



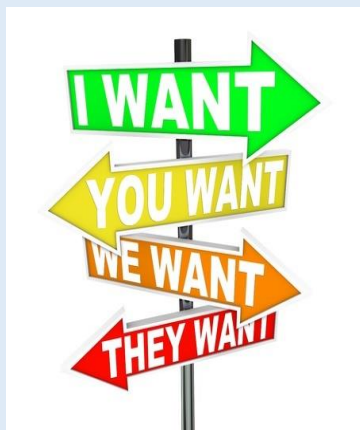
The Hoyle Court Curriculum – Flightpath

What do we do here?



INTENT

The Hoyle Court Commitment



‘What we want to achieve’

At Hoyle Court Primary School we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme.

We use the Little Wandle Letters and Sounds Revised to plan and provide daily engaging phonics lessons. This ensures children build on their growing knowledge of the alphabet code, mastering phonics to read and spell as they move through school. To ensure consistency and support the teaching of phonics across the school, all teachers and class based staff have regular phonics training.

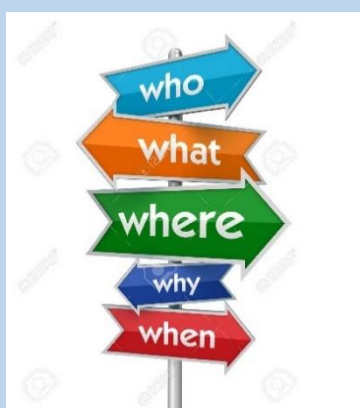
In phonics, we teach children that the letters of the alphabet represent a different sounds (phonemes), that these can be used in a variety of combinations and are put together to make words.

Our phonics teaching starts in Reception and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they might discover and know by heart tricky words that are not decodable.

At Hoyle Court, we also model these strategies in shared reading and writing across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

IMPLEMENTATION

The Hoyle Court Delivery



‘How we will do it’

How we teach phonics

- In reception and Y1, children follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session on a Friday.
- Whole class phonics lessons follow a four-part format: revise, teach, practise and apply.
- Phonics starts in reception in week 2 to ensure the children make a strong start.
- By the end of reception, children will have been taught up to the end of phase 4.
- By the end of year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 30 minutes as soon as possible.
- Y1 lessons are approximately 30 minutes long.
- In Y2-Y6 there are planned phonic ‘catch-up’ sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting 10 minutes in length and taking place at least three times a week.

Reading practice sessions

- Children across reception, year 1, year 2 (if appropriate) apply their phonics knowledge by using a full matched decodable reading book in a small group reading practice session.
- These sessions are 15 minutes long and happen three times a week. There are approximately 6 children in a group.
- The sessions follow the model set out in Little Wandle Letters and Sounds Revised.
- In reception these sessions start in Autumn 2. Children who are not decoding, do a short blending lesson, following the model set out in Little Wandle Letters and Sound Revised.

IMPACT

The Hoyle Court Outcomes



‘How we know it works’

How do we assess phonic knowledge?

- In reception and year 1, at the end of each week there is a review session which recaps the learning. There are also whole review weeks (pre-planned and bespoke review weeks to address gaps identified by the class teacher’s ongoing formative assessment).
- Children in reception and Y1 of are immediately identified and daily ‘keep up’ sessions are put in place – sessions follow the Little Wandle Letters and Sounds Revised programme.
- In reception and year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker.
- The children in Y1 sit the Phonics Screening Check in the summer term.
- Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.
- Children who are in Y2-Y6 and need ‘catch up’ sessions are assessed through teacher’s ongoing formative assessment as well as half termly summative assessments.

If you are a parent and would like more information about how to support your child with phonics at home, please follow this link to find the Reception and Year 1 overview as well as videos of the sound pronunciations, letter formation sheets and other helpful resources.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Our priorities to take our school forward in 2022/23 include:

- ✓ Developing teachers and learning support staff to have a secure pedagogical understanding of reading and phonics.
- ✓ Little Wandle books and resources are purchased.
- ✓ To ensure parents and carers know how to support their child with phonics.
- ✓ Developing all staff through a coaching model, where best practice is shared and developed



