

Crossflatts

PRIMARY SCHOOL



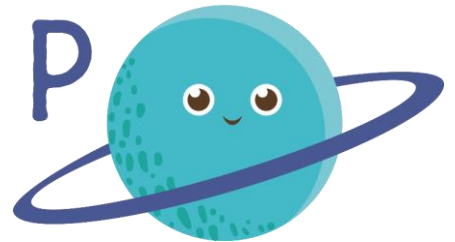
OUR PHONICS CURRICULUM

The Crossflatts Phonics Curriculum

OUR INTENT – THE WHY

“Teach a child to read and keep that child reading and we will change, everything. And I mean everything”

– Jean Winterton



The Thrill...

Our Phonics programme is designed to ensure our children learn to read quickly and accurately and to have the intrinsic desire to keep on reading. Our teaching sequence is rooted in our practitioners' passion and clear understanding of the pivotal part phonics plays in a child's ability to read. This understanding ensures that every one of our children can read fluently by the end of KS1 and access the wonderful world of literature. We instil in our children the belief that phonic skills are not just a task to achieve, but as a skill which promotes pleasure in reading and escape from every day.

The Will...

From the excitement of 'the thrill' our children are intrinsically motivated to want to develop their own phonic skills. Pupils use their specific phonic skills to decode, segment and blend new words. Because of this skill they are able to read fluently at their level. Due to their embedded phonic skills our children do not give up when faced with trickier words. They have the confidence to apply their decoding skills, allowing them to read. Our quality phonics teaching goes hand in hand with daily exposure to high quality texts which only further builds on our children's love of reading.

The Skill...

We follow RWI phonics which is a systematic, consistent, rigorous and dynamic phonics programme. Using this synthetic approach is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

...To be Brill

Phonics, when taught well ensures that by the time our children leave Crossflatts they are competent fluent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are

measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and children.

Phonics – The Crossflatts Way

Our team of phonics practitioners are well trained and equipped with the skills needed to deliver high quality phonic sessions. As a school we believe in the five core principles which underpin the successful delivery of a RWI phonic session.

- Purpose- know the purpose of every activity and share it with the children
- Passion – Emotional engagement is essential for children to learn something new- Show your passion!
- Preparation and Pace – devoting every moment to teaching and learning- no time wasted
- Participation- ensure that every child takes part every time
- Praise –effort and progress not ability

How we teach phonics

Nursery-

Reception, Year 1 and some of our Year 2 children are taught phase 2 – 5 phonics four times a week in groups of 15 – 20.

Each session consists of an introduction to a new sound, review of previous sounds, reading the sounds and applying the new and previous sounds to words.

We follow the RWI order of sounds:

SET 1 SOUNDS	SET 2 SOUNDS	SET 3 SOUNDS
m a s d t i n p g o c k u b f e l h sh ck r j v y w th z ch qu x ng nk	ay ee igh ow oo oo ar or air ir ou oy	ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ire ear ure tion tious/cious

Our Year 2 children accessing phase 6 have phonic sessions using the Year 2 RWI spelling books. These sessions consist of a recap on phonic sounds , spelling rule and an application of the spelling rule.

