

Curriculum Intent, Implementation and Impact Statement

Our Intent

The systematic teaching of phonics has a very high priority throughout the Foundation Stage, Key Stage 1 and beyond. At St James, we value reading as a key life skill, and are dedicated to enabling our children 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 confident readers who are able to comprehend. We also value and encourage the children to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills. At St James, we aim to ensure that all children become fluent and engaged readers at the very earliest of stages. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances. By acquiring these skills, children will become confident readers who will achieve great things as they progress through school.

Implementation

Teachers use Bug Club which has been deemed to meet all the criteria set by the DFE to provide an effective systematic synthetic phonics programme. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2 as required. Children are taught whole class in the morning with reception and Year 1 having an additional phonics booster in the afternoon. Extra support is provided to those in Year 2 who have not passed the phonics screening check in Year 1 and interventions are planned across school for those children who are working below expected levels. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Books are matched to their current phonic knowledge to ensure they can consolidate their learning in the classroom. Teachers regularly assess the pupil's phonics knowledge using Phonics Tracker. These are conducted half termly and are tracked to ensure all children are making progress and to identify those who are at risk of not achieving the expected level. Interventions are then planned to catch those children up. These regular assessments inform planning and allow teachers to identify any gaps in learning. This enables all children to achieve great things and fulfils our aim of enabling all of our children to become lifelong readers.

Teaching Reading: Phonics and Guided Reading

- In our preschool year, children begin their reading journey with wordless books during guided reading sessions. This approach helps them understand the structure of stories, practice reading from left to right, and learn to turn pages, building a foundation for later literacy skills.
- For children in Reception, Year 1, and Year 2, we prioritise daily reading practice. This is done by fully trained learning support assistants and the class teacher, who listen to each child read every day. Books are carefully selected based on a child's phonics tracker assessment and the teacher's professional judgment to ensure they are at the correct decodable level.
- We also provide extra reading sessions for children who are working significantly below age-related expectations. This "keep up" approach ensures they receive the support needed to catch up with their peers. This emphasis on high-quality interventions continues into Key Stage 2 for any students still requiring phonics support.

Home reading

- The decodable reading practice book is allocated to the child's online library to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops and leaflets.

Additional reading support for vulnerable children

- Children in Reception and Year 1 and Year 2 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.