

RCPS Golden Threads and Subjects
Phonics and Early Reading



In our whole school curriculum, we have five ambitions for our curriculum intent and these are at the core of what we do across the school. We call these our Golden Threads. It is important that these threads are embedded in our whole school curriculum, and are also a common dominator in all that we do.



The graphic for 'Golden Threads' features the words 'Golden Threads' written in a cursive font, arched over a circular needle and thread. Inside the circle is a small version of the school's logo. Below the needle, the text 'Rodbourne Cheney' is written.

- Love of reading and books
 - Oracy-rich opportunities
- Sound understanding of key vocabulary and language
- Confident and enthusiastic learners
- Problem solving, learning hooks and themed days

By focusing on these Golden Threads, we can ensure that the children in our school are happy, healthy and prepared for the next stage of their education or career.

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School context:

Our FSM is higher than national and Swindon averages.
Our children are from predominantly white, working-class families.

Our demographic survey shows:

42% of our children from financially stretched or low-income families.
57% of our families live in the in the most 30% of deprived postcodes in the UK.

Our Acorn study shows that:

There is a higher proportion of single parents than the base.
Financial profile shows more families making ends meet/ struggling than the base.
Number 1 Dominant Acorn Group titled 'Limited Budgets'. 23% of our families fall into this category compared to 5% base.
20% of our demographic have an income less than 20K (the lowest grade measured).

We have to ensure our children leave our school having had a high-quality, ambitious and well-planned curriculum. This means that all of our children, no matter what their starting points are, will achieve their best not only at our school, but in their future education setting, and then in working and adult life.

Whole School			Phonics and Early Reading	
	Whole School Golden Thread	Why this is important?	Golden thread in my subject	Impact of this Golden thread in my subject
1.	Love of reading and books	We know that we need to develop the children's reading, language and oracy to ensure they have the best possible outcomes. Reading and language is a crucial aspect to learning. Studies have proven that reading and language acquisition are key to all elements of learning, and later life.	We know that a love of reading in our school starts in Nursery and continues throughout our school. Our Early Reading journey starts in Nursery and continues through to Year 1. Children begin their Little Wandle journey in Reception and are prepared for phonics in Nursery through oracy and building up of	<ul style="list-style-type: none"> - Our children enjoy reading and share a love of reading. - Our children are fluent and accurate readers and are able to apply their phonics learning when appropriate. - Our children learn new language through our book-based curriculum.

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		It is essential that we encourage children to love books, teach them to be able readers and ensure they have a good understanding of vocabulary and language.	language through traditional tales and nursery rhymes. The love of reading shines through our book-based curriculum and our 3-phase planning in English and guided reading. It is important that all of our learning is centred around the text to really immerse the children into their learning. Each classroom has a book display and the class text is clearly displayed.	<ul style="list-style-type: none"> - Our children are able to comprehend and share their understanding of what they have read. - Our children are confident readers. - Our children can read with intonation and expression.
2.	Oracy-rich opportunities	Research shows that oracy is key to high performers. Research also shows that children, especially boys, benefit from drama and oracy opportunities to plan and gain increased understanding. It is essential that oracy opportunities are across all subjects and all phases.	Our children use and have opportunities for speaking and listening in all lessons. During English, our teachers plan in time for drama-based activities. These immerse the children into their class text. Furthermore, Helicopter Stories are used in Preschool and Reception to set the foundations of story-telling. In Reception, we use Talk for Writing to support Literacy lessons. These are full of oracy-rich opportunities for children to use their talk to expand their understanding.	<ul style="list-style-type: none"> - Our children are confident readers. - Our children are confident speakers and listeners. - Children are able to share what they want to say through their learnt vocabulary and say what they want to say. - Our children are able to confidently express their knowledge and understanding.
3.	Sound understanding of key vocabulary and language	Research has proven that children from lower socio-economic backgrounds have a word gap, and also have less vocabulary than their peers. To ensure cultural capital of our children, we need to enable our	In early reading, children talk about the meaning of new words daily. This is included in teachers' planning and enables children to read new and unfamiliar words using their learnt skills.	<ul style="list-style-type: none"> - Our children leave Rodbourne Cheney with a developed knowledge of vocabulary. - All of our children have the same starting point in their learning.

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		<p>children to have sound understanding of vocabulary.</p>	<p>Teachers teach lessons from a spelling scheme, where the meanings of words are shared and children are able to use dictionaries to find out the meaning of new words. Our children have a one new word focus weekly; we call this 'Word of the Week'. This is displayed in the classroom and children are encouraged to use it in their writing. Part of our 3 Phase guided reading approach ensure that all children have the same starting point. Teachers will plan for pre-phase learning; this will introduce the next topic. Teachers also plan in hooks to immerse the children in their learning and develop their vocabulary and language. Vocabulary in our school is everywhere – each classroom shows vocabulary on displays and an English working wall. The current traditional tale or nursery rhyme is displayed in our Nursery.</p>	
4.	<p>Confident and enthusiastic learners</p>	<p>Being confident will help our children with their learning; not being afraid to make mistakes or to give things a go. They will be confident with their friends and this will help them achieve in their next stage of life. This links to</p>	<p>Our children have plenty of opportunities to read aloud, to an adult or in small groups, to build confidence and self-esteem.</p>	<ul style="list-style-type: none"> - Our children are confident readers. - Our children want to pick up a book and read independently or with an adult. - Children are confident in reading the genre text they would like.

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		<p>the children having good self-esteem, which will encourage RCPS children to try new things and find their passion, which will allow them to develop a sense of identity and build confidence in facing whatever comes their way. It's important that our children are enthusiastic learners, who want to know and remember more. If our children are excited and enthused about their learning, they will be actively engaged and in turn display excellent learning behaviours which also maximises learning.</p>	<p>Our 30 reads prize system encourages children to read at home and boosts confidence. Teachers plan guided reading sessions to develop comprehension and reading skills. Children use their phonics and spelling lessons to help read new unfamiliar words. Children have regular opportunities to share their learning in English and Early Reading. Children are taught engaging phonics lessons daily and review their learning daily too. Each class text has been chosen carefully and matched the learning that term.</p>	<ul style="list-style-type: none"> - Our children know that it is okay to make mistakes and can use learnt strategies to try again. - Our children are happy and enthusiastic learners during Little Wandle phonics lessons. - Our children enjoy reading books and are excited to read their class text and are keen to find out what will happen next. - Our children enjoy talking about the book they are reading.
5.	<p>Problem solving, learning hooks and themed days.</p>	<p>By solving problems, our children will be happy, confident and independent learners. They will be able to make sense of, and understand, the world around them. They can make connections and they can apply this to other areas of life through new experiences. Enrichment of learning is key! This gives our children cultural capital to their learning, and also means that they will enjoy their learning more. If children enjoy their learning, they will be more engaged and actively participate in lessons and experiences.</p>	<p>Our children are given opportunities to read problems and apply the skill of reading to access and understand problems. Children use their reading skills to make connections in all subjects. Children are given opportunities to write to help them problem solve. During our three-phase planning in English, teachers plan in hook days to immerse the children into their learning. The pre-phase planning ensures our children are getting their best start and all children are starting at the same starting point.</p>	<ul style="list-style-type: none"> - Our children are confident to face problems and challenges daily. - Children are able to apply their oracy and language skills into problem solving. - Our children all have the same starting point to start their learning. - Our children are engaged and immersed in their learning to ensure they make progress and have great learning attitudes.

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			Each class will go on a school trip each academic year, linked to their learning.	
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