



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

Phonics

INTENT

At Hayfield Cross Primary School, we intend to build a phonics curriculum which builds on segmenting and blending skills, reading and writing phonetically, quick recognition of sight words and an understanding of alternative sounds. We believe that phonics is a crucial part of learning that will help support children in developing their reading and writing. We intend to deliver a phonics curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum, to fulfil the duties of the NC whereby schools must provide phonics lessons taught in a structured way, starting with the easiest sounds and progressing to the more complex. Children should learn the skills they need to tackle new words which will in turn promote reading fluently, confidently and reading for enjoyment. Our Be Brave Curriculum encourages the children to expand outside of their comfort zone e.g. reading aloud to other children or exploring genres of books they may not have read before. Inspired by our Christian vision we will inspire children to be brave in their learning by encouraging them to read for pleasure but to always expand their horizons and not always be put off by a book that may be tricky to read.

IMPLEMENTATION

- Clear and comprehensive scheme of work in line with the National Curriculum. The Phonics National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.
- Phonics is taught discretely daily throughout EYFS and Year 1. It is then continued through interventions as and when the children require it as identified by the class teacher and the Little Wandle assessments.
- Phonics planning follows a set structure to ensure delivery of lessons is clear and consistent across all year groups. We follow the Little Wandle scheme. All lessons consist of a revisit and review, teach, practice and apply method to ensure all children are given consistent opportunities.
- Children are taught phonics with their whole class and then assessed half termly. Any gaps identified from assessments are then addressed through group or 1:1 daily keep-up interventions.
- Children in EYFS and Year 1 complete three reading practice sessions each week. They then take home the reading book they have practiced in these sessions to develop their fluency. Books are matched to their phonic ability and the sounds they have been learning that week/term.
- EYFS and Year 1 have a phonics area which can be accessed throughout the day. This area is used for children to consolidate their learning from whole class phonic sessions and to apply new learning independently.
- An essential part of our Phonics Curriculum are the 'Buzz Points' throughout the year which keep the children engaged with the subject. These may include visits from children's authors, learning a phonics story with actions and performing to other classes, reading workshops with parents and taking part in Reading Buddies.

IMPACT

- Children enjoy and have confidence in their phonics learning. They will transfer these skills to support their reading for pleasure and writing.
- Children know more, remember more and understand more about phonics, demonstrating this knowledge in all areas of the curriculum involving reading and writing.
- The large majority of children will achieve age related expectations in phonics and this will be assessed through EYFS data, Little Wandle assessments and the Phonics Screening Check at the end of Year 1.
- Parents have a clear understanding of how phonics is taught throughout the school and the impact it is having on their children. They will also understand how to further support their children with this learning at home.
- All staff teaching phonics consistently use the correct vocabulary, Little Wandle lesson structure and teaching techniques to ensure all children's needs are being met consistently.