



Curriculum Subject: Phonics

Subject Leader: Lynne Sherry

Curriculum Overview and Statement of Intent, Implementation and Impact.

	<p>Vision</p> <p>'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'</p>	<p>Values</p> <p>Compassion</p> <p>Courage</p> <p>Community</p>
<p>Motto</p> <p>Learning to make a difference through God's love. <i>Jesus said, 'Love one another as I have loved you' John 13:34</i></p>		
<p>Mission</p> <ul style="list-style-type: none"> • Ensure that children are safe and demonstrate compassion for others. • The school and its community work together to promote mental health and wellbeing and ensure that everyone feels respected. • Unify the school family enabling it to flourish through collective worship, inclusive extra curricular provision and a broad, balanced curriculum. • Encourage inclusively high expectations enabling children to personally and academically thrive. • Deliver an inspirational, creative curriculum to meet the needs of our aspirational children. • Ensure that children and adults acquire and apply knowledge that gives them the courage to fulfil their aspirations. <ul style="list-style-type: none"> • Create an environment that builds confidence for the school family to grow resilience. • Enable children to persevere on a journey of social, moral, cultural and spiritual growth. 		



Intent

Read, Write, Inc (RWI) is a consistent, rigorous and **creative** Literacy programme designed to teach every child how to read. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun, effective and **inclusive** programme to enable children to **flourish** as readers. Furthermore, RWI is used as an additional intervention programme to secure reading skills for children not making expected progress with phonics. We want the children to experience **wonder** and **enjoyment** through reading **igniting** imagination and a **love** of books

As a school, we are determined that every pupil will learn to read, regardless of their background, needs or abilities. The school has clear expectations of pupils' phonics progress and we ensure that the teaching of reading is of an excellent standard to create children who take pleasure in reading.

Implementation

All Year 3 children are tested using the RWI Fresh Start assessment and needs are identified early in September. From this point, children, who require additional support, receive daily support to ensure that they can read well and that they are making at least expected progress by the end of each academic year.

All other struggling readers, in other year groups, also use the baseline test as a measure of their ability with regards to phonics and their ability to decode letters and digraphs.

Test results are collated by the Early Read Lead and are monitored closely to ensure that all children receiving additional support are on the correct stage of RWI phonics to support their needs. The Early Read Lead will work closely with staff delivering the programme to **empower** them to deliver fun and motivating sessions so children engage and learn.

If struggling readers are also SEND children, gaps in phonics are recorded on provision maps and intervention is provided to ensure these learners achieve their **full potential**.

Ultimately, we aim to build on prior phonics learning from the Infants School to allow children to apply and practise phonics skills using flashcards, repetitive learning techniques and whiteboard work.

Teacher guides are provided to support teachers and support staff to feel confident in their own subject knowledge, knowing they are fulfilling the national phonics criteria and enabling each child to achieve their potential. Each classroom has a phonics kit to support children with phonics needs.

Impact

RWI is a supplementary support programme that works alongside whole class guided reading sessions. For those who have difficulty or are taking longer to acquire phonics skills they are expected to be line with other learners by the end of Key Stage 2.

Through daily, but short, intervention, children are expected to achieve their potential. The impact of using RWI is for the development of phonics skills and knowledge through a systematic, synthetic approach, while ensuring all children have achieved the statutory requirements set out in the National Curriculum 2014.

Parental engagement for SEND learners is communicated through provision maps and at parents meetings 3 times per academic year.

NJS National Curriculum Expectations for Phonics based on KS1 curriculum

Word Recognition

- Apply phonic knowledge and skills as the route to decode words.
- Respond readily with the correct sound to graphemes for all 40+ phonemes.
- Read accurately by blending sounds in unfamiliar.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught phonics and –s, -es, -ing, -ed, and –est endings.
- Read other words of more than one syllable that contain taught sounds.
- Read words with contractions and understand that the apostrophe represents omitted letters.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

- Write words containing each of the 40+ phonemes taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet.
- Naming the letters of the alphabet in order.
- Using letter names to distinguish between alternative spellings of the same sound.
- Add prefixes and suffixes using:
 1. The spelling rule for adding –s or –es as the plural marker for nouns and the 3rd person singular marker for verbs.
 2. The prefix –un
 3. -ing, -ed, er and –est where no change is needed in the spelling of root words.
- Apply simple spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the phonics taught and common exception words taught.

NJS National Curriculum Expectations for Phonics based on KS1 curriculum

Reading Recognition

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of 2 or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual , between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Writing - Transcription

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Spelling learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Spell common exception words.
- Spell more words with contracted forms.
- Spelling using the possessive apostrophe (singular), for example, the girl's book.
- Distinguish between homophones and near-homophones.
- Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the phonics taught, common exception words and punctuation taught.