

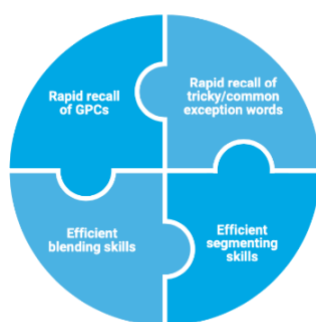
Intent

At Carr Manor Community school, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We know that the teaching of phonics is vital for children to become competent in literacy, so we have chosen to use Twinkl Phonics as our Systematic Synthetic Phonics Program (SSP).

The Twinkl Phonics approach combines rigorous progression with engaging learning materials ensuring our children enjoy and achieve their learning. We are passionate about teaching phonics in a way that is engaging, interactive and investigative. We strive for our children to develop excellent phonic knowledge and skills along with an extensive and rich vocabulary to become life-long readers who read to learn and read for enjoyment. Our phonics approach is clear and systematic in its approach and builds children's skills daily. We interweave Twinkl Phonics alongside approaches from the Learning Line to ensure learning is committed to deeper memory so that children can do more and know more. Twinkl Phonics is taught through an engaging story approach incorporating diverse and varied topics which allow our children to enjoy and achieve in all aspects of reading, writing and oracy.

Implementation

During the lessons, we use our Learning Line approach as a vehicle to deliver our phonics scheme. Children repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words. Each day, they will experience blending and segmenting activities to allow regular practise and interleaving of these core skills.



Four Cornerstones of Phonics

In reception, children begin learning Phonics in the Autumn term. They are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing working within Levels 2 to 4. Within KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read

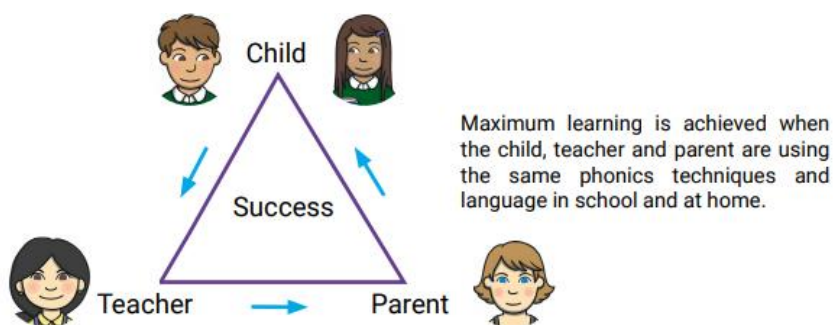
and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words. We intend to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Stories are used to provide a stimulus and context for the phonics teaching in our phonics lessons. So, while children are helping Florence Nightingale with a problem or exploring Roman Britain they are practising and rehearsing their core phonics skills over and over, in many different and engaging ways.

In addition, we use actions to help the children remember phonemes; this kinaesthetic, visual and auditory approach helps the children to retain the phonemes and supports children with SEND and EAL.



Decodable reading books are also provided, matched to the children's phonic phases through the use of use Rhino Readers. We use both individual reading and reading fluency time to teach reading alongside phonics.



We understand that parents play a vital part in their child's learning. As partners in learning we support our parents through parent workshops and online support. We also ensure children's independent learning has phonics-based activities targeted at the correct level. This helps consolidate what has been learnt in school and is a very personalised approach to match the individual need.

Impact

Through the consistent, systematic and daily teaching of our programme, our aim is for children to become fluent, confident readers by the end of Key Stage One. Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool known as the Phonics Screening Check. This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Those who do not pass the screening will continue their phonics lessons in Year 2 and attend specific interventions to support their phonics learning. This allows for them to consolidate and develop their confidence, within a group aimed at their specific ability, ready to retake the screening at the end of Year 2. If a child enters Key Stage Two and they still have not passed the phonics screening check, they will continue their phonics lessons which will also be supplemented by targeted intervention.

As a result of high-quality phonics provision, children make good progress from their starting points. The vast majority are ready for the next stage in their education as they transfer through Early Years, Key Stage 1 and into Key Stage 2. Many children accelerate progress during these years from baseline below ARE to meeting expectations in phonics, reading and writing.

In 2022, our KS1 Phonics results were:

Year 1

% of pupils reaching the threshold by the end of Y1 in 2022	National Average 2022	National Figures 2019
82%	75%	82%

Year 2

% of pupils reaching the threshold by the end of Y2 in 2022	National Average 2022	National Figures 2019
93%	Not yet determined	91%

By the end of Year 1 children are equipped with the skills to decode unfamiliar words using strategies that they have been taught in their daily lessons. This way, children can focus on developing their fluency and comprehension as they move through the school. This in turn enables children to become confident, fluent readers and increasingly accurate spellers, which in turn, unlocks doors to the rest of the curriculum allowing children to flourish in all areas.

Resources:

- video of correct pronunciation saying level 2 sounds
- glossary of key terms
- sound mats Level 2,3,5,6
- parent workshop EYFS and KS1