



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Phonics Policy 2023

Bridgelea Primary School is a school for up to 106 pupils in Key Stages 1 and 2 offering specialist places for children with an Educational Health and Care Plan (EHCP) identifying Social Emotional and Mental Health Difficulties (SEMH). Bridgelea also offers day 6 places for Manchester's children permanently excluded (PEX) from their mainstream school, or who are at risk of being excluded providing alternative to PEX places (APX) these places are dual funded by the primary school and LA and the children are dual registration with their primary school.

At Bridgelea we understand that good literacy skills provide our pupils with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. A disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing. (EEF April 2017). The English curriculum encourages the foundations of early reading and writing skills, in an age-appropriate, accessible manner. The use of quality texts, opportunities to develop oracy, and speaking and listening skills underpin our approach to literacy. Staff are trained in ELKLAN approaches and use this to understand the communication needs of the pupils. Staff develop the use of visuals, supports increased processing time and creates scripts to enable children to be successful in their development. Language is a vital means of communication and staff are attuned to children to support and challenge unhelpful and negative beliefs about themselves and build resilience.

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

Intent

Phonics (reading and spelling)

At Bridgelea we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Key Stage 1 and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

As a result, all our children are able to tackle any unfamiliar words as they read. At Bridgelea, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Bridgelea we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Daily phonics lessons

- We teach phonics for 15-30 minutes a day. With children who are developmentally working at Reception level, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Teaching begins in Week 3 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children who are developmentally working at Reception level are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children who are developmentally working at Year 1 level review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'
 - are monitored by the class teacher.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.

Home reading

- We agree with parents at the start of the year, a home learning agreement that is personal to the child and the family.
- We offer as part of this, weekly home learning phonics sheets.
 - Reading for pleasure books are also available to go home for parents to share and read to children as well as the online platform of myON
 - We aim to begin to use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Bridgelea and our local community as well as books that open windows into other worlds and cultures.



A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Children who are working developmentally at Nursery/Reception, will have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

Impact

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
 - daily within class
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- The [Little Wandle Letters and Sounds Revised placement assessment](#) is used:
 - with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.
 -