



Curriculum Statement: Phonics

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' Dr Seuss

The Courtwood Curriculum Intent and Offer

<p>National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p>	<p>Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p>	<p>Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p>	<p>Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p>	<p>Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p>	<p>Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p>
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Intent, Implementation and Impact in Phonics

<p>Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p>Implementation (What will this look like in the classroom?) <i>*school focus – retrieval & vocabulary</i></p>	<p>Impact (How will this be measured?)</p>
<ul style="list-style-type: none"> The current scheme of work – Twinkl Phonics, offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2. There is a clear and systematic plan for each week of each phase for teachers to follow. Throughout Phase 1, children develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. It is expected that this is taught before children start at Courtwood, by Nursery providers. Phase 1 continues to be taught in Reception and runs throughout the teaching of phonics Phases 2-6. In Reception, children will be taught Phases 2-4. 	<ul style="list-style-type: none"> Twinkl Phonics is used to deliver learning in line with the National Curriculum expectations for English. A personalised learning plan is also used to support children in our ELP. This may involve teaching in smaller groups, at a different pace or 1:1. The current Phonics scheme sets clear expectations for pupil's progress. The assessment sheets used allow staff to track pupil's progress and the data is transferred onto Arbor. This allows leaders to carry out data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling Courtwood to respond 	<ul style="list-style-type: none"> The impact of using Twinkl as the basis of the phonics teaching within EYFS and KS1 at Courtwood, will be for children to develop their phonics skills and knowledge through a systematic, synthetic approach, while covering the statutory requirements outlined in the 2014 National Curriculum. Children will be able to use their phonic knowledge in all areas of the curriculum, whether reading or writing. Learning will be recorded through whiteboard work and examples of writing during continuous provision (EYFS and KS1 ELP) Assessments will be carried out three times a year and the data entered onto Arbor. This



<p>Children are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.</p> <ul style="list-style-type: none">• Within KS1, children will be taught Phases 5 and 6. The coherently planned sequence of lessons within Phase 5 allows opportunities for children to apply their phonics knowledge and skills alongside their reading and writing. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes.• Children will develop their ability to attempt to read and spell increasingly complex words. By Phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words. This will be taught through SPaG lessons.• Through thorough and systematic teaching of phonics at Courtwood, children are given children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, and also, to develop their confidence, resilience and engagement in phonics lessons and a love for reading and writing.	<p>and adapt teaching within the scheme to provide additional support and challenge to pupils.</p> <ul style="list-style-type: none">• The clear and concise five part lessons within Phase 2-6 ensure a clearly defined structure to the teaching of phonics. The direct teacher-led lessons enable all learners to develop and apply new skills while also providing opportunities to further apply these skills within fun and engaging activities and then transfer and generalise these skills in the wider curriculum.• Key vocabulary* is explicitly taught to children as part of quality-first teaching. Vocabulary is developed through learning new words based on the phoneme being taught• Children's behaviour will be tolerant of each other, demonstrate empathy and show respect to others during lessons.• Links are made to the wider curriculum, that revisit and help secure in long-term memory, the phonics being delivered (e.g. recently taught phonemes are identified during DT, Science etc. Phonemes and high frequency words are directly referred to during Guided Reading lessons).• Displays in classrooms and around the school reinforce learning in phonics.• The consistent format and revisiting of activities allow teachers and adults working with children to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential.	<p>will in turn inform intervention and support groups, and discussions during Pupil Progress meetings.</p> <ul style="list-style-type: none">• The programme will prepare children for the statutory Year 1 phonics screening check.• Courtwood children will be confident in their literacy skills, have high aspirations for themselves and others and will build their self-confidence to ensure they can achieve good outcomes in all curriculum areas.• Following this scheme gives Courtwood a consistent approach to phonics, which is clear to teaching staff and children.
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Links to EYFS – Early Learning Goals	
Reading	Writing
<ul style="list-style-type: none">• Reads and understands simple sentences.• Uses phonic knowledge to decode regular words and read them aloud accurately.• Read some common irregular words.• Demonstrate understanding when talking with others about what they have read.	<ul style="list-style-type: none">• Use their phonic knowledge to write words in ways which match their spoken sounds.• Writes some irregular common words.• Writes simple sentences which can be read by themselves and others.• Some words are spelt correctly and others are phonetically plausible.

Key Stage 1 National Curriculum Expectations – Year 1	
Word Reading – Recognition	Writing - Transcription
<ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words.• Respond readily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.• Read other words of more than one syllable that contain taught GPCs.• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.• Re-read these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">• Write words containing each of the 40+ phonemes already taught.• Spell common exception words.• Spell the days of the week.• Name the letters of the alphabet.• Naming the letters of the alphabet in order.• Using letter names to distinguish between alternative spellings of the same sound.• Add prefixes and suffixes using:<ul style="list-style-type: none">○ the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;○ the prefix un-;○ -ing, -ed, -er and -est where no change is needed in the spelling of root words,• e.g. helping, helped, helper, eating, quicker, quickest.• Apply simple spelling rules and guidance, as listed in English Appendix 1.• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



Key Stage 1 National Curriculum Expectations – Year 2	
Reading – Recognition	Writing - Transcription
<ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.• Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.• Spell common exception words.• Spell more words with contracted forms.• Spelling using the possessive apostrophe (singular), for example, the girl's book.• Distinguish between homophones and near-homophones.• Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.• Apply spelling rules and guidance, as listed in English Appendix 1.• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.