



Chilthorne Domer Church School Curriculum Statement

Phonics



'Together we Love, we Aim High and we Celebrate'

'If a child memorise 10 words, the child can only read 10 words. But if a child learns 10 sounds, the child will be able to read 350 three sound words, 4320 four sound words and 21,650 five sound words.' Martin Kozloff 2002

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: • To ensure the school follow a systematic synthetic phonic scheme to deliver phonics consistently across the school. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality (training). • Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching.	Our typical teaching sequence will be: CDCS uses 'St Peter's English Hub Schools Phonic Programme' which is based on Letters and Sounds, as its primary approach in teaching reading and writing skills consistently across KS1. ○ Phase 1 - developing children's phonological awareness (Foundation Stage). ○ Phase 2 – children learn the phonemes and graphemes for at least 19 letters. Learning how to oral segment and blend VC and CVC words. Phase 2 common exception words taught (Foundation Stage). ○ Phase 3 - children develop their awareness of digraphs and trigraphs. Blending and reading words, segmenting and spelling words. Phase 3 common exception words (Foundation Stage/Year 1). ○ Phase 4 – Reading and writing CVCC and CCVC words. Read phase 4 common exception words (Foundation Stage/Year 1). ○ Phase 5 – learning alternatives spelling for sounds previously learnt. Introduced to split digraphs. Learn phase 5 common exception words. (Year 1/Year2). ○ Phase 6 – Spelling patterns and rules will be explored. Learning about prefixes, suffixes, past tense (Year 2). ○ Spelling Shed – developing a greater understanding of spelling rules and patterns (KS2)	Pupil Voice will show: • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading and segment for writing. • Understand and use appropriate vocabulary. • Children can identify what they have learnt at the end of a session. • Confidence in using and remembering the phonics taught in reading and writing activities across the curriculum. • Children will enjoy and have confidence in their phonics learning. They will transfer these skills into their reading and writing. • Half termly assessments will be used to ensure children are progressing at a good rate through each phonic phase. • The majority of children will become confident readers by the end of Key Stage 1 and have a love of reading that continues into Key Stage 2.

The curriculum leader will: • Understand and articulate the expectations of the curriculum to be able to support staff in the teaching and delivery of phonics. • Ensure the chosen school systematic synthetic approach to phonics is in place and used effectively to deliver high quality phonics lessons. • Ensure an appropriate progression of skills is being demonstrated in children's reading and writing. • Provide regular training for all staff to develop and support. • To support all staff and work in conjunction with the SENCO to help to support children who are identified as falling behind.	Our classrooms will: • Taught through discrete whole class daily (20 min sessions) in FS and KS1. • Children are streamed into Year groups to ensure the phonics teaching matches the learner's needs more closely. • Use the PowerPoints developed by the English Hub to ensure consistency and progression. • There is time for consolidation and revisiting phases dependent on the learners needs to ensure secure progression and understanding. • Have phonic sound mats, common exception word mats to assist children in writing activities. • Children have phonically decodable reading books matched to their phonic ability to read at home. These texts are phonically appropriate for each child's level of learning. This promotes success, fluency and opportunities to appropriately apply phonemic strategies. • Ensure there are plenty of opportunities for children to practice and reinforce their phonics skills throughout the curriculum, including during Guided reading sessions. • Phonics is included as part of daily guided reading sessions which encourages children to develop their speaking, listening and vocabulary skills hand in hand with phonological awareness • Interventions are planned and put in place accordingly – developed in discussion with the SENCO and Phonics lead	Books and displays will show: • Children are using the phonics skills they have acquired in their writing. • Children are confident to use their knowledge of phonics and reading of common exception words to become fluent, with appropriately matched reading books to their phonic ability. • Differentiated tasks and or support ensuring every child's specific needs are targeted. • Children's reading records and Guided Reading feedback sheets will show their progression in skills • The alphabet and common exception words.
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The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Follow the systematic structure of the phonics programme to ensure consistency and progression • Use the same vocabulary and terminology throughout the school and ensure consistent pronunciation of sounds. • Highlight any support needed to support subject knowledge. • Ensure that resources are appropriate and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best writing teaching. We will measure progress by: • Phonics assessments (created by the English Hub) to be carried out each half term (FS/KS1) • Weekly spelling test (KS1/KS2) • Phonics Screening (Year 1) • PIRA assessments (KS1/KS2)	Our children will be: • Engaged because they gain confidence by the clear consistent structure the phonics programme provides. • Develop writing and reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. • The aim is for children to be secure in their phonic knowledge and have fluent word recognition skills for reading and writing by the end of KS1 • Resilient learners who overcome barriers and are willing to have a go! • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive. • Safe and happy in writing lessons which give them opportunities to explore their own style, skills and experiences.	The curriculum leader will: • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure teaching staff have the resources needed to deliver high quality phonics. • Ensure assessment is completed fairly and accurately • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the phonics teaching is effective • Be on hand to give support and advice to colleagues. Seek further advice from English Hub when extra support is needed. • Meet regularly with the SENCO to discuss children who have been identified as needing a phonics intervention.
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