

Phonics Intent, Implementation and Impact



THE WILLOWS
PRIMARY SCHOOL AND NURSERY



Intent

At The Willows Primary School, reading and phonics are at the heart of our curriculum. Reading is a vital skill that supports children throughout not only their academic life but also life itself. To achieve a high reading level, the teaching of high quality phonics is key. Children need to learn key skills in order to develop the ability to read and segment words fluently.

We have designed our curriculum around high quality text to enable children to become aware of different types of texts as well as authors and illustrations, in turn allowing children to develop their comprehension skills. We aim to have a language rich environment within The Willows Primary School to allow children to develop knowledge and a love for reading.

We believe that phonics underpins all children learning, and with phonics, children are able to develop the correct knowledge to learn to read, spell and understand the curriculum. At The Willows Primary School and Nursery, we believe that following systematic synthetic phonics programme, Bug Club, from the very beginning of a child education enables children the opportunity to become early readers and writers within their lives. We encourage children to read for pleasure within school and in their home environment enabling them to develop the understanding that, to read they need to recognise that everything starts with the foundation of learning letter sounds, segmenting and blending skills.

During children's time in school, we intent to allow children a gradual but rapid education when learning phonics. We aim that by the end of reception children will have grasped the skills needed up until phase 3 and some will have moved onto phase 4 of the Bug Club Phonics Programme. Children will have learnt how to read words and simple sentence, with the ability to start to understand the meaning behind the story they are reading. During year one, children will

consolidate phonics skills that they have learnt previously, whilst also learning new content and practice applying their skills with their reading and writing. We intent for children to be equipped with the knowledge they require to complete the phonics screening check by the end of year one. In year two we intent to spend further time revising key skills and building upon them. We intent to enable children more time to tackle challenging texts, with complex spelling patterns. We intent for all children to start Key Stage 2 with a high phonetic understanding as well as the ability to understand the comprehension skills needed to continue their academic life.

Implementation

At The Willows Primary School, we use the systematic synthetic phonics programme, Bug Club Phonics. This programme teaches children to learn sounds gradually. The scheme allows children to build up words with letters from the very start. The programme uses a system where it allows children blend and read real and pseudo words. Bug Club uses a spelling section to allow children to learn how to use their reading knowledge to implement into their writing, a process known as segmenting.

By using bug club phonics programme, we feel that this enables children to learn both blending for reading and segmenting for spelling. Children receive support during every session by both staff and Bug Club Programme, to match their phonics ability. We model how to sound and blend words for reading. During every session, we enable lots of time for children to practice pronunciation and blending independently.

In our Nursery, our young learners develop the knowledge, skills and understanding of environmental and instrumental sounds. In Reception, Bug Club Phonics teaches a new grapheme in every Session, using high quality children friendly videos and animations. Each session starts by daily revision of past teaching. This way of teaching has proved the most effective and successful method of phonic training. This means that the basic 40+ phonemes and early reading skills develop rapidly.

The order of grapheme introduction ensures that children are able to start reading and spelling a wide range of words at the earliest possible stage, beginning with CVC words and simple tricky words, moving onto captions and

finally short sentences. As the children move into Key Stage One, the same idea is developed upon, with a focus on learning alternative pronunciations for vowel phonemes, in phase 4 and 5.

Once in Year 2, most children are ready for the demands of Phase 6 and is introduced to more complex, multi-syllabic words and morphemes such as prefixes and suffixes. For Phase 6 we use a mixture of Bug club and spelling shed. The children also cover less-common grapheme-phoneme correspondences and phonic irregularities, and apply their phonic skills in a wide range of reading and spelling settings.

Alongside the teaching of Phonics, frequent assessments are in place to monitor children who are at risk of falling behind. Once identified, the appropriate additional scaffolds or catch-up lessons are implemented in addition to continuing with the whole-class teaching sessions. All assessment data is collected on a data spreadsheet, for teachers to use for planning and guidance.

Before, during, and after the introduction of the Bug Club Phonics readers, children are exposed constantly to a rich and varied diet of book experiences to ensure their enthusiasm for reading is nurtured, their comprehension skills are being developed, and their speaking and listening skills are extended.

Children have access to an online variety of books on the Bug Club website, as well as their hard copy reading books. Children have access online to a large range of books within their phonics level as well as games, and videos. Children are also able to access lessons they have learnt in school session to recap at home.

Impact

The impact of using Bug Club Phonics as a systematic synthetic phonics programme, along with the earliest possible introduction of decodable reading books, enable children at The Willows Primary School to get off to the best possible start on their reading and developing the love for reading every child should have. They quickly develop the necessary skills to see themselves as 'readers' and apply their knowledge when beginning to spell and write sentences. We believe that reading is the key to all learning and so the impact of our phonics and reading curriculum is seen across all areas of the curriculum