

Hazel Grove Primary School

Phonics Statement of Intent



At Hazel Grove Primary School, we recognise reading as a key life skill. We firmly believe all children, regardless of their background, should learn how to read.

The teaching of phonics is high priority as it provides the foundations of learning, to make development into fluent reading and writing much easier.

We intend to deliver a phonics curriculum with appropriate subject knowledge, skills and understanding as set out in the national curriculum. We aim to make this a fun and enjoyable, yet challenging experience to enable children to learn to read. Children should learn the skills they need to tackle new words which will in turn promote reading fluently, confidently and for pleasure. This will then allow children to comprehend what they are reading.

In Nursery, children will begin their Firm Foundations in Phonics 1 where they will tune into sounds and begin to develop their phonological awareness.

By the end of reception, we aim for children to have a secure understanding of Basics 2 and 3 in the SSPF programme and to be able to segment and blend words within these phases. This will prepare them to begin Basics 4 in the Autumn term of Year 1. Children are also introduced to 'whizzy words'. They learn to read and write the high frequency words for the Basics 2 and 3 before they enter Year 1.

The aim in Year 1 is to ensure all children have completed Basics 4 and the Higher Levels 5c (Choose to Use) and 5b (Switch It Sounds) to prepare them to undertake the Phonics Screening Check. This will prepare them to begin the No Nonsense Spelling programme upon entry into Year 2. We aim for all children to read and write all the 'whizzy words' (common exception words) for Year 1.

In Year 2, children working at age related expectations or above will have passed their Phonics Screening Check and will move onto learning spelling rules and patterns. Those children who did not pass will continue to receive support in their phonics and will have the opportunity to retake the test at the end of Year 2.

The fundamental skills of learning to read and write independently not only hold the key to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.



Implementation

Through the teaching of phonics following the DfE validated Supersonic Phonic Friends programme, children are taught the essential skills needed for reading. Phonics is taught through discrete, daily sessions to all children in Nursery, Reception and Year 1.

Each phonics lesson includes the follow structure:

- *Revisit – overlearn the previous graphemes and words.*
- *Teach – introduce a new grapheme.*
- *Practise – Develop GPCs (grapheme/phoneme correspondences). Read and spell new words.*
- *Apply – Consolidate learning and secure knowledge by using new graphemes and words in games/activities.*
- *Assess – Monitor progress in each phase to inform planning.*

Extra support is provided to children in Year 2 (and KS2 children where appropriate) who have not passed their Phonics Screening Check and interventions are planned accordingly.

In Nursery, children work on Aspects 1-7 of the Firm Foundations in phonics (general sound discrimination and phonological awareness). This concentrates on developing their speaking and listening skills and lays the foundations for the phonic work which starts in Basics 2.

In Reception, phonics is taught by streaming across the year group to ensure all learners are progressing at a rate suitable to them. Staff ensure phonics is an integrated part of all learning, making links across the Early Years curriculum as children explore their environment. As part of continuous provision, phonics is consolidated in small group settings and through phonics challenge areas.

In Year 1 and 2 children are grouped according to the level at which they are working. This allows for bespoke, targeted teaching. Phonics is consolidated through independent activities and as part of our guided reading carousel and continuous provision challenge areas. Targeted intervention through KS1 is organised into small groups, outside of the phonics lesson, looking at where individuals need challenge or support.

Where extra intervention is necessary, this is provided for children in KS2.

Pupils have regular reading sessions with a teacher or teaching assistant to provide them with the opportunity to practise and apply their phonics. This includes through guided reading group sessions and extra one to one reading sessions for children identified as our target children. Children have access to phonetically decodable texts and reading books which are matched to their phonics level/reading recovery level which they are encouraged to read at home to ensure fluency and comprehension is developed.



Impact

Throughout the teaching of systematic, synthetic phonics, all children know more, remember more and understand more about phonics, demonstrating their knowledge in all areas of the curriculum including reading and writing.

As a result of high-quality phonics provision, children make good progress from their starting points. We will continue to monitor the impact of using a new phonics programme.

Children are assessed at the end of Year 1 using the Government Statutory Tool known as the Phonics Screening Check. The screening check confirms whether the child has learned phonic decoding to an appropriate standard or whether they will need further support in Year 2. Those who do not pass the test will continue to receive additional support and will have the opportunity to retake the test at the end of Year 2.

We also use in house assessment tools such as PM Benchmarking, NFER Reading assessments and Phonics one to one assessments to monitor progress. Our ongoing assessments feed back into our teaching and learning. Our tight approach to monitoring all children ensures that every child can make progress.

We firmly believe that reading is the key to all learning and so the impact of our phonics and reading curriculum goes beyond the results of statutory assessments and can be seen in success across the curriculum as children progress through school.