



# 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, additional texts and toolkits 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
<b>Pedagogical Approach and Strategies</b>	<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 a writing task based on the learning.</p> <p>Learning in parallel classes should mirror each other with teachers sharing planning and</p>	<p>We use 'Twinkl Phonics' DfE validated systematic synthetic phonics programme.</p> <p>Year 1 covers level/ phase 5.</p> <p>Year 2 covers level/ phase 6.</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 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>resources.</p> <p>There will be opportunities to link Phonics with PurpleMash and outdoor learning, where applicable.</p>	
<p><b>Timetabling</b></p>	<p>Phonics is taught daily for 20/25 minutes. Whole class teaching, following the adapted Twinkl Phonics planning.</p>	<p>KS1 Phonics is taught Mondays to Thursdays for 25 minutes, during the first session of the school day.</p> <p>Class 3 children are split into year groups with the Year 1 children staying in the classroom with the class teacher. The Year 2 children in Class 3 go to the Computing Suite for Phonics with a TA.</p> <p>Some of Class 2 children join Class 3 Year 1 children for the Phonics session so that both Year 1 groups have an even number of children in them.</p> <p>On Fridays, children are tested on the previous week's words linked to their Phonics lesson.</p>
<p><b>Phonics across and outside of the curriculum</b></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><b>Vocabulary</b></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> <p><a href="#">Twinkl Phonics Progression Map.pdf</a></p> <p><a href="#">tf-1-224-twinkl-phonics-whole-scheme-overview-plan_ver_12.pdf</a></p>	

<p><b>Expectations for recording children's work</b></p>	<p>Tapestry observations of Phonics learning in the continuous provision area.</p> <p>Children have a Phonics book to record any written work or to stick in worksheets. Two out of five lessons are recorded.</p>	<p>In Year 1 and 2, two out of the four Phonics lessons are recorded. Children have a Phonics books which they sometimes bring onto the carpet and use like a wipeboard, e.g. To practice writing words with new phonemes.</p> <p>Any other written work is recorded in their books with the short date and short WALT. Worksheets are also stuck into their Phonics books.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and handwriting.</p>
<p><b>Expectations for marking</b></p>	<p>Children get constant, immediate feedback verbally in line with marking and feedback policy.</p>	<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>
<p><b>Expectations for absent children</b></p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>
<p><b>Environment</b></p>	<p>Quality resources for independent access.</p> <p>A Phonics display in the classroom which is added too as the children are introduced to new phonemes.</p> <p>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>Resources made/ used should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Year 1 classrooms (Class 2 and 3): Phonics display in classrooms which are added too as the children are introduced to new phonemes.</p> <p>Class 4: Phonics display showing all the phonemes covered from phases/ levels 2-5.</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</p>

	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.
<b>EAL provision</b>	Visual support/ Phonics actions used if helpful. This could also be shared with parents to encourage continued learning at home.  *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.
<b>Homework</b>	Spellings in KS1 are set every Friday and tested the following Friday. The spelling words are linked to the Phonics as we use the Twinkl Phonics Spelling bookmarks. All children in F2 and KS1 are sent home weekly a Twinkl Phonics Information Sheet which details what the week's focus learning is, e.g. Specific phonemes and words.