Eversholt Lower School

Phonic Development for Reading and Writing Statement

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?**
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching.	**As a school, we use Letters and Sounds for our phonics, and so our typical teaching sequence will be:** • Revisit and review • Recap over previously learnt phonemes and graphemes • Teach – new phoneme and grapheme correspondence • Apply – phonic skills through reading and writing tasks	**Pupil Voice will show:** • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning • Confidence in discussing activities form Letters and Sounds and learning they both know and remember.
The curriculum subject leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers • 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. • Keep up to date with programme developments and subject development through Phonic Teaching CPS development days.	**Our classrooms will:** • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed • Encourage independence through phonics application games, writing and reading tasks	**Displays around school and books will show:** • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery and implementation of each phase in letters and sounds • Clear differentiation of support ensuring every child's specific needs are targeted and addressed • That pupils, over time, develop a range of early reading and writing skills which they are able to apply in their earning across the curriculum, as well as in 'real life' situations

The class teacher will, with support from the curriculum subject leader: • Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best phonics teaching.	**Our children will be:** • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Opportunities given to explore their own reading and writing skills. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop reading skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	**The curriculum leader will:** • Celebrate the successes of pupils through planned displays and on the spot recognition • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment in completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.