



**Bishop Bridgeman C.E.
Primary School**

Bolton & Farnworth C of E Primary Multi Academy Trust

We Work We Play We Care We Pray

EARLY READING AND PHONICS

Rationale

Bishop Bridgeman is determined that every pupil will learn to read, regardless of their background, needs or abilities. We believe the teaching of phonics is extremely important in providing children with skills which will enable them to access reading and writing and to tackle unfamiliar words. It is therefore our intention that we provide effective phonics teaching from the earliest opportunity, which meets the needs of our children.

Phonics is a way of teaching children to read quickly and skilfully. Pupils are taught how to:

- Recognise the sounds that each individual letter makes;
- Identify the sounds that different combinations of letters make- such as 'sh' or 'oo'; and
- Blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

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 emphasized in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

To support pupils' language comprehension teachers throughout early years and key stage 1 provide sufficient opportunities for pupils to engage with a range of stories, poems, rhymes and non-fiction texts and have these read to them.

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.

Intent

Leaders at Bishop Bridgeman utilise a systematic, synthetic approach to teaching sounds as this plays an important part in developing fluent readers and we believe phonics should be multisensory and fun. Our intention is that all children achieve mastery depth in oral blending and segmenting so that they are able to immediately apply phonic knowledge in reading and writing. We understand that developing phonetic knowledge is only one skill to becoming a confident and competent reader but that is of vital importance to develop this skill early in a child's reading journey.

At Bishop Bridgeman we follow the Letters and Sounds (DfE 2007) guidance. This starts in Nursery and continues until the child is a confident, fluent reader and can confidently read words enabling them to understand the text at a deeper level. We intend to provide all children with phonological understanding to read words accurately and fluently, starting at the beginning of Reception. The curriculum for phonics is coherently planned and sequenced with

clear expectations of pupils' phonic progress term-by-term, aligned with guidance from Letters and Sounds, national curriculum and early learning goals (see appendix 1)

Implementation

Teachers and teaching staff are highly skilled in the teaching of phonics and pupils receive daily 30 minute sessions of phonics. In addition to these sessions, the most vulnerable learners receive additional phonics teaching at other points through the day with a member of teaching staff. Those pupils who are falling behind in the programme are quickly identified and are being taught their session by practitioners who have proven expertise.

Leaders have the highest expectations for phonic sessions and routinely check that agreed structure is adhered to (see appendix 2).

Teachers utilise effective resources to support the teaching of phonics and receive high quality training to develop sufficient expertise in the teaching of phonics and reading. Teachers use 'Jolly Phonics' actions to support pupils in the acquisition of grapheme-phoneme correspondences, each new phoneme has a physical action assigned to it, this is to particularly support pupils who have English as an additional language and supports pupils in transferring new knowledge into long term memory.

Phonic jotters are used in Early Years and Key Stage 1 for pupils to record their phonic work. By using the jotters children can informally record and develop their application into writing of their phonics. Children consolidate their learning by having sufficient opportunity to practice and over-learn, the programme is designed to help pupils remember long term the content that they have been taught.

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across Nursery, Reception and Key Stage 1. It will also be continued into Key Stage 2, where necessary to support those children who do not yet have the phonic knowledge and skills they need as identified through phonic screen checks.

Planning

The school follows the systematic approach laid out in Letters and Sounds which we have adapted to meet the requirements of the new National Curriculum. Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching.

Lessons

Discrete phonics lessons take place daily across Reception and Key Stage 1. They follow the structure of 'Review, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Consequently, links between phonics knowledge and understanding are made to learning in both Reading and Writing. These lessons proceed at pace and incorporate a wide range of practical and interactive activities to engage the children including the use of Jolly Phonic actions. These activities are carefully chosen to ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme- phoneme correspondence.

Groupings

Children are taught in small groups of between 10-20 children. They are grouped according to their phonic knowledge which is assessed by the class teacher. As children progress at different rates, these groups are changed regularly.

Intervention

Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed.

Reading books

The school has significantly invested in reading books which are appropriate to each phonic phase. Within school, pupils read books with the class teacher in guided reading time that is within their current phonic phase to reinforce and consolidate learning with support of the teacher. These reading books are well chosen and show cumulative progression in pupils phonics knowledge which is well matched to the intent. The books which children take home to read are taken from the previous phonic phase which allows sufficient opportunity for children to practice reading and re-reading familiar phoneme-grapheme correspondences. By over learning grapheme-phoneme correspondences pupils will be able to develop their skills of comprehension alongside the development of fluency.

Assessment

The attainment and progress of children in phonics is assessed regularly across the year. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic group. Phonics trackers are completed by teachers half termly and these are monitored by the phonics lead to ensure children are making at least expected progress and where this may differ plans are put in place to catch up and keep up with pace of the phonic programme. Children identified as vulnerable learners may have more frequent assessments to support them. Groupings are flexible and responsible to ongoing assessments to support pupils phonic acquisition.

At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme- phoneme correspondence and their skills in blending. Those children who do not succeed in the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

The Phonics Leader is responsible for Phonics through the school. This includes:

- Monitoring the quality of teaching and learning in phonics across the school
- Ensuring continuity and progression from year group to year group
- Providing all members of staff with guidelines and a scheme of work to show how aims are achieved and how the variety of all aspects of phonics is to be taught
- Advising on in-service training to staff where appropriate.
- Advising and supporting colleagues in the implementation and assessment of phonics throughout the school

The class teacher is responsible for:

- Ensuring progressing in the acquisition of phonic knowledge and skills with due regard to the National Curriculum for English

- Planning effectively for phonics, liaising with phonics leader when necessary
- Informing pupils and parents of their progress, achievements and attainment
- Developing skills, knowledge and understanding of phonics
- Identifying needs in phonics and taking advantage of training opportunities
- Keeping appropriate on-going records

Impact

Pupils develop secure skills in reading by having the necessary knowledge and skills to tackle and decode unfamiliar words effectively. Pupils at Bishop Bridgeman achieve well in national assessments based on their varied starting points. Pupils are ready to continue their reading journey and development of broader skills.

The expectation set out by the programme is that children will be secure within phase 3 and working within phase 4 by the end of reception. By the end of Year 1 children should be secure at phase 5 and have achieved the Year 1 National Curriculum spelling objectives, and by the end of Year 2 children should be working within phase 6 and have achieved the Year 2 National Curriculum spelling objectives. (see appendix 1).

Phonic Termly Snapshot Year: _____ Teacher: _____.

Reception	Phase 2							Phase 3		Christmas Holidays
	Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 1	Week 2	
	s a t p	i n m d	g o c k		c k e u r	h b f ff	l ll ss	j v w x	y z zz qu	
Autumn term				Half term (October)						

Reception		Phase 3						Easter Holidays	
	Week 3		Week 4		Week 5		Week 6		Week 7
	ch sh th ng		ai ee igh oa		oo ar or air		ur ow oi ear		ure er
Spring term						Half term (February)			

Reception	Phase 4							Summer Holidays
	Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	
	CVCC Revisit: (Set 1-7) s a t p i n m d g o c k ck j v w x y z zz qu e u r h b f ff l ll ss	CVCC Revisit: (Phase 3 graphemes) ch sh th ng ai ee igh oa o oar or air ur ow oi ear ure er	CVCC (Polysyllabic) Revisit: oar or air ur ow oi ear ure er		CCV/ CCVC (set 1-7)	CCV/ CCVC (phase 3 plus polysyllabic)	CCVCC, CCCVC and CCCVCC	
Summer term								

Phonic Termly Snapshot

Year one	Phase 5c						Phase 5b	Christmas Holidays
	Week 1	Week 2	Week 3	Half Term (October)	Week 4	Week 5	Week 6	
	ai and ay igh and ie oa and oe ee and ea	ai, ay and a-e igh, ie and i-e oa, oe and o-e ee, ea and e-e	oo and ue oi and oy ur and ir ow and ou		or and aw w and wh f and ph or, aw and au	oo, ue ,u-e ew ee, ea, e-e and ey	o i ow c	
Autumn term								

Year one	Phase 5b				
	Week 1	Week 2	Week 3	Week 4	February Half term
	g ie ea a	er y ou	ou ue u-e	Consolidation of phase 5b Revisit all sounds	
Spring term					

Phase 6/Year 2 spelling rules

Session overview

	Revisit and review (5 minutes)	Teach (5 minutes)	Practise (10 minutes)	Apply (10 minutes)
Purpose	<ul style="list-style-type: none"> • Previous learning • Recap • Common misconceptions • Precision teaching – not just blanket. • Plan for on a daily basis • FUN • Engaging 	<ol style="list-style-type: none"> 1. Today we are going to learn a new sound 2. Listen to new sound and say it 3. Look at objects with new sound in – orally blend and segment 4. Look at new grapheme – my turn your turn 5. Demonstrate building , reading and writing words with new sound in. 	<ul style="list-style-type: none"> • Children practise new sound/skills learnt individually or in pairs • Teacher directs/support/assesses • Must be multi-sensory • Must engage all • All must link to new learning 	<ul style="list-style-type: none"> • Children practise new sound/skills learnt individually or in pairs • Teacher directs/support/assesses • Must be multi-sensory • Must engage all
Suggestions		<ul style="list-style-type: none"> ✓ Walk/crawl around and find a sound/word. ✓ Musical sounds ✓ Sound hunt ✓ Chair words ✓ Sound pebbles ✓ Sound stumps ✓ Water gun phonics ✓ Matching words to pictures ✓ Phonic aerobics ✓ Sound corners sound bibs to make a word ✓ Matching captions to picture corners ✓ Quick write ✓ Interactive phoneme frames ✓ Sound flashcards 	<ul style="list-style-type: none"> ✓ All letters and sounds games ✓ Individual phoneme frames, baking trays or Velcro ✓ Sound envelopes ✓ Bingo ✓ Matching words and pictures ✓ Phoneme spotters ✓ Corners ✓ Matching captions to picture ✓ Quick write ✓ Word cut games ✓ Build it, read it, write it 	<p>Reading a caption/sentence/text with new learning in:</p> <ul style="list-style-type: none"> ✓ Word cards and pictures ✓ Caption flashcards and pictures of the caption ✓ Decodable texts ✓ Yes/no games ✓ Following instructions ✓ Finding out information ✓ Quizzes <p>Writing a caption/sentence with new learning in:</p> <ul style="list-style-type: none"> ✓ Dictations ✓ Captions for pictures ✓ Oral rehearsal