

Early Reading and Phonics

At Rawmarsh Sandhill Primary School our pupils learn to read and write effectively and quickly using the FFT Success for All English programme. This programme is for ALL pupils.

FFT's Success for All Phonics programme is a complete Systematic Synthetic Phonics (SSP) programme validated by the DfE. Success For All was first implemented in our school in January 2019. All staff have received high-quality training since October 2018.

The programme is designed for daily use from the beginning of Reception, enabling children to make a smooth transition from Reception to Key Stage 1. The daily lessons cover all the main Grapheme–Phoneme Correspondences (GPCs) and Common Exception Words (CEWs) to provide children with the phonic knowledge and skills required for becoming a successful reader and success in the Year 1 Phonics Screening Check.

Success for All Phonics can also be used effectively to teach children who are new to English or learning phonics for the first time and is fully aligned with FFT's reading tutoring programme.

The FFT Success for All 'Tutoring with the Lightning Squad' programme is used as an effective intervention to provide catch-up support for children where necessary.

For children entering school in Foundation Stage 1. we focus on developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting. Alongside, we develop children's speaking and listening skills. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of your children's further learning. Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying. Speaking skills require students to take turns, speak confidently, stay on topic and speak with clarity.

Core principles

1. Systematic Progression

- Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme, to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression.
- Practising the skills of blending and segmenting as new GPCs are introduced and reinforcing them throughout the programme.
- Developing an increasing bank of accessible words, including Common Exception Words (CEWs).
- Building confident readers through the consistent, systematic and daily teaching of the Success for All Phonics programme with accompanying Shared Readers. Our aim is for children to become fluent, confident readers by the end of Key Stage 1.

2. Regular Assessment

- Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children’s progress is closely monitored.
- Providing an opportunity for the early identification of children who may be at risk of falling behind.
- Supporting schools that wish to structure their learning by ability groups to ensure that children are taught at the most appropriate level for them.

3. Early Intervention

- Ensuring that the lowest attaining 20 per cent of children also make progress and reach age-related expectations is fundamental to FFT’s mission to secure success for all children.
 - Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind.
 - Providing Tutoring with the Lightning Squad to support catch-up and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool so that skills gaps are automatically identified and addressed. 3

4. Multisensory Approach

- Providing pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement.
- ◆ Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways. Activities include: saying the Alphabet Chant with actions; responding to questions either chorally or with their Talk Partner; and/or actively reading with their partner; and writing in the air or on their partner’s back.
- ◆ Linking pictures and mnemonics to support the learning of each GPC and helping children to remember it.

5. Co-operative Learning

- Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning.
- Using positive feedback to help children to understand when they meet expectations and for motivation.
- Encouraging children to work together in supportive peer partnerships (and teams in Year 1).

6. Application of Skills

- By providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, children are motivated to apply their new learning in a meaningful way.
- Developing a separate, but linked, approach to the teaching of reading comprehension during the shared reading lessons.