



**ST. ANNE'S C.E.(VC) PRIMARY SCHOOL**



**PHONICS INTENT, IMPLEMENTATION AND IMPACT**

**'Together with God, Making Learning a Life Long Friend'**

### Intent

At St Anne's we want children to have a love of learning about English. We intend to expose the pupils to a range of texts- those that inform, persuade, discuss and those that are purely for entertainment. We would like to give children the opportunities to explore the range of books that are available so that they can successfully seek information independently to feed their love of learning and for necessity. We want children to be able to read for pleasure, choose books that interest them and give them the chance to discuss what they enjoy and what they don't about text. We believe that it is only through exposure to a range of books and reading material that children are able to decide what they enjoy and feel confident to try different books. We feel that it is vital is children can write to a good standard and give them foundations for building upon this on leaving our school. We would like children to be able to enjoy playing with language and using it to entertain their readers as well as writing to give information. Children should know the power of language and how different features of language can affect their intended audiences. We feel that it is vital for children to participate in speaking and listening through, discussion, debating and performance. Children should know the skills of how to critique the work and findings of others and know what makes for effective and enjoyable communication. We intend for children to leave St Anne's using, understanding and approaching the power of language with confidence and resilience, wanting to explore it further and having the necessary foundations to do so.

### Implementation

Within English we use several commercial schemes. The reason for this is to gain consistency within our learning across the school. The use of Read Write Inc (RWI) Phonics in Early Years and Year 1 is followed on by Read Write Inc Spelling in Year 2- Year 6. This allows children to have a systematic approach to learning phonics, all the way through to spelling when their phonics knowledge is secure; children are then familiar with the process of the learning and there are no gaps. The formulaic and repetitive element of RWI allows children to learn thoroughly and with a clear pattern, improving their memory.

Guided reading is conducted partially through RWI and in a more thorough manner using the Headstart, Teaching Comprehension Strategies and Reading Explorers resources. This allows children to be exposed to a range of texts throughout a week so that there is "something for everyone".

The reading schemes that we use are varying ranges of the Oxford Reading Tree scheme which is supported by Collins Big Cat books and some Usborne texts. We have a range of phonologically decodable books from Oxford Reading Tree to support Early Years and Year 1, Alien Encounters and Project X to broaden the range of books that are typically appealing to boys, but available to all and a vast range of traditional tales, adventure books and informative texts from the above providers.

We do not follow a strict commercial scheme for comprehension lessons but many available resources are available to teachers including World Record Comprehension, Rising Stars and Rapid Reading amongst others.

Assessment at St Anne's for reading is by the commercial scheme NFER. These are conducted termly and analysed at each assessment point. Reading assessment is supported by teacher assessment. This is recorded in an Excel spreadsheet where each reading objective is assessed against per year group. A comparison is then made between teacher assessment and formal testing. Past SAT's papers and optional SAT's papers are also used to inform assessment. NFER tests are also used to assess grammar.

Writing is assessed at a baseline and half termly against the Staffordshire Entrust Writing Skills Grids which have been slightly adapted to improve the use for teachers. This is moderated termly either within school, across schools or across year groups leading to professional discussions to pick apart reasons for decisions being made.

Chatterbooks is an extra-curricular club that is run after school, offering children the opportunity to explore books and is supported by craft activities to enhance children's enjoyment of a text. World Book Day, Reading Week, Roald Dahl day and similar celebratory reading events are acknowledged in school by a range of activities including inviting parents in to share books with their children, dressing up as their favourite book character, bringing in their favourite books, book swap events, making bookmarks or book covers etc.

Teachers are asked to use the curriculum to ensure that objectives are taught appropriately for their year group. They are given sentence types, conjunctions, grammatical terminology specific to their year group to aid progression and appropriate sequencing. Where possible, we link our class texts to our topic but feel that it is not suitable to force these links as learning is not deep enough and texts are not necessarily rich-enough to improve English skills.

### Impact

On leaving St Anne's children are above national averages in all areas of English. In 2018 89% of children reached at least the expected level in reading and in grammar, spelling and punctuation and 97% achieved at least the expected level in writing. Writing was moderated with four different schools.

Pupil interviews between SLT and a few children from each year group showed that children enjoyed English,

*'English is my favourite lesson as it helps me learn about creativity,' Year 4 child.*

*'I like doing lots of writing,' Year 3 child.*

### ***What, if anything, do you not enjoy about English lessons?***

*Most children struggled to answer this although the Year 1 children explained they did not like cursive writing as they found it hard.*

Children are enthusiastic about English lessons and speak keenly about the texts that they use in lessons and opportunities for speaking and listening in particular.