

Curriculum Overview



Subject: Early Reading/Phonics	Subject Leader: Rhian Davey
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Rationale

At Spurcroft, we firmly believe that all of our children can become fluent readers and writers, the direct teaching of which, starts with Phonics. In Foundation and Year One, children follow 'Read, Write, Inc' scheme of learning, which is a Department for Education validated systematic and synthetic phonics programme. The programme ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We model the application of the alphabetic code through phonics, in shared reading and writing, both inside and outside of the Phonics lesson and across the curriculum. We have a strong focus on language development for our children because we understand that vocabulary, speaking and listening are crucial skills for reading and writing in all subjects. We value reading as a crucial life skill, therefore, by the time children leave us, we expect that all children will have acquired the skills necessary to read confidently for meaning and regularly enjoy reading for pleasure and purpose. Through a relentless and rigorous approach to the teaching of Phonics and early reading, our readers are equipped with the tools to tackle unfamiliar words as they read.

Structure

We teach phonics for 1 hours a day. In Reception, we build from 20-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as each child progresses through the programme. Children make a strong start in Foundation: direct teaching begins in Week 1 of the Autumn term.

- Phonics sessions are taught using the 'Read, Write, Inc' scheme of learning.
- Phonics is taught in differentiated groups across Early Years and Key Stage One. Children will work in a group of similar level and are taught new sounds, review previous sounds and apply these to reading and writing.

For those children who have been identified as needing additional support, additional tutoring sessions are put in place to accelerate their progress.

- Phonics groups are fluid so that children can move whenever necessary to ensure they are working at the appropriate level. Children are assessed each half term and placed in the correct group
- Children's reading scheme books match the phonics level they are working on in class to ensure they can practise sounds that have been introduced.
- Information to help parents and carers support their child in phonics will be shared when children start school and regular information meetings will take place throughout the year for Reception and Key Stage One parents to support reading at home.

Parents will receive half termly guidance on their child's progress in phonics and what they will be learning over the half term. Weekly videos to teach and practise sounds will be sent to parents in order for children to continue to practise the sounds that they have been taught at school.

- Children will continue to receive phonics teaching until they are confident using phonics to read

'Read, Write, Inc' books progress grid

Key: S1:A = Set 1 Sounds Group A; S1:B = Set 1 Sounds Group B; S1:C = Set 1 Sounds Group C; RC = Reading Comprehension Group.

Reception

[illegible]

Year 1

[illegible]Year 2[illegible]