



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'Achieving great things through learning and growing together in a love-filled Christian family'**

**'That they shall have life, life in all its fullness!' John 10:10**

## **Phonics Intent, Implementation and Impact**

### **Intent**

The systematic teaching of phonics has a very high priority throughout the Foundation Stage, Key Stage 1 and beyond. At St Barnabas, 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 Barnabas, 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 and Year 1. Children are grouped by ability with the aim for a short intervention so that they can be back in class to achieve the end of year expectations. Extra support is provided to those in Year 2 who have not passed the phonics screening check in Year 1 and interventions are planned 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 play assessments. These are conducted 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.

## **Impact**

Through the teaching of systematic phonics, our aim at St Barnabas 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 statutory assessments and teacher assessments. Summative assessments are analysed to ensure good progress is made. Regular contact is made with parents to discuss any concerns. Reading is at the heart of our curriculum at St Barnabas. Due to the continuous monitoring of high quality teaching with the rigour of assessment and teacher knowledge, children are able to achieve great things and live life in all its fullness.

