



St.Mary's Catholic Primary School

Curriculum Statement

Phonic Development for Reading and Writing –Sounds Write

“So please, oh PLEASE, we beg, we pray, Go throw your TV set away, and in its place you can install, a lovely bookshelf on the wall!”
Roald Dahl – Charlie and the Chocolate Factory

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The school's senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Providesufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes (if applicable) to ensure effective teaching.	As a school, we use Sounds Write, and so our typical teaching sequence will consist of three activities where children will: • New learning Learn a new grapheme/phoneme Learn blending and/or segmentation of phonemes in words • Review and recap Practise previously learned phonemes and graphemes Practice oral blending and segmenting • Practice skills Practise reading and/or spelling with the new phoneme/grapheme during each activity • Apply Make frequent links between the phonics sessions and reading and writing throughout the day and across the curriculum. Give children many opportunities, right from the start of the programme, to use their phonics knowledge for reading and writing.	Pupil Voice will show: • A developed ability to use phonic knowledge at their stage of development to decode and blend for reading • A secure understanding of the key techniques and methods for each key area of the programme • A progression of understanding, with appropriate programme vocabulary which enables learning • Confidence in discussing Sounds-Write lessons, activities and learning they both know and remember.
The curriculum leader will: • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more phonic knowledge and develops them as readers and writers	Our classrooms will: • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which appropriate resources are displayed • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.	Displays around school and books will show: • Pupils have had opportunities for practice and refinement of skills. • A consistent approach to the delivery and implementation of the Sounds Write programme ensuring all children are 'keeping up' rather than 'catching up'. • Clear differentiation of support ensuring every child's specific needs are targeted and addressed

• Ensure an appropriate progression of reading skills and knowledge is in place over time so that pupils are supported to be the best readers they can be, and challenge teachers to support struggling readers and extend more competent ones. • Keep up to date with programme developments and subject development.	• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed	• That pupils, over time, develop a range of early reading and writing skills which they are able to apply in their learning across the curriculum, as well as in 'real life' situations
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best phonics teaching.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a reader because they know how to be successful. • Safe and happy in phonics sessions which give them opportunities to explore their own reading and writing skills development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop reading skills and confidence over time because of careful planning, clearly structure focused delivery and time to practise.	The curriculum leader will: • Celebrate the successes of pupils through planned displays and on the spot recognition • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.