



**GREAT KIMBLE**  
**C OF E SCHOOL**  
BIG HEARTS BOLD FUTURES

## Phonics Curriculum Statement

### Intent:

At Great Kimble School, we value reading and writing as essential life skills and place a high priority on the teaching of reading throughout our curriculum. Our Phonics curriculum is designed to nurture **big hearts and bold futures** by enabling all pupils to become confident, capable and enthusiastic readers.

The foundations of reading begin with the systematic teaching of phonics in EYFS and Key Stage 1, with continued support into Key Stage 2 where needed. Through a structured, consistent and progressive approach, pupils develop secure phonic knowledge and key skills in segmenting and blending, building on prior learning to become fluent and confident readers. Children are supported to apply these skills through reading carefully matched texts, ensuring success and confidence at every stage.

Alongside phonics, we promote a love of reading by exposing pupils to a wide range of high-quality texts. A language-rich reading environment, opportunities for independent reading and regular story time with adults help to foster enjoyment, imagination and curiosity. Through shared reading experiences, pupils develop **big hearts** by building empathy, understanding and a connection to language and stories.

We aim for children to read words and simple sentences by the end of EYFS, become fluent readers by the end of Key Stage 1, and continue to deepen their understanding of increasingly complex texts as they move through school. In doing so, we prepare pupils for **bold futures**, equipping them with the literacy skills and love of reading needed to succeed across the curriculum and beyond.

### Implementation:

- Follow the Bug Club phonics scheme
- Affiliate with Bug Club Books
- Reception – 5 phonic sessions a week (phase 1-3)
- Year 1 and 2 – (phase 4-6)
- Recap previously learnt sounds, introduce new sound, say it, read it, spell it, use it in context
- Use learnt phonics within writing
- Consistent format on systematic synthetic phonics, aiding children in recognising, blending, and segmenting sounds
- Year 1 phonics screening
- Phonics tracker used to support interventions

### Impact

- All children have an enjoyment of reading.
- Children are confident in their ability to read familiar and unfamiliar texts and show the resilience to have a go.
- By the end of KS1 all children have a solid phonic knowledge that will enable them to develop their reading and spelling as they progress through KS2.
- Children are equipped with the tools they need to help them spell and read a variety of simple and tricky words.
- The children meeting the required pass rate in the phonics screening test at the end of Year 1 is at least at national level and the same for those who take the phonics re-sit in Year 2.
- Children entering KS2 who need extra support are highlighted early and interventions are developed to support their phonic gaps.



AMBITION



RESPECT



RESILIENCE



LOVE



COLLABORATION

