



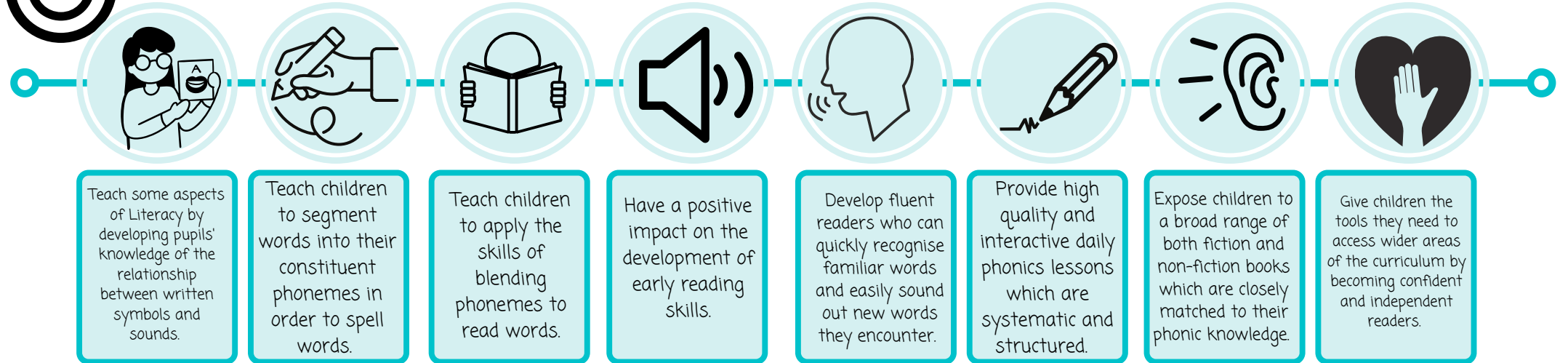
SUBJECT ON  
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# Phonics

AT BROUGHTON PRIMARY SCHOOL, WE BELIEVE THAT PHONICS IS A KEY TOOL IN SUPPORTING THE DEVELOPMENT OF EARLY READING SKILLS BY TEACHING PUPILS TO UNDERSTANDING THE RELATIONSHIP BETWEEN WRITTEN SYMBOLS AND SOUNDS IN ORDER TO DECODE NEW WORDS.



## Intent WE AIM TO:



## Implementation

HOW DO WE ACHIEVE THIS?

### Our Approach:

Phonics is taught from Early Years to Key Stage 1 in daily phonics sessions using the Read, Write, Inc phonics programme. Planning typically consists of a review of previously taught sounds, the introduction of at least two new sounds per week dependent on the year group with opportunities to both read and write new words containing the new sounds. Children in Reception onwards are exposed to a range of fiction and non-fiction books closely linked to their phonics knowledge with a number of non-decodable words included to increase sight vocabulary. Daily reading of these text allows for the development of fluency as well as comprehension through the use of varied questions to assess understanding of what they have read. Sessions include a range of partner and independent work, revisiting of previously taught sounds and words as well as opportunities for children to explore new vocabulary.

### Our Lessons:

At Broughton Primary School, phonics is taught by highly trained staff through daily sessions using the Read, Write Inc. phonics programme. These sessions can vary from 15-30 minutes depending on the age of the pupils and include a combination of partnered and independent work. Lessons in Early Years consist of environmental sounds rhythm and rhyme and oral blending and segmenting while children in Reception year and Key Stage 1 progress to daily reading of fiction and non-fiction books which match their phonic knowledge. Children practice accurate letter formation before moving on to building or writing words using newly acquired sounds. Sessions are lively, interactive and fast-paced ensuring high levels of engagement and rapid progress. Upon completion of the RWI phonics programme, children then move onto the Year 2 Spelling Programme which focuses on spelling rules and patterns.

## Assessment:

A baseline assessment is carried out by trained staff at the start of the new academic year to assess individual children's starting points in phonics, with these assessments being used to determine the groups children will work in. Children are grouped according to the level they are working at with further assessments being carried out on a half termly basis and groups amended where appropriate. This ensures that teaching is always focused precisely on what children need and the pace of learning continues to be fast. If we are ever concerned about a child's progress in phonics or reading, we provide in class support and interventions delivered by highly trained staff to accelerate progress. Parents are also invited to attend a phonics information session run by the subject leader at the beginning of the school year in order to provide good support at home in phonics and reading.

## Professional Development:

Our school is working with Orgill Primary School English hub who support and encourage best practice in systematic synthetic phonics teaching from school-based Early Years through to the end of Key Stage One. Working collaboratively with the Hub will ensure staff delivering phonics will receive quality training to ensure the delivery of phonics is of the highest standard for our pupils to ensure the best possible outcomes for reading and writing.

## Phonic Leader Monitoring Tasks:

The following monitoring tasks will be carried out by the phonics leader throughout the academic year:

- Interviewing pupils in KS1.
- Questionnaires for staff focused on the delivery of phonics and support for reading.
- Lesson observations and learning walks.
- Phonics leader TEAM teaching opportunities.
- On going training for staff.

## National Phonics Screening Check:

Children in Year 1 are required to take part in a National Phonics Screening check in the Summer term to ensure they have learned phonic decoding to an age-appropriate standard. These tests are carried out by the phonics lead and the results communicated with parents. Children who do not achieve the threshold pass mark in Year 1 will have the opportunity to retake the test in Year 2.

## Impact

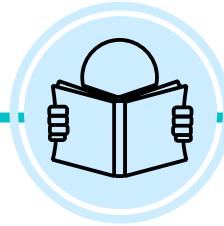
HOW DO WE KNOW WE HAVE ACHIEVED THIS?



Children can recognise letters which represent the spoken grapheme.



Children can segment words into their spoken sounds for both reading and writing.



Children can blend sounds together to read new words of increasing complexity.



Children can identify a range of digraphs and trigraphs by sight and begin to recognise these in words.



Children have built up a range of sight vocabulary which they can read without segmenting.



Children are confident and independent in their attempts to decode new and unfamiliar vocabulary.



Children can talk about a broad range of texts they have read - both fiction and non-fiction.



Children have a positive attitude towards reading and writing using skills taught.