



Curriculum summary

Subject: English – phonics

Intent:

Why we teach English - phonics

AT DILS, the systematic teaching of phonics has a high priority throughout Foundation Stage, Key Stage 1 and Key stage 2 (for those who need extra support). 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. Phonics also supports children’s communication, speaking and reading competency, ensuring they possess lifelong literacy skills.

Implementation:

How we teach English - phonics

Through a systematic phonics teaching approach, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Foundation Stage and KS1 and interventions are in place in Key Stage 2 for individuals requiring more phonic support. Interventions are planned for those children who are working below expected levels in all year groups. Interventions are monitored on a regular basis. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered within streamed groups (where possible) to enable staff to fill gaps and teach children at a level appropriate to their prior knowledge and ability. When reading with an adult, 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 suitably challenged.

How we plan for learning

We plan using the ‘Letters and Sounds’ framework as well as using resources from a range of different places (e.g. Jolly Phonics). Teachers plan on a format which follows the ‘Revisit, Teach, Review’ process. Teachers map out the sounds which will be covered in the year and record these on our ‘Phonics Progression Mapping’ format. Phonics is taught daily in the EYFS and Year 1, with the children progressing from Phase 1 (beginning in nursery) and Phase 5 (taught in Year 1). Interventions are also mapped out to ensure each sound is covered and children are accessing phonics at their level.

How we assess learning

Teachers assess (half termly but more often if required) the pupil’s phonics knowledge using the phonics assessment (MOC tests), reading milestones and Reading Early Learning Goal (in EYFS). 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 to reinforce and embed phonics knowledge and learning.

Impact:

Our expectations for all

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 Teacher Assessment Framework for the end of Key Stage One. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. We firmly believe that reading is the key to all learning and so the impact of phonics and reading is embedded throughout the whole school curriculum.

Our expectations for Year 4

Throughout Key Stage 2, the children will embed their phonics skills, develop better fluency and confidence to tackle unfamiliar words.

How we measure impact

- Through data capture points throughout the year using MOC tests to assess progress
- Mock phonics screening assessments (half termly in Year 1) to ensure children are in the correct phonics groups and making expected progress
- Phonics assessments / key word assessments in the EYFS to ensure children are in the correct phonics groups and making expected progress.

How we monitor English - phonics

- Monitoring planning and assessment each term to ensure skills progression
- Learning walks each term to ensure consistency
- Progression skills mapping to ensure progress in skills
- Summative assessment (e.g. phonics tests) each half term

How we report

Phonics progress is reported to school leadership during Pupil Progress meetings 3 times a year. Phonics mock results are reported to parents and leadership in the Spring Term in Year 1. Phonics and reading progress is reported to parents twice a year (parents evening and EOY report) as well as to Governors after each data capture point.