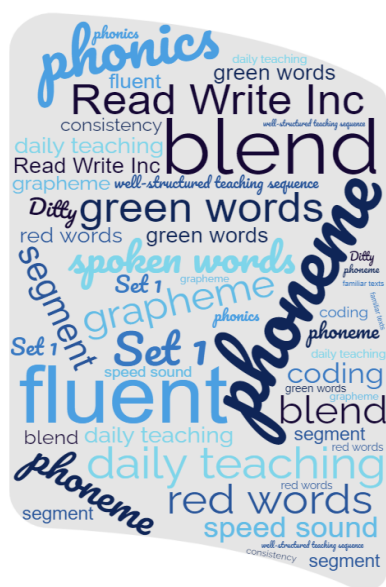


St. Brendan's Catholic Primary School



Our approach to the teaching of Phonics



At St Brendan's school, we strive for all children to develop successful early reading strategies to enable them to flourish into fluent, independent readers. These firm foundations are established through high quality, daily phonics teaching in Early Years and Year 1. (This continues in Year 2 and beyond for children who continue to require phonic support).

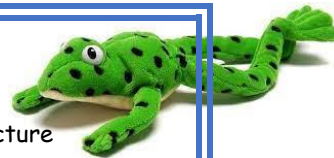
We use the validated phonics programme, Read Write Inc. Children are taught through a well-structured daily teaching sequence; they learn the grapheme phoneme correspondences, how to blend phonemes into spoken words, write letters with correct formation and accurately segment phonemes into graphemes.

The Daily Teaching of Phonics

Phonics is taught daily, in Early Years and Key Stage 1, in a quiet area. Staff use the Read, Write Inc. resources to ensure consistency throughout the school.

In EYFS, children begin the Autumn term by learning the Set 1 phonemes during their daily speed sounds sessions that take place in the reception classroom. At the beginning of Autumn term 2 EYFS join Key stage 1 in order to provide further differentiation. In EYFS and beyond, children are taught phonics daily, in ability groups, with all groups following the same well-structured teaching sequence. Sessions last for around 30 minutes and include the daily speed lesson and storybook session. Children begin the session learning their new speed sound. They are provided with opportunities for oral blending and word reading practise utilising both echo and choral reading strategies. Alongside this, time is spent on applying their knowledge into writing through spelling words focussed on their new phoneme; this enables equal application of both reading and writing. The next part of the speed sounds session focuses on reviewing prior learning; children speedily read previously taught phonemes, green words and practise their spelling. Finally, children build on their red word knowledge, red words are trickier to read because they do not contain the common grapheme phoneme correspondence; during sessions, children are encouraged to identify the parts of the word that do not correspond to usual sound patterns and to build upon their quick recognition of such words.

Speed sounds Lesson Plan (Set 2 & 3)



- Show picture side, say sound and phrase, MTYT, explain picture
- Fred words on sound card - adult freds, chn blend and fred back (do not show letters yet)
- Show picture side - "when we see this side we say..."
- Show letter side - "when we see this side we say..."
- Explain letters, find on sounds chart, picture sound game
- Today's green words, fred talk, blend
- Fred fingers for spelling - model, chn write on wb, self-mark
- Review sounds - point when they see today's new sound
- Today's green words - fast fred
- Review green words (4/5 words)
- Review spelling - say the word - chn write (1/2 words)
- Red words/ Alien words
- Ditty book activities

Storybook sessions then follow on; children focus on one book each week. Rereading familiar texts supports children developing their reading mileage to enable fluency to develop. Books are matched to the children's coding knowledge, which is determined through regular summative assessments. During storybook time, children have opportunities for choral reading and paired reading with their partner. Storybook time provides opportunities for children to apply their coding knowledge into text as oppose to single words (which is the focus of the daily speed sounds session). It also enables children to connect their learning in speed sound sessions as a skill needed for reading longer texts. Through this combined daily approach, children have a wealth of opportunities to practise the grapheme phoneme correspondence. Some children make a slower start to learning phonics. Sometimes barriers can hinder or slow a child's progress, we provide additional phonics teaching to enable most children to keep up.

We encourage children to read at home, children in Early Years and Key Stage 1 take home, book bag books, which are matched to their current coding knowledge, enabling further practise of taught sounds. As children gain some mastery of code knowledge and blending skills, they transition into books where texts are not phonically controlled so that they can continue to learn new words through statistical learning. For example, they can encounter words with less common graphemes e.g. 'though' and 'through' in more natural language settings.

Phonics Assessment

Formative assessment of phonics takes place during daily lessons. Staff, identify sounds children need to revisit and adapt lessons to meet the needs of learners where appropriate.

The Read, Write Inc. phonics assessments are utilised as a method of summative assessment. An entry level sounds assessment is carried out at the beginning of Reception, Year 1 and Year 2, which allows for the initial accurate grouping of children. This assessment will continue for all children until they can read all of the Set 1 phonemes speedily (most children achieve this during reception). Once all Set 1 phonemes can be read speedily, children are assessed at the end of each half term, using the Read, Write, Inc. assessment and grouping for storybooks document. This assessment enables the grouping and regrouping of children as quickly as possible and ensures they are accessing the speed sound lessons and ditty storybooks matched to their current reading progress.

Additionally, at the end of each term, in Year 1 (and Year 2 where necessary), teachers use 'Phonics Tracker' to practise mock screening checks as a tool to prepare and monitor each child's progress towards the Phonics Screening Check. The Phonics Screening Check is administered, in June, to Year 1 children and Year 2 children (who previously have not passed). It measures a child's skill at word reading using real words and pseudo-words. Phonics Tracker enables learners to participate in practice screens and collates a measure of their progress over time.

Phonics in Year 2 and KS2

At St Brendan's we believe that phonics does not stop at the end of Year 1. Some children will continue to learn phonics daily, this might be in small groups or 1:1, this is in order to give each child the best start to reading. All staff have received Read Write Inc. training to enable them to utilise this skillset when necessary. Each class has a complex speed sounds chart, to support continuity in the school, as children are familiar with how to utilise this chart as a supportive resource and this evolves as they move through KS2.

Teachers' continue to build on children's phonic knowledge through demonstrating and encouraging the orthographic mapping of words with less common graphemes. Children are taught how to chunk longer words into syllables and taught about morphology so that they can break longer words into meaningful parts.