



Littleham C of E Primary School

Phonics' Statement

At Littleham C of E Primary School, we aim to develop the full potential of all our pupils as confident, literate readers and writers. If children are to develop as competent readers and writers, it is vitally important that they have a secure understanding of the letter sounds and spelling system of the English language. Phonic skills need to be developed in a systematic way, based on a stage approach. Our prioritisation of reading is all about ensuring that our children are equipped with the skills they need to access the curriculum as a whole, regardless of their starting point.

The Principles of the Phonics' Bug Programme

We believe that our school's Phonics' Programme should match and aim to exceed the expectations of the English National Curriculum and Early Learning Goals. We are using the Phonics Bug programme as we feel it will best help our teachers to deliver this. When starting in Reception, children will quickly start to be taught phonics and this will progress week-by-week, term-by-term whilst they are in KS1.

- Phonics Bug presents high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach.
- Phonics Bug enables children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one
- Phonics Bug is designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences
- Phonics Bug enables children's progress to be assessed
- Phonics Bug uses a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills
- Phonics Bug demonstrates that phonemes should be blended, in order, from left to right, 'all through the word' for reading

- Phonics Bug demonstrates how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words
- Phonics Bug ensures that children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular
- Phonics Bug ensures that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules
- Phonics Bug provides fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt means that, as pupils move through the early stages of acquiring phonics, they are invited to practice by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

Tracking and Assessment

All pupils are assessed at appropriate intervals (half termly) as they progress. During daily sessions of phonics there are also opportunities for the teaching staff to regularly assess children's understanding. Outside the discrete daily phonics' sessions there are opportunities to observe the application of phonic skills, e.g. during guided/ shared reading.

Regular monitoring of the assessment outcomes allows teachers to ensure that all children are making expected progress, including children in the most vulnerable groups. This information is also used to identify children who are not making expected progress and therefore early intervention can be put in place. Assessment opportunities through the Phonics Bug Programme might include:

- Offering on-going daily assessment through the 'revision' section of each daily session and through independent tasks.
- Building in summative assessment materials at regular intervals in the programme, ensuring children can be monitored in their progress and so time can then be allocated for catch-up work.
- Providing assessments of real words and non-words so that teachers can make accurate assessments of children's phonic knowledge
- Encouraging self-assessment through discussing learning outcomes at the end of every lesson, and other materials appropriate for the children's level.
- Through the training (which all Teachers and Teaching Assistants will have had), providing teachers with the necessary skills and understanding to be able to carry out high-quality assessments.

Specifically, at Littleham C of E Primary School, teachers are able to complete a daily tracking and assessment sheet that gives them a clear and up to date understanding of where the children are. This is also given to the school's Head of Learning weekly

to give everyone a clear overview and because leaders prioritise early reading and phonics. Children may also be assessed through the use of PM Benchmark. This is designed to assess their reading comprehension and skills other than fluency. With our phonics' programme, this gives teachers and children a clear understanding of all the skills that are required to be a successful reader.

Year 1 Phonics' Screening Check

Every Year 1 child in the summer term will take Phonics' Screening Check. This is a phonics' based check where children will be expected to read 40 simple, decodable words including nonsense words. This is a progress check to identify those children who have achieved 'expected level' in their reading. The results will be reported to parents as well as the Local Authority. If they do not reach the expected level then children will be rechecked in Year 2. Any child working below the level of the screening check may be disapplied, with the acknowledgment of the parent/carer.

Reading

Bug Club is a whole-school reading programme designed for use at Foundation, KS1 and KS2. It is the first phonic-based reading programme to join books with an online reading world, to teach today's children to read. Children will have access to a wide range of paper-back books, along with their own personalised reading world which includes: interactive activities, characters they know and love and rewards to keep them motivated. This will create that all-important link between school and home. Throughout their time with us, the skills of reading and the love of reading will be promoted and prioritised. All children will also have books read and shared with them by their class teacher which means guided reading and story time is seen as an exciting and important part of the school day. All children at Littleham C of E Primary School, will be hearing a wide range of texts read aloud in the classroom including; stories, poems, rhymes and non-fiction to develop their vocabulary, language comprehension and love of reading.

Reception and KS1

It is important to note that we feel reading books should closely match the phonics' knowledge that pupils are being taught while as the same time build on reading comprehension skills. A phonically decodable book will be your child's main reading book.

However, we will also be providing a second book of each child's choosing. Within the Jubilee with Pebblebed Federation of Schools we are passionate about reading! We aspire for our children to develop a love of reading and become fluent and expressive readers who can independently unlock the magical worlds offered by books. Including a second book offers greater variety, gives exposure to a wider range of vocabulary, as well as promoting this enjoyment and love of reading.

With this in mind, every week your child will come home with two of these three book types:

- A phonically decodable book (main reading book)
- A colour band book
- A library book

A Phonically Decodable Book

Children in KS1 **will always have a phonically decodable book**. They will read a book three times and will have read a book before it is taken home, this is designed to improve confidence and reading fluency. Their Phonics' Book will be matched to their specific phonics' level and reinforce the graphemes and phonemes. This will ensure that, as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts that are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies.

A Colour Band Book

This is a book is from a selection of books at the Colour Band Level they are working within. This book may be more challenging, as the children will meet unfamiliar words including some high frequency words, which the children cannot sound out. You may need to help your child with this book and talk about the vocabulary and story line.

A Library Book

This is chosen by your child from our school library. It is for you and your child to enjoy together. Encourage your child to talk about the book and join in where possible.

KS2

Once children leave KS1 our focus on prioritising reading does not stop, we seek to build on the early momentum that we have created. Children with a minimum reading age of 7 years are now able to access the Accelerated Reader scheme. As children grow in confidence and ability, the progression of their reading books will reflect this. Our aim is for all children to become confident fluent readers by the time they start Year 3. Our children will be able to access and select books that are appropriate to their age and ability which will continue to develop their skills and a love of reading. Children will be assessed half termly when they complete a 'star test' as part of the Accelerated Reader scheme. This star test, along with teacher assessment, will provide children with an up to date reading age. This will mean that texts will always be an appropriate match for both consolidation and challenge. Assessment is also on going through the Accelerated Reading scheme as children take quizzes upon finishing a book. Comprehension exercises during guided reading

sessions and PM Benchmarking for those children with a reading age of less than 7 years, will also be used to create the picture of an all-round modern reader. Much like in KS1, the importance of Guided Reading and Class Story Time still continues. Again these will ensure that all children at Littleham C of E Primary School will be experiencing a wide range of texts to develop their vocabulary, language comprehension and love of reading.

Intervention

Through careful monitoring and tracking, teachers are able to identify children who are not making the expected progress and therefore need intervention to catch up. Depending on the needs of individuals, this may include additional individual or small group tutoring before the lesson or after the main lesson; one to one work with a skilled teaching assistant, who is trained in using the Phonics' Bug Programme, or extra support for a child or small group of children within a lesson. Phonics' Bug gives the teacher the ability to allocate the child specific element that is appropriate to them for their intervention work. There are interactive games and activities that will support the development of the child. Children may require support from the 'Talk Boost' intervention, 'Code' or 'Inference' training. It is important that children who are struggling to learn to read not only need to catch up with their peers, but also to continue to make progress.

Phonics in Key Stage 2

If children in Key Stage 2 experience difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of the systematic phonics teaching then additional resources can be used to support them.

Special Education Needs

Our aim at Littleham C of E Primary School is that the needs of all children are catered for and every child is given the chance to succeed and become a competent reader. If children are not attaining as expected, due to other difficulties, then it is our duty to put extra intervention in place, to help close the gap and ensure progress is being made. Please see our SEND policy for further information.

Homework

Homework is used to support phonics taught in class, through tasks such as:

- Practising phonic skills in spelling words
- Reading and activities linked to reading
- Writing tasks that enable children to use their phonetic spelling and vocabulary knowledge.