



Phonics Curriculum

Curriculum Intent

At Farnsfield St Michael's we follow Twinkl Phonics, one of the Department for Education's validated phonics programmes. The Twinkl Phonics programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within Foundation Stage and Key Stage 1. Whilst at our school, the children progress throughout the phonics Levels 2-6. Children are introduced to phonemes/ sounds and graphemes/ letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. We aim for children to develop their phonics skills and knowledge through a systematic, synthetic approach. Phonics plays an important role to not just reading and writing but across the other curriculum subjects.

We use the Twinkl Phonics teaching PowerPoints, stories, games, Pupil Workbooks and additional resources to enable the children to apply and practise their phonic skills. Teachers adapt the planned activities to meet the needs of our children at St Michaels, ensuring there are opportunities for challenge. We aim to develop the children's phonetic knowledge, as well as confidence and enthusiasm for phonics learning. Applying their skills in fun and engaging lessons helps the children reach their full potential.

Curriculum Implementation

	EYFS	Year 1 & 2
<p>Pedagogical Approach and Strategies</p>	<p>Teaching and learning should reflect whole school pedagogy, as well as effective EYFS practice (including continuous and enhanced provision).</p> <p>We use 'Twinkl Phonics' DfE validated systematic synthetic phonics programme.</p> <p>F2 covers levels/ phases 2-4.</p> <p>Teachers adapt the Twinkl Phonics planning to meet the needs of our children.</p> <p>A lesson comprises of a short carpet session with the teacher and children following a PPT on the IWB then an activity afterwards to engage and challenge the children, ensuring opportunity to develop early reading skills.</p> <p>The follow up activity can include practical, fun games with the children revisiting previous phonemes or words or</p>	<p>We use 'Twinkl Phonics' DfE validated systematic synthetic phonics programme.</p> <p>Year 1 covers level/ phase 5. Year 2 covers level/ phase 6.</p> <p>Teachers adapt the Twinkl Phonics planning to meet the needs of our children. Teaching and learning follows the whole school model of best practice and includes:</p> <p>New learning broken down into small steps, using effective explanation, modelling and guidance practice;</p> <p>Models, including worked examples and 'thinking aloud';</p> <p>Effective questioning that allows time for thinking and improving upon given responses – use 'hands down' approach to ensure participation by all;</p> <p>Informal and formal assessment opportunities, regularly check for understanding – 'What have we been learning about today?';</p> <p>Guided practice before independent practice (Twinkl Phonics Pupil Workbooks);</p> <p>Allow children to obtain a high success rate (appropriate level of challenge);</p> <p>Regular review of previous learning.</p> <p>Learning in parallel classes should mirror each other – a short carpet session with the teacher and children following a PPT on the IWB then children completing specific pages in their Twinkl Phonics Workbook which correspond to the lesson. Teachers to provide opportunities for a follow up practical activity or fun game, once a week, to consolidate learning.</p>

	<p>a writing task based on the learning.</p> <p>Learning in parallel classes should mirror each other with teachers sharing planning and resources.</p> <p>There will be opportunities to link Phonics with PurpleMash and outdoor learning, where applicable.</p>	<p>There will be opportunities to link Phonics with PurpleMash and outdoor learning, where applicable.</p>
<p>Timetabling</p>	<p>Phonics is taught daily for 30 minutes. Children are taught in year groups, following the adapted Twinkl Phonics planning.</p>	<p>KS1 Phonics is taught daily for 30 minutes.</p> <p>Year 1 Phonics is taught in the Tulips classroom with a small group of children going to the Hub with Mrs Parkinson. Year 2 Phonics is taught in Clover and Honeysuckle classrooms.</p> <p>On Mondays, children are tested on the previous week's words linked to their Phonics lesson.</p>
<p>Phonics across and outside of the curriculum</p>	<p>Phonics is closely linked with early reading and writing skills. Class teachers make links to Phonics teaching during English lessons, when appropriate. Also, Phonics links with other areas of the curriculum which require the children to read and write.</p>	
<p>Vocabulary</p>	<p>The phonemes and spelling words taught in F2 and KS1 can be found in the Twinkl Phonics Progression document and scheme overview:</p>	

Expectations for recording children's work	Tapestry observations of Phonics learning in the continuous provision area.	<p>Year 1 children all have a Twinkl Phonics Pupil Workbook and use these Workbooks daily. Sometimes during lessons, children in FS and KS1, use a white board on the carpet, e.g. To practice writing words with new phonemes.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and handwriting.</p>
Expectations for marking	Children get constant, immediate feedback verbally in line with marking and feedback policy.	<p>Teachers to at least acknowledge work with tick.</p> <p>Teachers to mark in green pen.</p> <p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
Curriculum adaptations (including children with SEND)	<p>All children, regardless of need, should have relevant adaptations made to ensure that they can access learning in Phonics. These adaptations may include:</p> <ul style="list-style-type: none"> • the use of picture cues/symbols as necessary, • having targeted group/collaboration/paired work where appropriate, • additional levels of scaffolding/modelling, • different/adapted equipment where required, • level of challenge appropriate to child's age and developmental stage, • adult support if required. 	
Expectations for absent children	Teachers to ensure children given recap of lessons missed/previous learning.	Teachers to ensure children given recap of lessons missed/previous learning.

<p>Environment</p>	<p>Twinkl Phonics Growing Sounds Phonics displays in the classroom are added too as the children are introduced to new phonemes. Classrooms to have on display key words which they feel will support their children, e.g. High frequency words, common exception words etc.</p>	<p>Tulips classroom has the Year 1 Twinkl Phonics Growing Sounds display: displays are added to as the children are introduced to new phonemes. Children in the Hub have a tabletop Year 1 Twinkl Phonics sounds mat.</p> <p>Clover and Honeysuckle classrooms have the completed Year 1 Twinkl Phonics Growing Sounds Display. This is added to as new Level 6 learning takes place.</p> <p>New words with that week's phoneme may be on display as well as spelling words.</p> <p>Classrooms to have on display key words which they feel will support their children's reading and writing skills, e.g. High frequency words, common exception words etc. These words are also to be available for the children to use in other lessons, e.g. In their baskets on their tables/ a central storage place in the classroom.</p>
<p>EAL provision</p>	<p>Visual support/ Phonics actions used if helpful. This could also be shared with parents to encourage continued learning at home.</p> <p>*Whole word recognition may be more beneficial than Phonics teaching for some EAL children. Discussions with class teacher(s) SENCO and parents will determine which is the best route for individual children.</p>	
<p>Homework</p>	<p>Spellings in KS1 are set every Monday and tested the following Monday. The spelling words are linked to the Phonics learning. All children in F2 and KS1 are emailed home weekly a Twinkl Phonics Information Sheet which details what the week's focus learning is, e.g. Specific phonemes and words.</p>	

Impact

Through the consistent and systematic teaching of the Twinkl Phonics programme, our aim is for our 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 at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Attainment in phonics is measured by the Phonics Screening Check at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.