*PHONICS Intent, Implementation and Impact Statement (September 2022)*

 **INTENT**

At SMA, we recognise reading as a key life skill, which underpins access to the rest of the curriculum. We aim for children to read words and simple sentences by the end of Reception, become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school.

The systematic teaching of synthetic phonics has been reviewed in line with DfE requirements across 2021/22. Staff are in the process of overhauling their current practices to align with expectations using Twinkle resources as a mainstay, alongside other useful examples, It is given a high priority throughout Early Years and Key Stage 1. Children need to learn key phonic knowledge, developing skills in segmenting and blending to grow as independent, fluent readers of the future. This will also enable them to complete the phonics check at the end of Year 1. We also value and encourage pupils to read for enjoyment, enjoying success and gaining confidence from a positive experience.

By the end of Reception, the aim is for all children to have a secure understanding of Level 2 and 3 phonics and begin to access Level 4, using the school phonics programme, Twinkl. Children are introduced to the ‘tricky words’ early in the Autumn term in Reception and aim to read and write the common exception words for Level 2 to 3 before they enter Year 1.

The aim in Year 1 is to ensure all children have completed Level 5 and be ready to access level 6 upon entry into Year 2. We aim for all children to read and write all the common exception words for Year 1, working from their starting points.

**IMPLEMENTATION**

Through the teaching of phonics following the Twinkle programme, the children are taught the essential skills needed for reading. Phonics is taught daily to all children in Nursery & Reception and 4 times a week in KS1. Phonics teaching is systematic, engaging, lively and interactive. Each phonics lesson includes the following elements:

• Revise – recap the previous graphemes and words

• Teach – introduce a new grapheme/words

• Practise – develop GPCs (grapheme phoneme correspondences)/read and spell new words

• Apply – use new graphemes/words in games and activities to secure knowledge

• Assess – monitor progress within each class to inform Common Errors and provide targets on our Phonics Audit. In Year 2 (and in Year 3 where appropriate) those who have not passed phonics screening engage in interventions and booster groups as needed.

Staff systematically teach learners the relationship between the action and the written spelling pattern or graphemes, which represent them.

In Reception, Phonics is taught through daily whole class teaching, adult led small group activities and independent supporting activities. Staff ensure Phonics is an integrated part of all learning in Reception, making links across the Early Years Curriculum as children explore the environment and make choices in their own learning.

In Year 1 and Year 2 phonics is taught through adult led teaching inputs, Where appropriate, differentiated activities for groups are linked to the graphemes learning, based on findings from AfL. Targeted intervention through KS1, for the teaching of phonics is organised into small groups, in addition to and outside of the phonics lesson, depending on children’s prior phonics knowledge, looking at where individuals need challenge or support. Where extra intervention is necessary, this is provided for children throughout Key Stage 1 and 2.

Pupils have regular reading sessions with an adult to ensure they are regularly practising and applying their phonics knowledge. Opportunities are provided throughout the week, as needed, to support the most vulnerable enabling them to reduce gaps in learning

In the EYFS the continuous provision matches children’s current knowledge and understanding whilst ensuring the children are suitably challenged. Teachers regularly assess children’s phonics knowledge and track it, using the Phonics Audit and Twinkl Assessment. These regular assessments inform planning and allow teachers to identify any gaps in learning. Children have phonically decodable reading books matched to their phonics knowledge which they are encouraged to read regularly at home to ensure fluency in reading is developed.

Books are chosen from our reading library, matched to the Age related Reading books –phonic level and/or colour banded

**IMPACT**

As a result of high quality phonics provision, children make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, Key Stage 1 and into Key Stage 2. Many children accelerate progress during these years from baseline below ARE to meeting expectations in phonics, reading and writing. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency.

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 the statutory assessments. It can be seen in success across the curriculum as children progress through school.