



Subject	Phonics	Lead	JG
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Curriculum Intent

Aims and Purposes - Taken from the National Curriculum

We at Bentley High Street Primary school believe that reading is at the heart of our children's education as it enables them to access a broad and balanced curriculum. We believe it is crucial to give children the skills to be independent, socially and academically, capable.

From the moment your child steps into our school, they are taught reading through a variety of carefully planned approaches. All adults in our school generate passion and nurture the love of reading through sharing books and rhymes which develops oracy and fluency.

Once children are in Foundation Stage they take part in a systematic phonics programme (*Read, Write, Inc.*) where they learn over forty sounds and many tricky words (common exception words). Their reading books are accurately matched to the phonics they are learning and are read with the idea that they are confident and enjoy showing off the success of their reading skills.

Children will begin the programme in Foundation and will remain on it until they pass the phonics screening check, or when they know all the sounds and are confident readers. Our aim is for most children to have completed the scheme by the end of Key Stage 1, however some children will remain in Key Stage 2 if necessary.

Our ultimate aims and objectives within the *Read, Write, Inc.* programme are for the children to be able to learn and apply blending skills and to learn to segment words in order to be able to create skilled and confident readers.

Curriculum Implementation- Subject Content and Organisation Across School

No I	Learn nursery rhymes, practise listening skills and listen to environmental sounds
FS1	Learn nursery rhymes, practise listening skills and listen to environmental sounds. FS1 will learn set 1 mnemonic and begin to blend Fred Talk. Some children will move into group 1A
FS2	Children are assessed at the end of FS1 and grouped based on their phonic knowledge. By the end of FS2, children should know set 2 sounds and be on green books. Children who are not at the stage they should be will receive intervention
Year 1	Children are grouped on their phonics knowledge and are assessed initially at the end of FS2. By the end of Year 1, children should know Set 1, 2, 3 sounds and be on Grey reading books. Children who are not at the stage they should be will receive intervention
Year 2	Year 2 children should be out of the RWI scheme and following the rest of the schools reading lessons but they will continue with the programme until they are confident and out of the scheme
KS2	Ks2 (Year 3) children who failed PSC and are well below their reading age will attend RWI lessons based on their phonics knowledge and will have RWI Interventions for rapid progress. Phonics mats are available in all classes Phonics posters are available in all year groups RWI gestures and praise actions are used across all year groups

Curriculum Impact

Strengths of the subject:	Areas for Development:
<ul style="list-style-type: none"> Results have improved and in-line with national expectations 	<ul style="list-style-type: none"> Identify strategies to support EAL and SEND children (those who do not learn phonics easily)

<ul style="list-style-type: none"> • All children receive the same teaching approach/structure - Staff show fidelity to the scheme • Books are matched to the children's ability and children enjoy reading with success • Intervention and online teaching 	<ul style="list-style-type: none"> • Ways to engage parents in supporting reading and phonics at home
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Key Priorities for the year:
<ul style="list-style-type: none"> • To ensure fidelity to the scheme is consistent • To achieve National Expectations • To identify ways to engage parents in supporting phonics at home

Tracking data								
	2014	2015	2016	2017	2018	2019	2020	2021
Year 1	72%	61%	53%	72%	70%	80%	75%	69%
LA			77%	78%	79%	81%	N/A	%
Eng			81%	83%	83%	82%	N/A	%
Year 2 resit			83%	60%	59%	39%	67% (predicted)	47%
Year 2 end			93%	72%	88%	81%	92% (predicted)	88%