

The Intent, Implementation and Impact of Tickhill Estfeld Primary School's Phonics

Intent

At Estfeld Primary School we are committed to the delivery of excellence in the teaching of Phonics. We aim to nurture each child so that they are able to read with fluency and understanding as well as developing a love of reading that will stay with them all their lives.

Being able to read is the most important skill children will learn during their early schooling and has far reaching implications for life-long confidence and well-being. The teaching of systematic, synthetic phonics is recognised as the most effective way to teach children to read and spell words. From the earliest stages children's speaking and listening skills are developed to ensure their phonics learning gets off to the best possible start. This work is set within a broad, rich language curriculum.

Implementation

To ensure progress, Reception and Key Stage 1 have dedicated phonics sessions, class, group and individual reading activities, reinforcement throughout other curriculum areas and phonics activities to share with parents and carers at home.

Reception and Key Stage 1 follow a 'Phonics Pathway' based on the Floppy's Phonics programme. It ensures progress from the listening skills of our youngest children to the complex spelling patterns of older pupils.

As children enter our school their phonemic awareness is assessed to identify pupils who may have additional learning needs. Information is sort from our Early Years partners at preschool and nursery. Our 'Phonics Pathway' ensures consistency and progression, teaching grapheme-phoneme correspondences in a clearly defined, incremental sequence following the cycle of Revisit/Revise, Teach, Practise, Apply' to make sure that children are consolidating phonics knowledge and skills over time and that they are able to apply them in context. The vital reversible skills of synthesising (blending) for reading and segmenting for writing are rigorously taught.

In Reception and Year 1 we use the engaging, interactive, multi-sensory programme Floppy's Phonics to deliver stimulating and purposeful lessons with time each week to consolidate new learning. Regular assessments track progress and identify children in danger of falling behind. Targeted intervention is provided for groups and individuals where necessary. At the end of Year 1, children participate in the phonics screening check to assess their knowledge of grapheme – phoneme correspondence and their skills in blending. This identifies children in need of further support and helps teachers plan phonics lessons adapted to the needs of all learners.

In Class 2 the children continue to follow the phonic pathway. The emphasis of teaching and learning moves towards the investigation of spelling but phonics remains at the heart of our reading curriculum. Pupils identified with additional needs in phonics, spelling and reading are supported and are monitored as they move into Key Stage 2. Intervention programmes using Floppy Phonics are available to support continued progress.

Impact

Through the teaching of systematic phonics, our aim is for children to become confident and enthusiastic readers, who are motivated and resilient to learn, reflect on what they have read and can share cooperatively with others their independent ideas about what they have read. This learning is supported by our who school reading programme detailed 'Reading at Estfeld'