




















# Phonics Curriculum





# Ankermoor Primary Academy Curriculum



<p><b>Aim</b></p>	<p><b>Learn together, achieve together</b>                  At <u>Ankermoor Primary Academy</u> we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life.                  We aim to 'inspire all to excellence'</p>								
<p><b>Trust Vision</b></p>	<p><b>Inspiring all to excellence</b></p>								
<p><b>Trust Values</b></p>	<p><b>We care</b></p> 	<p><b>We leave no-one behind</b></p> 	<p><b>We celebrate individuality</b></p> 	<p><b>We are brave</b></p> 					
<p><b>Fundamental values</b></p>	<p><b>High Expectations</b></p> 	<p><b>Perseverance</b></p> 	<p><b>Enjoyment</b></p> 	<p><b>Respect</b></p> 	<p><b>Trust</b></p> 	<p><b>Responsibility</b></p> 			
<p><b>Big ideas</b></p>	<p><b>A</b> Adventure</p>	<p><b>N</b> Nature</p>	<p><b>K</b> Knowledge</p>	<p><b>E</b> Enterprise</p>	<p><b>R</b> Relationships</p>	<p><b>M</b> Movement</p>	<p><b>O</b> Observe Critically (evaluating)</p>	<p><b>O</b> Observe Thoughtfully (empathising)</p>	<p><b>R</b> Respect</p>
									



# Curriculum Intent



**Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.**

**Promotes a life-long love of learning.**

**Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.**

**Raises aspirations and open's their eyes to a world beyond their immediate surroundings.**

**Promotes practical everyday life skills that prepares our children for the future.**

**Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.**

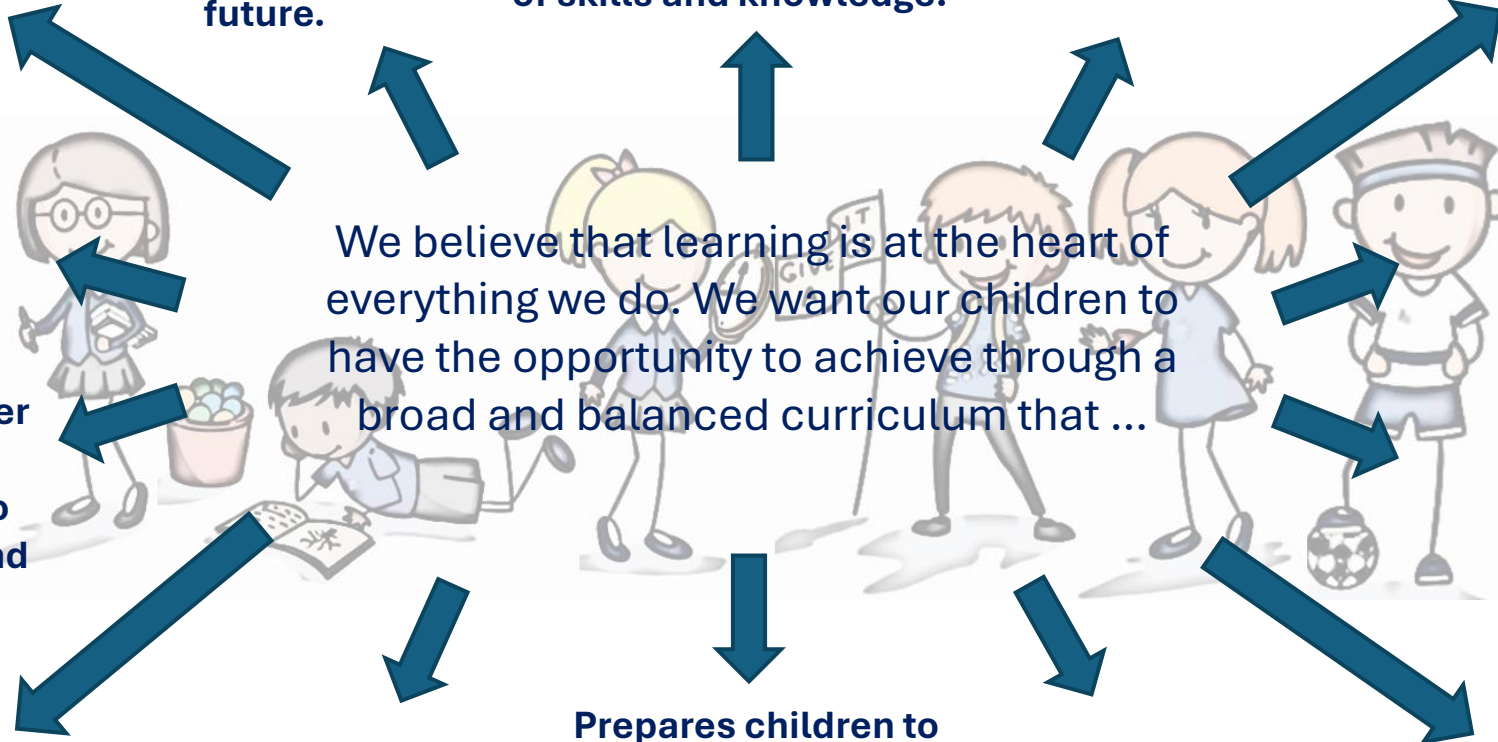
**Promotes creativity, curiosity, and confidence.**

**Allows children to be able to reflect on their learning and to improve their own work.**

**Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.**

**Builds character, resilience, self-motivation, and a will to succeed.**

**To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.**



**We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...**

**Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.**






**Prepares children to take risks and learn from their mistakes.**

**To enable children to develop as independent learners as well as being able to work collaboratively.**

**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See *Phonics long term plan with key concepts*)







**Big Ideas:**

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.









<b>A</b>	<b>N</b>	<b>K</b>	<b>E</b>	<b>R</b>	<b>M</b>	<b>O</b>	<b>O</b>	<b>R</b>
								

**Character Virtues:**

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

<b>High Expectations</b> 	<b>Perseverance</b> 	<b>Enjoyment</b> 	<b>Respect</b> 	<b>Trust</b> 	<b>Responsibility</b> 
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# IMPLEMENTATION – Our approach

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**Phonics** at Anker Primary Academy, is taught by following the scheme of work from Little Wandle (Letters and Sounds).

In Reception, Year One and Year Two, the teaching of early reading is primarily taught through daily phonics lessons. At Ankermoor, we follow Little Wandle Letters and Sounds where a high quality systematic synthetic phonics programme is followed and children are taught consistently to use phonics as the route to reading all unknown words. All graphemes that are taught are practised in words, sentences and fully decodable books. For this, we use Collins Big Cats Letters and Sounds books that are decodable and match each letters and sounds phase. Children who are not keeping-up with their peers will be given additional practice immediately through keep-up sessions.

Our aim is for the children to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them the access to the treasure house of reading

# IMPLEMENTATION – Our approach

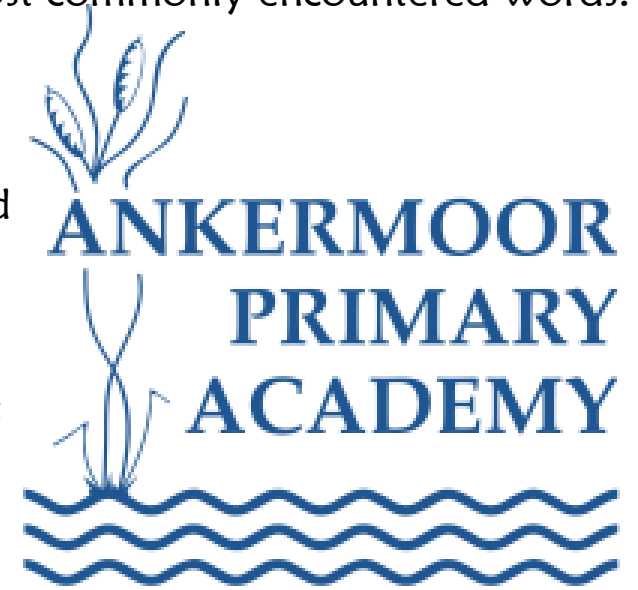
Programme progression Reception and Year 1 overviews;

The progression has been organised so that children are taught from the simple to more complex GPCs (Grapheme-phoneme correspondence), as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books.

Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading.

Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Staff at Ankermoor Primary Academy create a positive attitude towards history learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate their understanding of phonetic development.



## EYFS Development Matters 2020: Understanding of the World

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## Key Stage National Curriculum Expectations: Phonics

### Key stage 1 and 2:

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions: word reading 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 (ie unskilled readers) when they start school.

# IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- Little Wandle (Letters and Sounds) assessments – shared and supported by Little Wandle assessors
- Internal and external picture building

