

## Phonics and Early Reading at Brinscall St John's CE / Methodist Primary School



### Intent

At Brinscall St John's we know that reading is a vital skill which enables children to fully access the wider curriculum and enable them to shine and develop a love for reading. Phonics is one of the building blocks to being a successful reader and writer so it is taught with rigour and focus. It is our intent that children become fluent readers by the end of KS1 and have access to a range of good quality texts



### Implementation

We believe our whole school approach to phonics is rigorous, systematic and achieves strong results for all our pupils. Building upon the well-established Letters and Sounds handbook, we have now fully implemented the Lancashire Red Rose Letters and Sounds Programme in which staff throughout school have been trained. We acknowledge that this is not on the DfE validated scheme list but we feel that this approach works best for children in our school and we will continue to review the impact.

Phonics is taught daily in EYFS and KS1 for at least 20 minutes using the following sequence:

- Revisit and Review, teach, practise and apply.

Children are assessed regularly and are grouped within each class so that all children can achieve. Recognised strategies we use include: phoneme fingers to help us segment sounds for spelling and sound buttons when blending for reading non-digital texts. Progression is tracked through an online phonics tracker which allows teachers to plan, deliver and assess with rigour; ensuring timely interventions and clear next steps for each child.

In EYFS children are given sound books to take home which contain the sounds being taught each week. In addition, they are given high frequency words, including non - decodable ones to practise each week. Within phases 2 - 5 decodable books are sent home for children to apply what they are learning in phonics within their reading. These books are closely matched to our Systematic Synthetic Programme and include Beanstalk Books (based on Letters and Sounds), Pearson and Collins Big Cat. We want our children to enjoy a wide breadth of books but ensure that they follow our order of progression. Rigorous and targeted interventions will see Grapheme Phoneme Correspondence (GPC) revisited in texts looked at both in class and at home to ensure sticky learning.

Guided Reading sessions are also used to support the teaching of phonics and develop children's understanding as they apply their new learning.

Children who do not achieve the expected level in the Year 1 Phonics Screening Check receive targeted intervention in Year 2 and learners who need this beyond KS1 will be supported through a phonics programme consistent with previous learning. Key Stage 2 staff also receive training in respect of phonics to ensure a consistent approach to meet the needs of all children across school.

### Impact

- Through the teaching of systematic phonics, children will become confident, fluent readers by the end of KS1.
- Children will enjoy and have confidence in their phonics learning.
- The large majority of children will achieve age related expectations in Phonics and this will be assessed through EYFS data and the Year 1 Phonics Screening Check.