



St Jude's C of E Primary School's Subject Stories Phonics



Intent

At St Jude's we are passionate that a love for reading should be encouraged and fostered every day. Reading helps us to acquire new knowledge and understand the world around us. It is through reading that we access all other subjects and it plays a vital role in academic success and achievement across the curriculum.

Our children's reading journey begins in the **Early Years**, which sets the foundation for future learning. We understand that phonics is a key strategy that supports early reading and writing and are dedicated to delivering a systematic synthetic programme consistently in reception and key stage 1. As a school, we combine quality phonics instruction with an exposure to a range of texts, as well as promoting reading for pleasure in every classroom.

Implementation

At St Jude's we follow the Letters and Sounds programme of teaching phonics. This is supported by resources taken from the Read Write Inc. programme (to help embed correct letter formation and to differentiate between GPCs using rhymes) and also bespoke resources that have been created by school staff where applicable.

In **Early Years**, children focus on Phases 1-4 of Letters and Sounds. Children in **Year 1** learn Phase 5 of Letters and Sounds in their daily Phonics sessions. By **Year 2**, it is expected that children will have progressed through the Phonics phases 1-5 and from then are taught spelling rules in line with the National Curriculum programme of study.

Phonics is taught daily in Reception and Year 1; children in Year 2 receive small groups Phonics interventions if they have not passed their Phonics Screening Check or if it is felt that they will benefit further from these.

Each Phonic session will follow the same structure:

- Revisit/Recap
- Teach
- Practise
- Apply
- Assess

Alongside Phonics, children in the Early Years and Key Stage 1 have regular reading lessons and story time and opportunities for Speaking and Listening throughout the day.

Impact

EYFS

	2017	2018	2019
Good Level of development	83%	87%	81%
	(National Average 71%)	(National Average 72%)	(National Average 72%)
	(Lambeth Average 71%)	(Lambeth Average 72%)	(Lambeth Average 72%)



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Y1 Phonics check

	2017	2018	2019
Working at the expected standard	86% (National Average 81%) (Lambeth Average 84%)	97% (National Average 83%) (Lambeth 85%)	97% (National Average 82%) (Lambeth Average 82%)

- ✓ Monitoring of staff lesson design shows strong evidence of staff subject knowledge.
- ✓ All learning is matched appropriately to the phase being taught.
- ✓ Our pupils' reading progress throughout EYFS and KS1 demonstrates a high standard of phonics teaching
- ✓ Children are prepared year on year for the next step in their writing and reading education.

If you were to walk into Phonics lessons at St Jude's, you will see:

- excellent modelling from all adults
- a range of resources to support learning
- a fast-paced session that supports children to revise prior learning and learn new skills
- children speaking, reading and writing

Please refer to our Phonics Progression document for evidence of how Phonics is delivered progressively at St Jude's

Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. We have developed anti-racist commitments, and endeavour to fulfil these in every curriculum area, including English. Within this subject, we will ensure:

- Diverse texts are used to support learning in reading and English sessions.
- There are a range of diverse books in classroom libraries which include information books which celebrate key figures.
- Children are given exposure to diverse characters, writers and illustrators through our selection in classroom libraries.
- Time in the school calendar is designated to celebrate significant figures in history who have contributed to the knowledge and understanding of mathematics. These celebrations will include a diverse range of people, including different ethnicities, genders and cultural backgrounds.
- Other opportunities are utilised to explore, promote and celebrate diverse figures, such as Family Learning Projects, Home Learning activities, newsletter items, Twitter posts, World Book Day, Science Week, and local community events.



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Remote Learning

Whilst children are learning remotely, the following approaches are taken to ensure English teaching and learning is consistent and of a high quality:

- Phonics lessons are planned daily and uploaded to the Google Classroom
- Resources are planned and designed carefully to support the sound of the day
- Lessons include opportunities to review prior learning
- The use of videos provide clear and concise modelling of sounds and blending
- Alphabet mats are provided to support children with forming letters correctly
- Children upload their work at least once a week to receive feedback.

Successes in 2020-2021

- 😊 Year 2 Phonics results 2020 – 92%
- 😊 100% of children in EYFS achieved the expected standard for literacy, with 10% exceeding the expected standard
- 😊 Writing moderation carried out with all class teachers looking at a piece from the Early Years and KS1
- 😊 CPD on the teaching of phonics for teachers new to the school or key stage
- 😊 Consistent approach to teaching phonics across the Early Years and KS1

Priorities for 2022 - 2022

- 🕒 Embedding a new government approved SSP programme
- 🕒 CPD opportunities – securing all staff's understanding in the new programme
- 🕒 CPD opportunities – all staff are aware of the reading framework and the changes.