



Phonics at Ludlow Primary School









Our Curriculum Drivers at Ludlow Primary School			
Confident Communicator	Citizen of the World	Growth Mindset	Healthy Body, Healthy Mind
Our Core Values			
Independence	Happiness	Honesty	Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century.




What Phonics looks like in our school:

-  We follow the Read Write Inc. Phonics scheme of learning
-  All children are taught to use Fred Talk to segment and blend words.
-  Every dedicated phonics teaching space has the same resources to ensure all children are having phonics taught in the same way.
-  In EYFS we have 'pinny time' where the adults' play games and check the children's phonics knowledge based on what they are learning that day.
-  We make phonics lively and fun!
-  We embed rules and routines that are uniform across all phonics groups. This means the children can quickly settle into a new phonics group.
-  We support children through intervention in the afternoons to ensure they keep up with the phonics program
-  In KS2 we continue to develop our phonics knowledge through interventions.




This is our philosophy:

At Ludlow Primary School we want all children to become confident, accurate readers. We foster a love of reading from an early age and the way we teach phonics is a key part of this. We ensure all children have the best start in their reading journey by exposing them to a variety of high-quality texts and reading resources. Alongside this we follow, a rigorous phonics program that ensures all children make good progress. For those children finding phonics tricky, we ensure they keep up with the phonics program by giving targeted daily one-to-one interventions. We encourage parents to be as involved as possible in their child's phonics journey. We ensure all parents are equipped with phonics knowledge so that they can support their child's reading at the early stages.

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

-  Read and understand simple sentences
-  Use phonic knowledge to decode regular words and read them aloud accurately
-  Read some common irregular words

By the end of Key Stage 1 pupils will:

-  Be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt
-  Reread books to build up their fluency and confidence in word reading
-  Read common exception words

This is how it works:

- All children in Reception and KS1 receive a daily 30-minute phonics lesson taught in a dedicated phonics teaching space.
- Children are assessed every 6 weeks and groups are organised accordingly.
- During their phonics session children will learn sounds, blend and segment words, read a variety of texts and learn to spell words.
- All children will read a decodable phonics text match to their ability in their daily phonics session. As well as this, they will take the same text home as their home phonics reading book.
- Once children complete the phonics program, they move on to accelerated reader for home reading and their daily phonics session is replaced with Read Write Inc. Spelling.

This is what adults do:

- All adults use positive praise throughout the phonics lesson to enthuse children and ensure they become confident readers.
- They take responsibility for the phonics teaching of the children in their group, ensuring they communicate with other teaching staff any difficulties or successes the children have.

This is how we support:

- Children are assessed every 6 weeks to track their progress. This information, alongside daily observations of teaching staff, is used to ensure all children are supported through extra keep up sessions to revise areas of learning where they have gaps.

This is how we challenge:

- Children are assessed every 6 weeks to track their progress. This information, alongside daily observations of teaching staff, is used to ensure all children are who excel are given appropriate challenge.
- Due to our rigorous assessment system all children are placed at a level that ensure they can access the text as well as being given the appropriate of challenge. This challenge is provided through the tricky words and sounds included in the text as well as comprehension based questions.

This is how ensure all children can access the curriculum:

- SEN/EAL children or any child that needs it will be picked up through one-to-one catch up sessions at any time during the year to ensure they can fully access the phonics program and make the best possible progress.
- Seating children alongside good role models to support one another.
- More frequent repetition and revisiting to help make it stick.
- We provide visual/practical prompts.

This is what you might typically see:

- Fully embedded routines, such as, my turn-your turn, 1,2,3 go, stop signal, magnetic eyes
- The use of Read, Write Inc. Terms such as, Fred talk, Fred in your head, special friends, red words, green words, alien words.
- All children fully engaged in their learning
- Confident readers who are well equipped to have a go at a tricky text.
- Children who enjoy reading and are keen to share this enjoyment with others
- Children who can use their phonics knowledge to help them segment and blend words when reading a spelling.

This is how we know how well our pupils are doing:

- Adults listen to all children read at least once a week.
- Lowest 20% of readers are listened to every day
- Constant daily assessment for learning is shared by the phonics group teacher with the member of staff teaching those children.
- 6 weekly assessments take place for all children on the phonics program.

This is the impact of the teaching:

- All children have an enjoyment of reading.
- Children are confident in their ability to read familiar and unfamiliar texts and show the resilience to have a go.
- By the end of KS1 all children have a solid phonic knowledge that will enable them to develop their reading and spelling as they progress through KS2.
- Children are equipped with the tools they need to help them spell and read a variety of simple and tricky words.
- The children meeting the required pass rate in the phonics screening test at the end of year 1 is at least at nation and the same for those who take the phonics re-sit in Year 2.

What is Cultural Capital?

Cultural Capital can be defined as powerful knowledge. Knowledge is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work. Cultural Capital gives a child power. It helps them to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital. In reading, this powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge

- Read Write Inc Phonics Programme
- Providing and exposing our children to a range of texts (books to share), from different genres, that have been written by authors from a wide range of backgrounds.
- Planning out our yearly Phonics sessions to meet the individual needs of the children and ensure progression across the Early Years Foundation Stage and Key Stage 1.
- Carefully planning of text in which children take home linked to the phonics sounds they have been learning.

Personal Knowledge

- Using books to raise awareness of important issues that the children may face in the wider world.
- Visiting the local library and signing the children up, to show them how they can access texts for themselves, outside of school
- Creating role-play activities to promote vocabulary and learning the importance of language within life and how this supports our reading.
- Extra-curricular clubs related to phonics and early reading to encourage and nurture children's love and enjoyment of books and reading.

The achievement of being able to segment and blending leading onto being able to read with fluency and confidence.

SMSC links in Phonics at Ludlow Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At Ludlow Primary School, links to SMSC are made across the curriculum and lessons to create a child centred approach.

Spiritual

- Immerse children in a wide range of texts which are both phonically decodable and extend their reading ability.
- We are sensitive to the individual needs, backgrounds and experiences of the pupils.
- We aim to give pupils an appreciation of the richness and power of reading.

Moral

- We value listening to others' views and opinions and respond respectfully.
- We promote discussion when reading texts and encourage an environment rooted in respect.
- Children are encouraged to listen attentively to their peers and discuss the text further providing opportunities to consider different perspectives and empathise with other characters.

Social

- We look for opportunities for pupils to discuss and share ideas in order to promote self-esteem and build self-confidence.
- Speaking and listening activities promote the opportunity for pupils to share their own experiences and appreciate other pupils' perspectives and experiences.

Culture

- We ensure our school library is filled with books from a range of different authors from different backgrounds, cultures and life experiences.
- Learning about different authors and their love for books and reading/writing of stories.