

Curriculum Vision Statement: **Phonics**

At Lambley, we value and nurture every child as an individual; as someone who's uniqueness, interests and passions are supported and celebrated. We are a family who learn together, care for one another and make the most of every opportunity. Through our positive attitude, our growing confidence and determination to do our best, all children thrive and are ready to make their mark on the world. We are proud to say that when children leave us, they are ready for 'Life beyond Lambley.'

Intent

At Lambley Primary School we strive to give every child the confidence and skills to become happy, fluent readers, who enjoy reading for pleasure. Reading is the bedrock of our curriculum and as a school we believe it is so important to inspire lifelong readers, right from the start of their educational journey. With this in mind, we plan a highly structured programme of daily Phonic lessons across FS/KS1 using a variety of fun activities to inspire our children to 'reach for the stars' and become confident readers.

Implementation

Daily phonics lessons take the form of whole class teaching, with differentiated groups when required according to developmental need. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practice together and apply what they have learned.

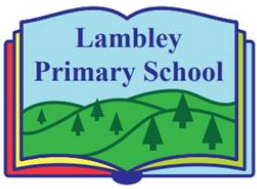
We use resources and tools from Read! Write! Inc and Phonics Play in order to meet the recommendations in Letters and Sounds. The teachers plan lessons using a synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending. Most importantly, lessons are planned according to the children's need to help develop their love of reading and writing.

In Reception, children begin with a recap of Phase 1, which provides a range of activities to develop their listening skills. In early Autumn they continue to build upon the listening activities and are introduced to Phase 2. This marks the start of systematic phonic work and grapheme-phoneme correspondence is introduced. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught. At this point the Read! Write! Inc Flash cards are used to enable children to form a concrete image of how to write letters. During this phase the children are also introduced to reading and spelling common exception words.

Phase 3 completes the teaching of the alphabet and then moves on to cover phonemes represented by more than one letter, learning one grapheme for each of the 44 phonemes. At this stage just one spelling is given for each phoneme. The reading and spelling of high frequency and tricky words continues to be taught. When children become secure they continue into Phase 4 where they start to read and spell words containing adjacent consonants. No new phonemes are introduced at this phase.

It is expected that children will enter Phase 5 as they begin year 1, broadening their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

Children entering Year 2 will start Phase 6 which develops a variety of spelling strategies including word specific spellings e.g. see/ sea, spelling of words with prefixes and suffixes, doubling and dropping letters where necessary. Also the accurate spelling of words containing unusual GPC's e.g. laughs, two.



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Across all year groups, children's progress is continually reviewed to enable gaps to be plugged as quickly as possible and to plan intervention for certain groups of pupils where needed. All children are formally assessed at the end of each term or at the end of a phase, whichever is sooner.

Reading across the curriculum: Our curriculum is heavily focussed around quality texts across all subjects, therefore it is vital that we equip our pupils with the necessary skills to make this accessible and enjoyable for all. Phonics plays a pivotal role in developing independence in reading across the wider curriculum. It not only enables children to decode words and widen their vocabulary to be able to process vital information, but also paves the way for a love of reading that has far reaching benefits for the rest of their lives.

Impact

At Lambley Primary School we want our phonics lessons to develop children who are confident to segment and blend independently, with speed, when presented with age appropriate texts. This fluency should become unconscious competence so that the focus is on learning about the content of what they are reading and the enjoyment of it, rather than the decoding of the text. Each year group should prepare the children fully for the next stage in their learning. The EYFS and Year 1 lessons should teach the skills to pass the Year 1 screening check and develop fluency. This should in turn prepare the children for learning about spelling patterns in year 2 and enable them to fully access the curriculum beyond this into KS2.