



Kirk Langley Church of England Primary School

Phonics

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Curriculum Intent:

The systematic teaching of phonics has a high priority throughout the Early Years Foundation Stage and Key Stage 1. At Kirk Langley CE Primary School, we value reading as a key life skill, and are dedicated to developing a lifelong love of reading and enabling our pupils to become lifelong readers. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Curriculum Implementation:

Through following the Rising Stars Rocket Phonics programme and using the Jolly Phonics mnemonics, the children are taught the essential skills needed for reading.

Phonics is taught daily to all children in EYFS, and KS1. Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children in any year group who are working below expected levels.

Staff systematically teach learners the relationship between sounds (phonemes) and the written spelling patterns, (graphemes), which represent them.

Phonics is delivered in a whole class format because it enables staff to ensure application across subjects, embedding the process in a rich literacy environment for early readers.

Pupils have regular reading sessions with an adult, and we ensure the pupils are regularly practising and applying their phonics knowledge.

In EYFS, the continuous provision matches the pupil's current knowledge and understanding whilst ensuring the children are suitable challenged. Teachers regularly assess the pupil's phonics knowledge using the phonics assessment, reading milestones and Reading Early Learning Goal (in EYFS).

These regular assessments inform planning and allow teachers to identify any gaps in learning. The children have reading books which they are expected to read regularly at home which match their current phonics level and what they have been learning.

Curriculum Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Programme Progression Reception and Year 1 overviews

This programme overview shows the progression of grapheme-phoneme correspondences (GPCs) and tricky words that we teach term-by-term.

The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words.

All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn: New Graphemes	New Tricky Words
s a t p i n m d g o c k c k e u r h b f l f f l l s s	l the into to go no

Spring: New Graphemes	New Tricky Words
j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo <ul style="list-style-type: none"> • words with –s /s/ added at the end (hens sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) 	her she he of we me be was my you they all are

Summer: New Graphemes	New Tricky Words
ar or ur ow oi ear air er ure wh ph ay a-e a e-e ie ea <ul style="list-style-type: none"> • words with double letters • longer words • CVCC CCVC CCCVC CCV CCVCC words 	by some one said come do so were when have there out like little what

Year 1

Autumn: New Graphemes	New Tricky Words
i/igh/ mind i-e y/igh/ spy o-e o/oa/ both y/ee/ happy ey u u-e ue ew er ir ou oi <ul style="list-style-type: none"> • words with double letters 	oh their people Mr Mrs looked called asked could water where

<ul style="list-style-type: none"> • longer words 	
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Spring: New Graphemes	New Tricky Words
au aw ou/oo/ you oul/uh/oh/ could/shoulder a/ar/ bath (in some dialects) al/ar/ half our/or/ four ear/ur/ learn or/ur/ worst eer/ear/ deer ere/air/ where ear/air/ pear are/air/ ore/or/ more oor augh/or/ naughty c/see/ ch/sh/ chef dge/j/ dodge ge/j/ page o/u/ g/j/	who again thought through many laughed because any eyes friends once please

Summer: New Graphemes	New Tricky Words
le/l/ little ed/t/d/ walked mb/m/ thumb kn/n/ knee gn/n/ sign wr/r/ wrong tch/ch/ scratch s measure y/i/ sky sc/s/ science st/s/ castle a/o/ watch ti/sh/ caption ci/sh/ optician ssi/sh/ mission ture/ch-ur/ nature	Review all learned tricky words

Year 2

Autumn 1: GPCs and Language Features	Cursive Handwriting Focus
/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, ea, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, o-e, ow, oe, o Homophones and near-homophones suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, r, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x

Autumn 2: GPCs and Language Features	Cursive Handwriting Focus
/w/ w, wh /f/ f, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al Possessive apostrophes suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, r, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x

Spring 1: GPCs and Language Features	Cursive Handwriting Focus
/or/ or, au, aw, al, a, ar /or/ our, ore, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy Contractions suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, r, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x

Spring 2: GPCs and Language Features	Cursive Handwriting Focus
/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /j/ j, g, dge, ge Comophones and near-homophones suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, r, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x

Summer 1: GPCs and Language Features	Cursive Handwriting Focus
/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el Possessive apostrophes suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, r, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x

Summer 2: GPCs and Language Features	Cursive Handwriting Focus
/i/ i, y /o/ o, (w)a (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi Contractions suffixes	Week 1: c, a, d, s, g, o Week 2: qu, f, l, t, h Week 3: b, k, r, n, m Week 4: p, i, j, u, y Week 5: v, w, x, z, e Week 6: o, r, v, w, x