



Intent	Implementation	Impact
<p>Our school vision states that: We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.</p> <p>At Parsonage Farm we aim for all children to become confident, resilient and independent readers and writers and to do the best that they can in reading and writing. We want all our pupils to become motivated and enthusiastic readers and to read and write for pleasure.</p> <p>We believe that the children's knowledge of phonics can be applied as a prime approach to reading and writing at the start of their journey in education; and that through the teaching and learning of phonics, children are enabled to develop the skills they need to read and write; including decoding words, developing fluency and segmenting and blending for spelling.</p> <p>We will prepare the children for the next stage in their education, aspiring them to read and write at least at the level appropriate for their age and for all children to make accelerated learning from their starting point.</p> <p>Phonics is part of the statutory National Curriculum for English: https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study</p> <p>We have a clear progression of skills for Phonics across the school which can be found here: https://www.parsonagefarmschool.co.uk/site/data/files/curriculum/F7AF015034DD6B585A6087F5BF6D2C22.pdf</p> <p>Nursery: https://www.parsonagefarmschool.co.uk/page/?title=Half+termly+learning&pid=59</p> <p>Year R: https://www.parsonagefarmschool.co.uk/page/?title=Half+termly+learning+in+Yr+R&pid=58</p> <p>Year 1: https://www.parsonagefarmschool.co.uk/page/?title=Knowledge+in+Year+1&pid=57</p> <p>Year 2: https://www.parsonagefarmschool.co.uk/page/?title=Knowledge+in+Year+2&pid=56</p>	<p>Curriculum design</p> <p>We teach phonics by following the Twinkl Systematic Synthetic Phonics Programme (SSP) across the whole school. By following this programme we ensure we have clear expectations for children's progress and have a clearly defined structure to the teaching of phonics for all pupils.</p> <p>Discrete phonics lessons are taught daily across the school but children are also given opportunities to develop their reading and phonics skills at other times, for example during intervention and consolidation sessions, continuous provision, writing lessons, and 1:1 or guided reading sessions.</p> <p>Our phonics lessons follow the 4 part structure: Review, Teach, Practise and Apply. These adult-led lessons enable all learners to develop and apply new skills, while also providing opportunities to further apply these skills within fun and engaging activities and through continuous provision. Our reading books are linked to the phonics programme and children are provided with phonetically decodable books to support their reading, which are matched carefully to the phonics that they have been taught.</p> <p>Staff members have had appropriate training to ensure fidelity and rigour in the teaching of phonics in the Early Years and KS1 and to ensure the fulfilment of the national phonics criteria.</p> <p>As a school we have an agreed set of teaching and learning principles that all staff use to ensure they are delivering the highest quality lessons to our children. These can be found here: https://www.parsonagefarmschool.co.uk/page/?title=Curriculum&pid=29</p> <p>Enrichment</p> <p>A wide range of resources, such as interactive games, slideshows and flashcards, are used to engage the children and allow them to apply and practise phonics skills. The School Library Service regularly refreshes our selection of books so that reading for pleasure is encouraged.</p> <p>Wider Community</p> <p>Parents are given regular information about their child's phonics learning, as well as opportunities to attend phonics or reading workshops to encourage their support and involvement in phonics learning at home.</p> <p>Children requiring additional support</p> <p>We support identified pupils to meet their potential. Children who need additional support receive daily phonics lessons which are designed specifically to meet their needs. These may include same-day intervention groups to recap the day's phonics learning; small group work to address any gaps in learning; 1:1 support; 'physical' phonics activities; or precision teaching.</p>	<p>Assessment of Phonics</p> <p>Within our Early Years classes, teachers are continuously assessing children's phonics through quality interactions in play, group sessions; one to one reading; and whole class sessions. These assessments are on-going and inform a half-termly assessment to ensure children are working towards our end of EYFS goals.</p> <p>In Key Stage 1, teachers formally assess children's progress through a range of strategies including guided reading, one to one reading and writing tasks.</p> <p>Teachers and support staff constantly monitor children's progress in reading, spelling and phonics but the SSP has a rigorous and regular assessment programme to ensure that progress is being made and additional support is provided when needed. The assessments are carried out at least half-termly and inform the teachers of next steps and areas for consolidation.</p> <p>As a result of our phonics approach, our children improve their phonics skills and knowledge to become more fluent readers; and their use of phonics improves their writing and spelling skills. All children make progress from their starting points and are given the opportunities, support and encouragement to meet their full potential.</p> <p>Our phonics provision:</p> <ul style="list-style-type: none"> • Provides sufficient support for children to become fluent readers and prepares them for the statutory Year 1 Phonics Screening Check and their subsequent phase of education. • Provides a consistent approach to phonics, which is clear to teaching staff and learners. • Ensures that we are meeting the National Curriculum requirements. • Has promoted reading for pleasure both inside and outside the classroom. • Informs and supports parents so that our children regularly read at home.