

Curriculum Design & Sequencing of Content

Our coverage and progression is ambitious and designed to equip children with the necessary knowledge, skills and understanding to become confident readers and writers. As children progress through the phases of lower school they are taken on a progressive, in-depth journey which teaches all of the phonemes detailed in letters and sounds. This approach enables the children to build on prior learning and use existing knowledge to deepen their phonics understanding so that they learn to blend and segment words confidently.

Phonics Leader

Our Curriculum Leader, Vicky Guyler, is responsible for developing the phonics curriculum and delivering training on developments in the phonics scheme of work, planning and teaching across the school.



Phonics at Burton Joyce Primary School

Phonics forms an important part of our Early Years and Key Stage One curriculum. We follow the Letters and Sounds suggested coverage and support this teaching with our bespoke Burton Joyce phonics teaching materials. As a school, we aim to enthuse children in their learning of phonics through ensuring a systematic approach to our explicit teaching sessions and provide wider application opportunities in the children's work and play activities. Our phonics coverage is mapped across the key stages and there is a clear, progressive sequence in the learning journey. All Foundation and Year One children access phonics sessions daily where they are taught using our agreed resources, actions and language. These sessions are then further embedded through planned English reading and writing activities.

Phonics Application

In all classes, the children have the opportunity to apply taught phonics in a wide range of ways during their taught English sessions as well as through guided and independent reading activities. These activities are specifically planned to ensure the practice of the specific phonics coverage for each year group

Reading Books

Our reading books are organised into decodable and non-decodable texts. As the children progress through the phonics phases, they take home phonics books linked to the phase they are currently learning. These may be supplemented with texts which address any gaps in learning. The children also take a banded non-decodable text which they use as a library book text.

Coverage

We follow the coverage recommended in the Letters and Sounds document which is:

- F2— Phases 2, 3 and 4
- Year 1—Phase 5
- Year 2—Phase 6