



Friskney All Saints Mission Statement and Vision

‘Trust Shows The Way’

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

“Show me the way I should go, for to you I entrust my life.”

Psalms 143.8

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

Exploring Old and New Horizons - Respect

Striving for Excellence – Hope, Trust

Realising our Gifts – Love, Kindness



Phonics Curriculum Intent



Inspiration –At Friskney All Saints, we passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children’s self-esteem and future life chances. Therefore, to achieve this we have adopted the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation. Moreover, this prepares our students for a future that demands adaptability and innovation. Learning opportunities are carefully adapted to inspire and support all pupils. SEND pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. 1:1 tuition will be identified by the RWI leader if required. Enrichment opportunities for reading include World Book Day activities, author visits, library time and daily story time. Our phonics curriculum is designed to enable all children to realise their gifts in all areas of the curriculum.



Excellence - Our ambitious phonics curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each term, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. Reading is incorporated in all subjects. We prioritise **vocabulary** acquisition through our use of talk during lessons and ensure texts used are accessible to all. **Retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught skills and knowledge to improve reading and build fluency.



Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy, reading and writing** allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the writing curriculum. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know.

The national curriculum states : The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

At Friskney All saints, these skills are embedded within daily 1 hour RWI lessons where pupils are taught within small homogenous groups, across year groups, which reflect their performance in RWI phonics assessments.

Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.

We assess all pupils from Reception to Year 2 using RWI Assessment materials. We use this data to assign them to their correct RWI Group and to identify if they need to have any additional support. This provides a good indication of their progress relative to their starting points.

Regular assessment ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Pupils making speedy progress move groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their reading level. This is detailed below.

RWI phonics is taught exclusively by stage not age, children move through the groups at a pace suitable for them to enable a secure grasp of phonics and aid fluent reading.

Group	What children will learn	What children must know before they are able to move on.
Set 1 A	Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 B	Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 C	Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditty PCM	Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Ditty Red Books	Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple	Read Set 2 sounds and matching Phonics Green Words including longer words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily

	Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink	Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting

	Spell using Fred Fingers: Set 2 and 3 words	intonation to show comprehension
Grey	Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension