

Intent, Implementation and Impact on Phonics

Intent- Why do we teach what we teach?

At Chaucer Primary School, we believe that reading is one of the most important skills we teach our children. We want them to learn to read quickly and effectively so that they can access learning in all areas of the curriculum. The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. We also ensure that phonics is continued in lower KS2 and that assessments are completed in KS2 to ensure a secure understanding to support spellings and independent writing.

To support this we have an emphasis on early reading and phonics from nursery and into Key Stage One. Alongside the important skill of decoding we teach children how to comprehend and understand what they are reading. We believe this is achievable through the combination of strong, high quality, discrete phonics teaching combined with a rich language approach that promotes a 'Reading for Pleasure' Culture.

Evidence has shown that a structured approach to the delivery of phonics is the most effective. We have therefore chosen to follow the ' Bug Club Phonics' accredited scheme, to support our delivery. This also aligns with our book scheme, to ensure that children are reading books which enhances their knowledge of phonics in context.

We are determined that every pupil will learn to read at Chaucer and we strive to ensure that all children become successful, fluent readers by the end of Key Stage One.

Implementation- How do we teach what we teach?

Through the teaching of Bug Club phonics, the children are taught the essential skills needed for reading. 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. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Pupils have regular reading sessions with an adult where we ensure the pupils are regularly practising and applying their phonics knowledge. In EYFS, the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitably challenged. Teachers regularly assess the pupil's phonics knowledge using the Phonics Tracker assessment. These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are encouraged to read regularly at home which match their current phonics level.

We continue to ensure that pupils within KS2 are assessed where necessary to ensure that they have a secure knowledge of phase 5 phonics and this is included in their written work as well as demonstrated through their reading. Intervention continues for pupils who may not have secured the phonics screening at the end of KS1.

Impact- How do we know what pupils have learnt and how well they have learnt it?

Through the teaching of systematic phonics, our aim is for children to become fluent readers 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. However, at Chaucer Primary School, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.