which match their current phonics level. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers, as well as consolidating the learning that takes place in school.

We encourage reading for pleasure through children having a choice of challenging and enriching texts as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school, including regularly with an adult.

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 Key Stage 1 and 2. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Check 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 and is embedded across the entire curriculum for our children. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, culture and styles.



22/03/2021

If you were to walk into a Phonics session at Castor CE Primary, you will see:

- ☺ Teacher subject knowledge is strong in all classes
- ☺ All children are fully engaged in all parts of the phonics lesson
- ☺ The four part lesson being systematically and consistently taught throughout Reception and Year 1 using the Letters and Sounds programme
- ☺ Working walls that support phonics learning
- ☺ EYFS environment that fully supports phonics application – resource labels, environmental print, displays and a phonics area where children can practise their phonics skills appropriately

Remote Learning at Castor CE Primary School – if children have to remotely learn phonics the following approaches are taken to ensure that daily phonics teaching and learning is consistent and of a high quality:

- Phonics sessions are taught live each day in Reception and Year 1 by the Class Teacher
- Sessions follow the 4 part lesson structure of Letters and Sounds as they would in school
- Children get instant feedback during the live lesson, along with written feedback if they submit their sentences after the live session has ended
- Resources to support phonics teaching are relevant and appropriate to the stage the children are learning and a follow up video is also signposted to parents so that they can access more support if unsure
- Extra live support sessions may take place with a Teaching Assistant, but these are in addition to the daily live lesson from the Class Teacher



Pupil Voice



S in Y1 - I like to learn new sounds because it helps me to be a better writer

L in Y2 - Phonics help me to spell words better

F in Rec – I like phonics because I get to write sentences

W in Y2 - I like trying to write the correct sound in the spelling ‘ie’ or ‘au’ or ‘aw’

B in Y2 - I love reading, I am a really good reader because I use my phonics. I like playing games in phonics which help me learn

M in Y1 – I like looking for tricky words around the classroom and on our tricky word wall

A in Rec – It helps me to learn new digraphs and trigraphs

Learning Outcomes and Successes

Y1 & Y2 Phonics check

	Castor CE Primary 2018	Castor CE Primary 2019	Castor CE Primary 2020	Castor CE Primary 2021
Year 1 Working at the expected standard	92%	83%	No Phonics Screening Check due to Covid-19	
	National Average 83%	National Average 82%		
	Peterborough Average 76%	Peterborough Average 77%		

Year 2 Working at the expected standard	92% National Average 92% Peterborough Average 76%	100% National Average 91% Peterborough Average 89%	81% Taken in Autumn Term 2020 due to Covid-19	92% Taken in the Autumn Term 2021 due to Covid-19
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- ✓ Monitoring of lessons in EYFS and Y1 shows strong evidence of staff subject knowledge and teacher modelling of writing.
- ✓ All learning is matched appropriately to the age group being taught.
- ✓ Pupil's work in Learning Journeys and books shows evidence of opportunities for applying a range of skills in a range of purposes for writing.
- ✓ Pupil's are reading books are phonically decodable and well matched to their phonics ability in lessons.

Priorities for 2021 – 2022

- Continue to use Letters and Sounds as the Synthetic Phonics approach for the school and maintain the good and outstanding teaching across EYFS and KS1.
- Use any catch-up premium funding from COVID-19 to ensure any gaps in children's knowledge and skills are quickly addressed and the gaps are closed.
- Attainment and progress in reading and writing – ensure that phonics and grammar are embedded within the phonics sessions as well as within English lessons and any lesson where children are reading or writing to ensure there are high expectations.
- To ensure teacher and teaching assistant consistency in the use of language of phonics and grammar in all lessons – particularly during reading, writing and foundation subjects, as well as in phonics sessions.

