

# Altmore & Lathom Schools Federation

## KS1 Phonics Curriculum Intent/Policy

Subject Lead: Sheila Obeng-Atakora



### Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

<b>Intent</b> What will take place before teaching in the classroom? What are we trying to achieve?	<b>Implementation</b> What will this look like in the classroom? How do we deliver our curriculum?	<b>Impact</b> How will this be measured? What difference is our curriculum making?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> <li>• Share the vision that every child learns to read quickly and continues to read widely and often.</li> <li>• Working closely with phonics leads to monitor the quality of teaching and to provide coaching for reading teachers.</li> <li>• Monitor children's progress together until every child can read. No child is left behind to struggle.</li> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Support subject leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching.</li> </ul>	<p>The teacher sequence will:</p> <p>At Altmore, we use Read Write Inc Phonics so our teaching sequence is as follows:</p> <ul style="list-style-type: none"> <li>• Teach new sound</li> <li>• Review new sound with other sounds</li> <li>• Read focus sound in green word cards.</li> <li>• Review green words cards with new sound and others.</li> <li>• Read nonsense words with new sound and other sounds.</li> <li>• Reading activity at a phonically decodable level.</li> <li>• Writing activity including holding and editing a sentence.</li> <li>• Phrases such as 'special friends' and 'fred talk' will be used in phonics sessions.</li> </ul>	<p>Pupil Voice will show:</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>• Confidently use key techniques and methods for each key area of the programme.</li> <li>• Confidently take part in Read Write Inc lessons and confidently discuss activities and learning they know and remember.</li> </ul>
<p>As a subject leader I will:</p> <ul style="list-style-type: none"> <li>• Articulate the expectations of teaching Phonics to teachers and support staff.</li> <li>• Support staff with their understanding of how and why phonics is taught in a particular order.</li> <li>• Ensure all staff are trained regularly to teach Read Write Inc Phonics.</li> <li>• Ensure assessment is rigorous, accurate and assessment is regularly moderated.</li> <li>• Ensure an appropriate progression of reading skills and knowledge is in place over time so that children are supported to be the best readers they can be, and challenge teachers to support</li> </ul>	<p>The classroom will:</p> <ul style="list-style-type: none"> <li>• Provide appropriate quality resources for phonics teaching to support the development of children skills for that stage of the Read, Write, Inc programme.</li> <li>• Classrooms will have speed sound charts displayed during phonics sessions.</li> <li>• Every classroom or reading space will have sound friezes displayed at eye level for children.</li> <li>• Be organised so children have work in small groups or whole class appropriate.</li> <li>• During phonics session, children should always work in pairs or threes.</li> </ul>	<p>Displays and books will show:</p> <ul style="list-style-type: none"> <li>• Consistent approach to the delivery and implementation of the Read Write Inc.</li> <li>• Books will show the development of children's phonological skills and shows children have the opportunity to practice and refine their skills.</li> <li>• That children, develop a range of early reading and writing skills which they can apply to most areas of the curriculum.</li> </ul>

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<p>struggling readers and extend more competent ones.</p> <ul style="list-style-type: none"> <li>• Keep up to date with Read Write Inc programme developments through development days, training and support through local English Hub.</li> <li>• Ensure budget is sufficient and used effectively.</li> <li>• Ensure phonics interventions are purposeful and address any gaps.</li> <li>• Mock Phonics Screenings are conducted termly to identify gaps in children phonological knowledge and use this to inform of phonics teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Read Write inc sound mats available in classrooms to support writing.</li> </ul>	
<p>The class teacher will, with support from myself:</p>	<p>The children will be :</p>	<p>As the subject leader I will:</p>
<ul style="list-style-type: none"> <li>• Attend all relevant training to ensure that they continually strive to deliver the very best phonics teaching.</li> <li>• Ensure resources are of the best quality and ensure children have the correct tools to aid the development of their reading.</li> <li>• Ensure phonics sessions are pacy and engaging for all children.</li> <li>• Phonics sessions will be well organised to ensure each sessions give</li> <li>• Work closely with the subject leader to ensure that learning meets the needs of the children in their groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop reading skills and confidence over time because focused delivery and opportunities to practice at school and at home skills.</li> <li>• Confident and resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Children will be engaged in phonics sessions and nurtured to overcome any barriers to their learning,</li> <li>• Safe and happy in Read, Write Inc lessons give children opportunities to explore their own reading development.</li> </ul>	<ul style="list-style-type: none"> <li>• Drive the teaching of Read Write Inc. Phonics at Altmore.</li> <li>• Celebrate the successes of children during phonics through on the spot recognition and praise.</li> <li>• Ensure that our teaching of reading is of the highest quality and that all our children make progress.</li> <li>• Ensure all staff are trained and confident in teaching Read Write Inc Phonics.</li> <li>• Provide further training through master classes, coaching/ observation and face-to face feedback.</li> <li>• Give support to staff and children every day during phonics teaching.</li> <li>• Keep the groups homogeneous.</li> <li>• Ensure children in the 'lower progress' group are making good progress and organising one-to-one tutoring for the children who need extra support.</li> <li>• Ensure all resources are adequate for teaching phonics.</li> <li>• Monitor standards in the subject to ensure maximum progress.</li> </ul>