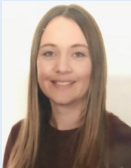


Curriculum Design & Sequencing of Content

Our coverage and progression is ambitious and designed to equip children with the necessary knowledge, skills and understanding to become confident readers and writers. As children progress through the sets children are taken on a progressive, in-depth journey which teaches all of the phonemes detailed in the Read Write Inc. scheme. This approach enables the children to build on prior learning and use existing knowledge to deepen their phonics understanding so that they learn to blend and segment words confidently.

Phonics Leader

Our Curriculum Leader, Vicky Guyler, is responsible for developing the phonics curriculum and delivering training on developments in the phonics scheme of work, planning and teaching across the school.



Phonics at Burton Joyce Primary School

Phonics forms an important part of our Early Years and Key Stage One curriculum. We follow the Read Write Inc. Scheme which has a clear, progressive sequence in the learning journey. As a school, we aim to enthuse children in their learning of phonics through ensuring a systematic approach to our explicit teaching sessions and provide wider application opportunities in the children's work and play activities. All Foundation and Key Stage One children access phonics sessions daily where they are taught using the Read Write Inc resources. These sessions are then further embedded through planned English reading and writing activities.

Phonics Application

In all lessons children have the opportunity to apply their phonics in a wide range of ways, as well as through independent and guided reading activities. We follow the Read Write Inc. scheme for our guided group story book sessions where children apply their sound knowledge to segment and blend to read unfamiliar words, along with practising to read 'red words' which are words that can not be sounded out.

Coverage

We follow the coverage recommended by the Read Write Inc. scheme. Set 1 initial letter sounds and Set 1 'special friends' where two letters represent one sound taught in the following order:
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ff, ll, ss, ck.

Set 2 'speed sounds' made up of two or three letters which represent one sound taught in the following order: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.

Set 3 'speed sounds' teach the children that there are more ways in which the same sound can be written, taught in the following order: a-e, ea, i-e, o-e, u-e, aw, are, ur, ow, oi, e, oa, ew, er, ire, ear, ure, ue, ie, ph, wh, kn, tious, tion, cious.

Reading Books

Children take home a Read Write Inc book bag book which are aimed at embedding previously learned phonemes. These may be supplemented with texts which address any gaps in learning. Children will also take home a book they have chosen—a book for pleasure, to read with a grown-up at home.