



# Bevendean Primary School and Nursery

📍: Heath Hill Avenue, Brighton, BN2 4JP

☎: 01273 681292

📠: 01273 622334

✉: [admin@bevendean.brighton-hove.sch.uk](mailto:admin@bevendean.brighton-hove.sch.uk)

🌐: <https://bevendean.eschools.co.uk/website>

Headteacher: Mr. M Dally

Deputy Headteacher: Miss. S Miller

## A place for everyone to succeed and thrive

At Bevendean Primary School and Nursery, we are committed to providing our children with a curriculum that has a clear intention and impacts positively on developing them as a learner.

### Curriculum statement for the teaching and learning of Phonics

<b>Intent</b>	At Bevendean, we value reading as a life skill. We are dedicated to teach them the skills they need to enable our pupils to become lifelong readers and encourage them to read for enjoyment. We recognise this starts with the foundations of acquiring letter sounds, segmenting and blending skills, which teach through our high quality phonics lessons from EYFS onwards. We want our children to become successful, fluent readers by the end of KS1. The systematic teaching of phonics has a high priority throughout FS and KS1. We ensure that the teaching of phonics is systematic and progressive throughout FS and KS1 to support phonetic knowledge and understanding, through the use of our phonics programme, Phonics Shed.			
<b>Underpinned by:-</b>	<b>Sound Recognition</b>	<b>Phonetically Decoding</b>	<b>Reading</b>	<b>Writing</b>
	This begins in Nursery, children begin hearing sounds in words (rhyming, alliteration, initial sounds, oral segmenting). This progresses into Reception, where children will be able to recognise all single phonemes and write the corresponding graphemes. Then move on to digraphs/ trigraphs. In Year 1, children re-cap their previous learning and then will learn alternative digraphs/trigraphs. In Year 2, they will recap Chapters 4 and 4b and teach 4c and continue learning alternative digraphs/ trigraphs).	This begins in Nursery as children will learn to orally segment and blend. This enables them to distinguish the different sounds and hear the words when blended.  In Reception-Year 2, children will be taught the skills to segment to spell and blend to read enabling them to be equipped to tackle any unfamiliar words.	Children will be able to decode a range of words, which will in turn allow them to read books that are closely matched to their phonics knowledge.  We will provide children with strategies to identify and decode 'tricky' words and to learn words by sight in order to aid fluency.	Through our teaching, children will given opportunities make phonetically plausible attempts at unfamiliar words, enabling them to write at an appropriate level of independence for their age. They will also be able to use their phonic knowledge to correctly apply a range of spelling rules to words.

Implementation	<p><b>How do we implement this?</b></p> <p>At Bevendean, we follow the scheme called Phonics Shed, which is a systematic Phonics programme. This is an approved government Phonics scheme. This programme is followed from Nursery to Year 2. To support those children, who leave Key Stage 1 still needing phonics support, we run interventions for targeted children in years 3 and 4.</p> <p>Throughout the programme, we ensure that lessons are progressive, using the visual prompts for each sound, songs and stories to introduce new learning, embedding the actions to support their recollection of the sound when recapping and the use of the character to engage the children in their phonics learning.</p> <p>The Phonics Shed programmes is delivered systematically to ensure knowledge is built on through recapping and regular introductions of new sounds:</p> <ul style="list-style-type: none"> <li>• Nursery- Chapter 1</li> <li>• Reception- Re-cap chapter 1. Introducing chapters 2 and 3</li> <li>• Year 1- Re-cap chapter 3. Introducing chapters 4a and 4b.</li> <li>• Year 2- Re-cap chapters 4a and 4b and teach 4c.</li> </ul>		
	Supported by...	<p><b>Phonics Lessons</b></p> <p>Phonics is taught for 20-30 minutes, daily. These follow the same structure throughout every year group, with a visual used to support teaching. In the lesson cycles, children will revisit and be introduced to new sounds or concepts. Lessons may be whole class sessions, to practise new sounds/concepts/applying with support/practising new words as well as independent activities where they will practise and apply their learning independently. Children will then apply their phonics knowledge by reading fully matched decodable books 1:1 or in pairs.</p>	<p><b>Cross-Curricular Opportunities</b></p> <p>Opportunities to apply their phonics knowledge are given throughout the curriculum. Children will be encouraged to use their phonics skills to read and write in other subjects, for example Science, History and PSHE.</p> <p>Throughout all of our English teaching, opportunities to read and write in meaningful contexts are given, which expands their awareness of different texts. Children, who are confident with their phonics and are able to apply this, will be able to access different areas of the curriculum and will develop into confident readers and writers.</p>
<p><b>Thoughtful Questioning</b></p> <p>Questioning is used to support/encourage children in all lessons. It helps us in addressing misconceptions and apply their skills in a variety of ways. We also use a range of comprehension questions linked to phonics stories, when reading with our children.</p>		<p><b>Assessment</b></p> <p>Throughout all of our teaching, we are assessing children's knowledge in a range of ways: in lessons through observations, through independent work, formal assessments half-termly, which they informs interventions.</p>	<p><b>Interventions</b></p> <p>Interventions are then put in place, for those children who have made less than expected progress or are working below ARE. Interventions are used to address gaps, to enable children to keep up.</p> <p>For our bespoke children, targeted phonics lessons will be planned and delivered at their level to ensure they are getting access to what they need.</p>

Impact	<p><b>How do we measure this?</b></p> <p>By the end of Key Stage 1, children will be confident in using and applying their phonics knowledge in a range of contexts in both their reading and writing. Children will have the required phonics skills to pass year 1 phonics screening check on first attempt, with a good proportion passing the retakes in Year 2. As children move up through the school, they will be able to read at an appropriate level with fluency which enables them to access the broader curriculum as well as developing a lifelong love of reading where they read widely with fluency and comprehension.</p> <p>For children, who develop a strong knowledge of phonics, will have an increased fluency when reading and writing as well as developing a love of reading. Children will be able to celebrate their success with their grownups at home, giving them confidence and enthusiasm to read regularly, impacting positively on our reading progress and attainment. .</p>		
	Measured by....	<p><b>Pupil Voice</b></p> <p>Children talk enthusiastically about reading and writing and can talk about how they use their phonics to help them. They enjoy the phonics programme and are able to confidently share and apply the knowledge they gain from it. Actions and sounds learnt are clearly linked into lessons involving reading and writing across the curriculum and children feel this supports them in their learning.</p>	<p><b>Evidence in Knowledge and Skills</b></p> <p>Children will be able to make plausible attempts at spelling words and therefore communicate their ideas in writing across a range of subjects and for a range of purposes. Throughout their school journey, children will continue to apply their phonics knowledge and will make good spelling choices and spell many words confidently and phonetically correctly. As readers, it will be clear where children develop their phonics knowledge and throughout all reading, they will be encouraged to do this.</p>