

# Greenvale Primary School

## PHONIC DEVELOPMENT FOR READING AND WRITING

Nurturing and inspiring life-long learners.

“So please, oh PLEASE, we beg, we pray, Go throw your TV set away, and in its place you can install, a lovely bookshelf on the wall!”

Roald Dahl – Charlie and the Chocolate Factory

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school’s senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing creativedevelopment and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> <li>• Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching.</li> </ul>	<p><b>As a school, we use Sounds Write and The Spelling Strategy</b></p> <ul style="list-style-type: none"> <li>• Sounds Write provides lesson plans that are clearly structured and easy to follow within a systematic, synthetic phonics programme. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a <b>daily</b> basis until all children achieve the automaticity that underlies the fluency of every successful reader.</li> <li>• At the start of the programme in the <b>Initial Code</b> Reception children are exposed to simple, one sound/one spelling, one-syllable, CVC words. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.</li> <li>• Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught through the <b>Extended Code</b> until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed ability to use phonic knowledge at their stage of development to decode and blend for reading</li> <li>• A secure understanding of the key techniques and methods for each key area of the programme</li> <li>• A progression of understanding, with appropriate programme vocabulary which enables learning and the confidence for children to be reflective in discussing their own work and identifying their own strengths and areas for development.</li> </ul>

	<p>polysyllabic words, progressing from two-syllable to five- and six-syllable words.</p> <ul style="list-style-type: none"> <li>• Once Year 2 children have completed the Extended code they move onto <b>The Spelling Strategy</b> to learn more complex spelling rules.</li> </ul>	
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers that think critically.</li> <li>• Ensure an appropriate progression of reading skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones, building resilience. Keep up to date with programme developments and subject development.</li> <li>• Provide regular training for all staff which addresses elements for development identified through rigorous monitoring.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Have developed learning walls which include key vocabulary and graphemes to learn, including actual pieces of work, which are regularly updated to support children in a nurturing environment.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A consistent approach to the delivery and implementation of phonics for pupils, and use this familiar structure to support children thus ensuring they are 'keeping up' rather than 'catching up'.</li> <li>• Clear differentiation of support ensuring every child's specific needs are targeted and addressed.</li> <li>• That pupils, over time, develop a range of early reading and writing skills which they are able to apply in their learning across the curriculum, as well as in 'real life' situations</li> </ul>
<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> <li>• Attend all relevant training to ensure that they continually strive to deliver the very best phonic teaching.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the creative curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as a reader because they know how to be successful.</li> <li>• Safe and happy in phonics lessons which give them opportunities to explore their own reading and writing skills development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses reading and writing skills and knowledge.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays and on the spot recognition</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>

	<ul style="list-style-type: none"><li>• Develop reading and writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone transferable skills.</li></ul>	
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