



Curriculum Intent statement for the teaching and learning of Phonics 2022/23

At St Martin De Porres Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p>	<p>The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. At St Martins, 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 check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Underpinned by</p>	<p>High expectations</p>	<p>Modelling</p>	<p>Fluency</p>
	<p>Through the teaching of the fully validated FFT Success for all Phonics programme, the children are taught the essential skills needed for reading.</p>	<p>Correct articulation Flashcards Letter formation activities Shared Reader Programme TWL (Tutoring with the Lightning squad) intervention programme. Sound mats Desktop alphabet strips Phonics working wall</p>	<p>Taught daily Reading / writing opportunities provided daily in a prescribed format and in cross curricular contexts. Home/school learning encouraged and supported</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p>	<p>Phonics is taught daily to all children in Foundation Stage, and KS1. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels.</p> <p>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.</p> <p>Pupils have daily choral reading sessions with an adult and we ensure the pupils are regularly practising and applying their phonics knowledge. In the EYFS the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitable challenged.</p> <p>Teachers regularly assess the pupil's phonics knowledge using the FFT Reading Assessment Programme phonics assessment, National Curriculum reading milestones and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning.</p> <p>The children have access to the weekly shared reader that is aligned with the phonic sounds being taught in school each week. These books are available to pupils online as well as during class-based learning activities. Rising stars Rocket phonic reading books are sent home with the children, matched at their current phonics level. These books are to encourage children to read regularly, share a book with a family member and to foster a love and joy for reading. Children are encouraged to apply their learned knowledge through independent reading and writing activities. These are based around the Talk for Writing programme and through a variety of cross curricular activities.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Impact</p>	<p>Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. 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 One and Two. These results are measured against the reading attainment of children nationally. In the interim, Pupil progress is also measured using the FFT Reading Assessment Programme on a half termly basis. NFER Reading assessments are also conducted on a termly basis. Attainment in phonics is measured by the Phonics Screening Test 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.</p>		