PHONICS CURRICULUM NARRATIVE

Rickleton Primary School Curriculum Vision
We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points. **We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.** **At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.**

Phonics INTENT	We INTEND our curriculum to be:	
At RPS it is our aim that children develop a deep phonological knowledge to become fluent, passionate readers by the end of Key Stage One. We value early reading and phonics as a key to developing life-long readers and learners who are proud and ambitious to achieve. As children leave KS 1, they will have a strong transferable skill that enables them to make progress from their individual starting points and achieve their academic potential across the curriculum. At RPS we focus on 'quality first ' teaching in a safe and supportive environment to help reduce the need for supplementary programs. As an inclusive school, we know that some children will need a different or a complimentary approach to secure their academic potential.	Challenge	At RPS, we use effective grouping that ensures every child learns at their specific 'challenge' level for a dedicated daily phonic lesson to maximise learning.
	Develop strong basic skills	By the time children leave Key Stage 1, they will have a deep phonological knowledge that they transfer to help them confidently access the curriculum.
	Create deep knowledge	At RPS the Read, Write Inc programme and skilled adaptive teaching allows children to create a deep phonetical knowledge.
	Create transferable skills	Children will have the ability to apply their deep phonetical knowledge at access reading and writing across all subjects to allow children to fulfil their potential.
	Take account of individual starting points	At RPS we use Read, Write Inc as our synthetic phonic scheme. Children are regularly assessed so that individual starting points can be built upon.

Phonics IMPLEMENTATION	Real-world Opportunities:	Big ideas:
At Rickleton Primary School we use a validated synthetic phonics programme called 'Read Write Inc.' Read Write Inc was chosen as it has a clearly structured approach which promotes a deep phonological knowledge and one that allows children to thrive from their individual starting point and achieve their academic potential. Daily phonics sessions in groups matched to their individual needs in EYFS and Year 1 develops strong basic skills that will be transferable across the wider curriculum. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Early reading is supported by a fully decodable reading scheme until children are reading with greater fluency. Annual reading meetings happen across EYFS which explain the Read Write Inc approach at home and ways in which parents can support their child. A meeting is also help in Year 1 to explain the phonics screen to parents and ways they can support at home. We expect children to read every day at home. Daily sounds taught are also sent home for reinforcement. As an inclusive school, Children not making expected progress despite 'quality first teaching' will access l fast track tutoring support to accelerate children's reading progress by providing intensive, targeted support to address specific gaps in a child's reading.	Reading for pleasure gives opportunities to our children to learn about a multitude of things that cannot be covered by a school curriculum. Children visit the school library each week and choose a book. Each classroom has a selection of books which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum. Each classroom or area has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day. Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together. Assemblies and special events, such as World Book Day, National Poetry Day and key writers' birthdays, provide reading schools with an opportunity to promote reading with a 'sense of the special'. Visits from authors and illustrators can also enthuse children.	**Word reading** – systematic phonics, learning GPC, developing skill of blending, sharing high quality texts, developing fluency **Comprehension** – drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils' vocabulary, develop reading for pleasure

Phonics IMPACT	The IMPACT of our curriculum will create pupils who are:	
Through the teaching of systematic phonics, our aim at Rickleton Primary School is for all children to have a deep phonological knowledge and become fluent readers by the end of Key Stage One. This way, the children have strong basic reading skills that are transferable as they move through the school and support academic potential. Children will feel comfortable and supported to read books matched to their phonological development to adults both at school and at home. Class teachers will regularly assess children against the sounds they have been taught and intervention will be provided to meet their individual needs. Children will also move groups if class teachers feel this would support individual needs better. The impact of the Read Write Inc program on academic progress is monitored through observations, looking at children books and assessments, considering the children's individual starting points. Attainment in phonics in EYFS is measured against the Reading Early Learning Goal and in Year 1 against the Phonic screen. After that attainment in reading is measured using the statutory assessments at the end of Key Stage One and in turn these results are measured against the reading attainment of children locally and nationally. However, we firmly believe that phonics and early reading is the key to all academic progress so the impact of our phonics and early reading curriculum goes beyond the results of the statutory assessments.	Academic Progress	Children will achieve the recognised standard in the EYFS, the Year 1 phonics screen and KS1 statutory assessments. At RPS, children will have strong reading skills by the end of KS 1 which they will use to support future learning.
	Lifelong learners	Children will use their deep phonetical knowledge and love of reading beyond their time at RPS.
	Passionate	Children will show a love of reading and talk passionately about texts they have read and enjoyed.
	Respectful communicators	Children display respectful and co-operative behaviour necessary for them to articulate their ideas and understanding.
	Social achievers	We provide children with strong reading skills which will support them to be successful throughout school and in later life.