

Rockcliffe CE School Overview for Phonics, Early Reading and Writing

Intent

Phonics

At Rockcliffe, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics, children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority to ensure we enable every child to leave the school with the skills of an outstanding reader, writer, and speller.

Reading

Reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

At Rockcliffe, we aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through careful planning and teaching using up-to-date strategies. Listening to a child read is simply not enough; rather we use good reading materials and resources within English lessons to provide high quality learning opportunities. Good reading is seen, and promoted, as an essential life skill.

Writing

All pupils should be able to confidently communicate their knowledge, ideas, and emotions through their writing. Pupils will acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. They will be able to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences. All pupils are encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. All good writers refine and edit their writing over time, so children will learn to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Implementation

Phonics

We use the Floppy's Phonics and Phonics International scheme to teach the children through a process known as Systematic Synthetic Phonics. Children in EYFS, Year 1 and 2 have daily phonics lessons. This is the most widely used approach associated with the teaching of reading in which phonemes (sounds) associated with graphemes (letters) are pronounced in isolation and blended (synthesised) to read a word. For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn and blend the phonemes together to read a word. Using Floppy's Phonics/Phonics International, they are familiarised with the alphabetic code, and this then transfers into more complex spelling patterns and rules being taught and applied throughout KS2.

Reading

Children sometimes learn through whole class reading, where the teacher works with the children to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension and other skills such as inference and deduction. Both whole class and shared reading enables children to access and enjoy rich, authentic texts which are slightly beyond their independent reading level. Sessions are generally planned in a sequence and involve re-reading for different purposes, with children using their developing skills and understanding as they become more familiar with the text. In school, we expect children to read with their parents each evening. This daily practice ensures that children use the skills that they have been taught and that they share their successes with their parents and develop a lifelong love of reading. The range of books in school is substantive and meets the needs of all learners and individuals.

Writing

We teach writing as whole class lessons, using elements of a Read to Write approach, empowering teachers to provide high-quality teaching of writing through children's high-quality literature. Units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Children are immersed in high-quality literature by enjoying, exploring, and responding. They then analyse the text structures and language features that they will be using. Planning and writing are modelled and guided appropriately, leading children into applying learned skills and knowledge to produce independent writing through drafting, revising, and editing. The learning environment is engaging, stimulating and language rich and marking and feedback focus on next steps.

Impact

Phonics

Through the teaching of systematic phonics, our intention is for all children to become fluent readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. A whole school phonics assessment and tracking system ensure progress and attainment is monitored and any interventions swift and effective.

Reading

As a Year 6 reader, transitioning into secondary school, we aspire children are fluent, confident, and able readers, accessing a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. 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, such as having a love of reading that feeds the imagination and having a developed vocabulary beyond that used in everyday speech.

Writing

All children will enjoy writing across a range of genres, making links and applying their skills in cross-curricular topics. Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. They will have developed a wide vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience. Children will leave school being able to effectively apply the spelling rules and patterns they have been taught.