
















Phonics Curriculum Rationale

“Successful teaching of phonics will give all children a solid base upon which to build as they progress through school. It will help children to develop the habit and love of reading widely and often, for both pleasure and information.” Department of Education 2021

| Intent | | Implementation | | Impact | |
|---|---|---|---|--|--|
|  <p>Curriculum</p> | <p>Our phonics teaching is designed to ensure all children have access to a phonics programme that is the best for their individual learning needs. Becoming a confident and fluent reader consists of two dimensions: word recognition and language comprehension. Successful early phonics allows children to develop automatic word recognition through decoding and blending which provides the foundation to progress confidently through school. It gives children a solid foundation for both reading and writing.</p> <p>Pupils on the Discovery curriculum route; will be focusing on Environmental sounds, Instrumental sounds, Body percussion (e.g. clapping and stamping), Rhythm and rhyme, Alliteration, Voice sounds, Oral blending and segmenting (e.g. hearing that d-o-g makes ‘dog’).</p> <p>Pupils on the Explorers curriculum route; will use an adapted version of letters and sounds which has been written by Rosehill Staff to best meet the needs of non-verbal and pre-verbal children to give them the best opportunity for becoming fluent readers.</p> <p>Pupils on the Investigators route; use the scheme No Nonsense Phonics which is an accredited Systematic Synthetic programme (SSP) by the DfE.</p> |  <p>Pedagogical Approaches</p> | <p>Phonics will be overseen by a dedicated Phonics Lead with ownership of the subject across school. We will accurately and consistently follow the No Nonsense programme for pupils who are learning at Route 3. All teaching will follow the teaching and learning cycles and the key principles of No Nonsense phonics will be taught explicitly. All children will be taught at least 3 lessons of phonics per week in Primary and Middle School. If appropriate for Upper School students, phonics learning will continue. Formative and summative assessments will be used to quickly identify any children in need of additional support and practise. Additional support shall be prioritised and planned to meet the specific needs of the child. All reading books will be matched carefully to the children’s phonic level and matched to our SSP, No Nonsense phonics. Books should not be a challenge for children, instead they should offer the opportunity to practise the phonics they already know. Children should be able to read their own books with at least 90% accuracy. Common exception words will be taught within the SSP programme and will link with home reading books.</p> |  <p>Approach to Assessment</p> | <p>Monitoring children’s progress throughout their school life is vital in order to establish their acquisition of knowledge. At Rosehill School, learning always starts with the children’s prior knowledge and any misconceptions that they may have. Baseline assessments are used to initially guide phonics teaching and learning is always built upon lesson by lesson. Half termly assessments will monitor individual children’s progress longer term and beyond. Regular reading of decodable books will ensure that reading supports the learning and gives opportunity to practise phonics.</p> |
|  <p>End Points</p> | <p>All children will leave Rosehill, having experienced some phonic learning. Some children will be able to see the letters, say the sounds for reading to automaticity. Some children will be able to hear the sounds, recall the letters for spelling to automaticity. Some children will have secure knowledge of independent blending at word, sentence and text levels. Some children will have secure knowledge of independent segmenting for spelling and know of which spelling alternative to use.</p> <p>All children will have experienced handwriting lessons. Some children will have developed the necessary skills for handwriting. - pencil hold - letter formation - positioning on a writing line - print before cursive</p> |  <p>Teachers’ Knowledge</p> | <p>All staff will have sufficient training on the systematic, synthetic phonics (SSP) programme to ensure they are confident with the subject knowledge. This will include staff meetings led by the phonics lead as well as specific training from our SSP, No Nonsense phonics.</p> |  <p>Performance Data & Pupil Progress</p> | <p>Data from each half term will be reviewed by the Phonics Lead. This data analysis will show patterns, track progress over time and show areas which may need to be improved upon.</p> |

| | | | | | |
|---|---|---|---|--|---|
| | <p>Some children will be able to confidently read and spell all common exception words. All children will have planned opportunities to practise the phonics they have learnt at least three times a week.</p> | | | | |
|  <p>Sequencing</p> | <p>Lessons are sequenced by building on previous learning and giving pupils the time to practise their new skills.</p> <p>On all curriculum routes; each lesson is in an effective four parts- Revise/Review, teach, Practise and Apply. This four-part lesson means that each lesson is:</p> <ul style="list-style-type: none"> • Easily manageable – not long spent explaining. • Active and engaging. • All children engaged in learning. • Can be adapted to address different learning focuses or be used in a different section. • Can be differentiated to meet a range of needs. Provides assessment opportunities. • Provides opportunities for children to apply learning. |  <p>Enabling Environment & Pupil Voice</p> | <p>The length of lessons may vary, according to the pupils’ needs. For some of our pupils with more complex needs, sessions need to be a very short window of engagement, but others will be able to work for longer. For most pupils we will start with shortish sessions and gradually build up to longer ones until we are delivering the most literacy instruction that we can. Children need access to lessons that are impactful and pacy. In this sense, pacy does not mean a quick delivery with expectation of a speedy response. It relates to presenting a good range of time-limited activities matched to their capacity to attend, maintain focus and engagement. The reality is that pupils do lots of very short activities. Each activity may only contain a few task items before they move on to the next. Within these activities, pupils should not be rushed and should be given plenty of time to process information and respond to the task. Our pupils benefit from the inclusion of instructional routines that become quickly established and familiar, with a recognizable routine to lessons. A consistent approach to the way specific tasks are carried out and the way materials are presented is also beneficial. In a similar way, teacher dialogue or the pater associated with a task should be consistent and use language that is simple and easy to understand.</p> |  <p>Pupils' Work</p> | <p>The school has high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride. Pupils work will be evidence in the form of videos and photos for Routes 1 and 2. Students working on Route 3 will use the No Nonsense phonics work books and a separate spelling book.</p> |
|  <p>The Need of all Pupils</p> | <p>Written language and how it works is fixed. The alphabetic code is the same for all of us. We cannot adjust or adapt the code itself on behalf of our pupils, even though we’d like to. They have to learn about the code and how it works and they have to learn and master some key skills, if they are going to be able to read and spell effectively. We know that the optimal way to learn this is by SSP, at Rosehill No Nonsense Phonics, so our autistic pupils should be also taught by this approach.</p> <p>The Reading Framework produced by the DfE in July 2021 supports this view, “Schools are expected to enable access to appropriate phonics instruction for children with complex needs. Under the Equality Act 2010, they are required to make reasonable</p> |  <p>Knowing More and Remembering More</p> | <p>We know that our pupils require much overlearning. That means they need to have multiple opportunities to learn new pieces of information, skills or concepts. They need lots and lots of practise in working with them and lots and lots of opportunities to apply what they know or use a skill. In terms of phonics, this overlearning should be at the code, word, phrase, sentence and text level. Because of this requirement for overlearning, it is important that there is a good variety of resources to work on each aspect of instruction at each stage so lessons do not become stale. The range of resources available with Phonics International and No Nonsense phonics was a</p> |  <p>Talking to Pupils</p> | <p>The Phonics Lead talks informally and formally to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. In phonics, this is generally based around reading and spelling. Key improvement actions can be identified as a result.</p> |

| | | | | | |
|--|--|---|--|--|--|
| | <p>adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.</p> <p>At Rosehill we have made these reasonable adjustments for all our pupils depending on the 'Route' they are progressing. As experienced practitioners working with autistic learners, we have discovered that many pupils at our school do need to be explicitly taught to 'work with phonemes'. It takes time and skilful practitioners, but our learners can do it!</p> | | <p>driving factor in choosing them as our SSP. We also know that autistic pupils will need to work on phonics for a longer period than peers and so we should make sure the resources we use are age appropriate. The teaching strategies used should be simple and tasks offered with presentational consistency. Splitting instruction into smaller steps and scaffolding tasks benefits all children at Rosehill.</p> | | |
| | |  <p>Assessment</p> | <p>Both formative and summative assessments will be used to inform future planning and to quickly identify any child in need of same day additional support. Additional support will be implemented straight away and targeted at a specific child's needs.</p> | | |

Research Links: <https://pubmed.ncbi.nlm.nih.gov/24345003/>

<https://www.gov.uk/government/publications/supporting-send/supporting-send>

<https://www.phonicsforpupilswithspecialeducationalneeds.com/post/can-all-children-learn-to-read-with-phonics>

Links to SSP; No Nonsense phonics

<https://nononsensephonics.com/>