



Statement of Intent for Phonics at Hogarth Primary School

Subject Leaders: Caren Butler and Katherine Clarkson

“Today a reader, tomorrow a leader.”

Margaret Fuller

Intent

At Hogarth Primary School, we believe that every child deserves a chance to succeed in life and therefore we place great value on the skills of reading. We strive to give each child the skills they need to become successful, fluent readers by the end of Key Stage One. Our intent is to provide high-quality phonics teaching using the Essential Letters and Sounds programme. Our primary goal is to equip our children with the essential skills they need to become confident and proficient readers. Through systematic and engaging phonics teaching, we aim to foster a strong foundation in phonemic awareness, phonics knowledge, and decoding skills, enabling our students to read fluently and independently.

We aim to -

- deliver inclusive and equitable phonics instruction of a consistently high standard, accessible to **all** students.
- establish a systematic and progressive approach to synthetic phonics teaching, ensuring its consistent implementation from the Foundation stage (Reception) through Key Stage One.
- develop students' phonetic knowledge and understanding, enabling them to confidently decode words and apply this skill in both reading and writing activities.
- cultivate aural discrimination, phonemic awareness, and rhyme recognition, as these skills significantly contribute to the development of reading, writing, and spelling.
- seek to equip students with the ability to transfer their phonic awareness across different subject areas within the curriculum.
- Our ultimate objective is to provide students with effective strategies to identify and decode challenging words, facilitating their overall literacy development.

Implementation

To implement our phonics program effectively, we have established the following practices –

- **Daily Phonics Lessons:** Phonics lessons are incorporated into our daily curriculum, following the structured scheme of work outlined in the Letters and Sounds program.
- **Phonic Displays:** Each classroom features a phonic display that is gradually developed over time. This display serves as a visual reference, supporting students in their reading and writing activities.
- **Consistent Teaching of Hard To Read and Spell words (Tricky Words):** We ensure consistent instruction of HTRS at each phase of phonics. This approach aids in recognizing high-frequency words and improving spelling skills.
- **Progress Monitoring:** We closely monitor and evaluate the progress of all students, maintaining high aspirations for each individual. This allows us to identify areas where additional support may be required.

- Individualised Support: We are committed to ensuring that all students reach and exceed their potential. If we identify any challenges in a particular aspect of phonics, we promptly provide additional support tailored to the needs of the student.

By implementing these strategies, we aim to create a supportive and structured phonics environment that maximizes student progress and achievement.

Impact

The impact of our phonics teaching approach is reflected in the following outcomes –

- Progression: Children will make consistent progress through the different phases of phonics, aligning with the expectations for their respective year groups. They will advance from their individual starting points, demonstrating growth in phonetic knowledge and skills.
- Confidence and Resilience: Children will develop confidence and resilience in approaching unfamiliar words. They will apply their acquired knowledge and skills to segment, blend, and read both real and nonsense words with increasing proficiency.
- Engagement and Independence: Children will exhibit high levels of engagement during phonics activities. They will actively apply their phonological knowledge when reading and writing, utilising the support of working walls as needed. Over time, they will become more independent in this process.
- Hard to Read and Spell words and High-Frequency Words: Children will enhance their recognition of HTRS words and high-frequency words while reading. They will apply this knowledge effectively in their writing, improving their overall literacy skills.
- Inclusive Support: Children with special educational needs and disabilities (SEND) will develop their phonic skills and knowledge. They will also learn to apply these skills across various subjects within the curriculum, ensuring their preparation for the next stage of their education.

Through these impacts, our phonics instruction aims to foster a positive learning environment, enabling children to achieve success in their reading, writing, and broader educational journey.

“Once you learn to read, you will be free forever.”

Frederick Douglass