
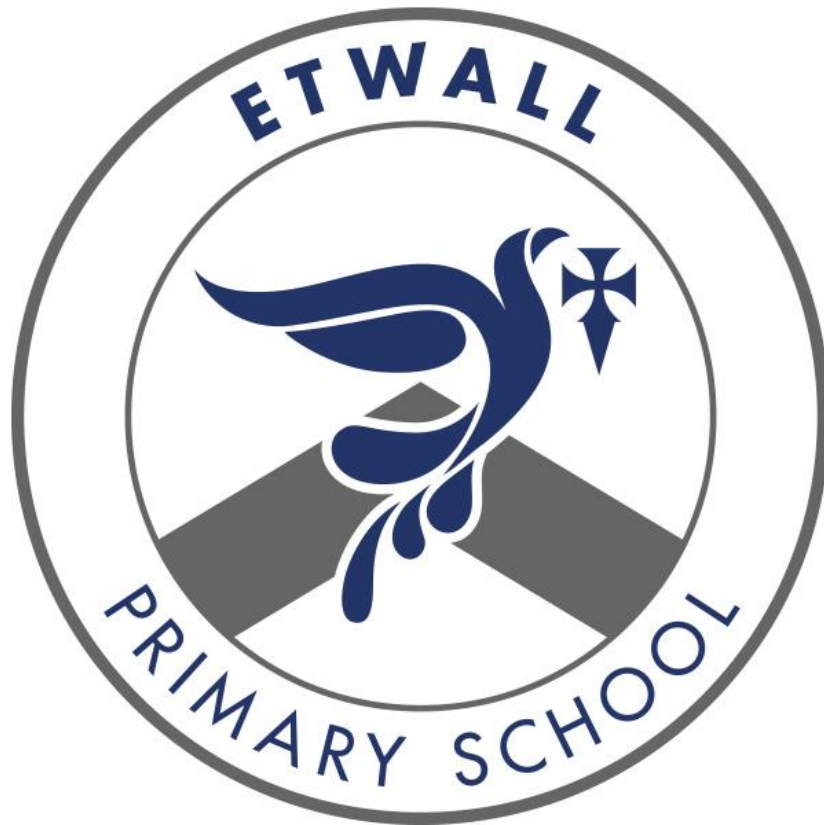


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Phonics

Intent, Implementation and Impact

Phonics Intent Statement 2021

Intent

At Etwall Primary School we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority and is a continuous strand that runs through our school.

Implementation

At Etwall Primary School we use the Department of Education approved document 'Letters and Sounds' and Jolly Phonics actions for our teaching of phonics. This allows our phonics teaching and learning to be progressive from EYFS up to Year 2 and beyond. As children join us in Reception they continue to build on their listening skills and are introduced to Phase 2 which marks the start of systematic phonics work. They have discrete, daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound. Our aim is for children to have secure understanding of phases 2-4 by the end of their time in EYFS. Children in year 1 focus largely on phase 5, with lots of opportunities built in to revisit previous phases. Children in year 2 focus largely on phase 6, again, with lots of opportunities built in to revisit previous phases. Each child has access to decodable phonics books which forms part of our reading curriculum and are built in as part of our daily phonics session. Half-termly assessments are carried out to ensure progress is tracked and planning can be tailored to meet the needs of our children. Our phonics work doesn't stop at year 2 level. Phonics continues throughout KS2 at various levels to support our learners become confident and fluent spellers and readers.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers and spellers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 in addition to the half-termly assessments that are completed by the class teacher and monitored by the English lead.

Skills Progression

The curriculum is intended to focus on essential core subject knowledge and skills. The Letters and Sounds document sets out the expectations at each phase of learning. Please refer to Appendix 1 for the skills progression for Phonics.

Assessment

Assessment plays a key part in the progression of children through the Letters and Sounds scheme. It informs the groupings and diagnoses what particular sounds children need to learn and practise before they are secure enough to move on to the phase. Children are assessed at least every term using a detailed phonics assessment which is carried out with individual children. Alongside this, regular book moderations are carried out by the Phonics and English Lead to monitor the ongoing progress of individual children's work to ensure that by the end of Year 1, children will have the confidence and understanding to pass the Phonics Screening Check.

Early Years

As soon as children join Etwall Primary in Reception, they begin daily sessions of phonics, beginning with phase 1 of Letters and Sounds to ensure that children are ready to listen. They are then assessed termly with the phonics assessment and, at the end of Reception, according to the Development Matters Reading Attainment targets.

SMSC Development

The teaching of phonics offers opportunities to support children's social development, for example using partner strategies and reading buddies during lessons. Supporting children to work collaboratively with partners encourages them to work together, gives them numerous opportunities to share their ideas, take turns and show respect towards each other. Children will access stories from a variety of cultures through their phonics decodable reading books.

Diversity

With support from the phonics leader, all teachers will identify and tackle potential barriers to ensure all children have full access to the teaching phonics. In addition, opportunities to explore different cultures and beliefs are provided through the wide range of reading materials and linked texts.

Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

All pupils are entitled to access the Letters and Sound scheme at a level appropriate to their ability. The school makes full use of additional adults who are deployed effectively to teach phonics enabling smaller and more effective group sizes that meet the needs of all children. Support for individuals is well considered and planned for.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Children will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching.