

Policy for Phonics and Reading



At Beddington Infants' School we **enjoy learning all aspects** of English to become **excellent communicators** and **good members of our community** with **strong core skills, ambition and respect.**



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child. With a focus on both self-regulated deep learning and a knowledge rich provision, our curriculum has evolved to enable each child to engage with their learning at the level of metacognition and therefore to achieve to his/her personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Implementation

At Beddington Infants' School, we know that 85% of the English spelling system is predictable and, as a result, the teaching of phonics is crucial. We acknowledge that all children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to read and to complete the phonics screening at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills. Therefore, phonics is taught within a language-rich environment, where speaking and listening, guided, shared and individual reading, drama and writing are all valued and promoted.

The teaching of all phonics sessions is based on the systematic, synthetic phonics approach and the scheme

we follow is Bug Club Phonics.

Targets	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1/2	Phase 1/2
Reception	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3/4	Phase 4
Year One	Embed Phase 3/4	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5
Year Two	Embed Phase 5 (and 3-5 where necessary)	Phase 6	Phase 6	Phase 6	Year 2 National Curriculum spelling and grammar rules	

Our aim is for the majority of the children to be working in line with these targets, however we recognize that the lowest 20% may be embedding skills below these phases.

Bug Club Phonics is supported by decodable readers which match the order of phoneme introduction.

Phonic Phase and Book Band correspondence:

Year	Term	Phonics Phase	Colour
Nursery	Autumn	1	Lilac
	Spring	1/2	Lilac
	Summer	1/2	Lilac
Reception	Autumn	2	Lilac
	Spring	3	Pink
	Summer	4	Red
Y1	Autumn	4/5	Yellow
	Spring	5	Blue
	Summer	5	Green
Y2	Autumn	5/6	Orange/Turquoise
	Spring	6	Turquoise/Purple
	Summer	6	Gold
Y2+/Y3	N/A		White/Lime/Brown

Recommended teaching sequence	<i>Bug Club Phonics</i> lesson structure
Introduce ▼	Learning intentions and outcomes for the day are discussed at the start of the lesson.
Revisit and review ▼	Every Phoneme Session begins with Revision to review previous learning. In Reception (P1) the Revision is not just of the previous day's target grapheme–phoneme correspondence, but also of blending for reading and segmenting for spelling of the relevant words. In Key Stage 1 (P2&3) the Revision is sometimes a review of previous learning which links with the planned teaching for that day.
Teach ▼	Every Phoneme and Language Session is composed of teaching elements (e.g. Sounds, Reading, Spelling etc) which are easily navigated to structure the new phonic teaching. The teaching of grapheme–phoneme correspondences and high-frequency (common) words is covered.
Practise ▼	Practise opportunities are available in the following areas: <ul style="list-style-type: none"> • 'Follow-up' parts of the lessons • unit-linked pupil games • unit-linked photocopy masters • 'free-teaching' within the Magnetic Board.
Apply ▼	Language Sessions provide opportunities to apply developing phonic skills to the reading, spelling and writing of captions and sentences. This application also covers irregular (not fully decodable) common words. In addition, phonic skills can be applied when using the linked decodable readers, starting as early as Unit 2 of <i>Bug Club Phonics</i> .
Assess learning	Assessment guidance and materials provided within this guide and on the website enable ongoing formative assessment during the daily lessons and summative assessment at regular periods throughout the programme. The frequency of assessment opportunities means children's needs can be identified and evidenced the moment they become apparent, ensuring that no child gets left behind. The catch-up guidance and resources allow children to stay within the main teaching sessions whilst getting the extra help they need, in the right format, to be able to keep up with their peers. The <i>Bug Club Phonics</i> assessments and online resources can be used to prepare children for the Phonics Screening Check in Year 1.

We have found that although Bug Club offers a comprehensive programme, it does not fully meet the needs of our children, we are therefore adapting it as follows:

-To keep up high quality teaching, appropriately paced lessons, and an in depth 'apply' phase we will be using slides which engage and challenge the children, created by the staff and SLT which incorporate Bug Club as well as school resources.

-Phonics lesson structure (until all staff are secure in using Bug club, provisional slides and until Bug Club content is updated):

Revisit/Review: Whole Class

Teach, practise, apply: Whole Class, lowest or highest 20% children are taken out in a small group for targeted differentiated teaching, the two class adults will work with each of the groups for a week and then swap

-Adapted resources for sound mats and class phonics walls will be used until Bug Club can provide child friendly and differentiated resources

Programme structure

Unit structure

The following tables show what is covered in each of the units of *Bug Club Phonics*. (See also the section 'Bug Club Phonics and the phases of progression' on page 9.)

For reference purposes, Table 1 (covering Units 1–12) shows what will have already been taught in Reception (Primary 1).

Table 1 Units 1–12 of *Bug Club Phonics Reception (Primary 1)*

Phase	Unit	Focus	Not fully decodable words (irregular words)
2	1	s, a, t, p	
	2	i, n, m, d	
	3	g, o, c, k	to
	4	ck, e, u, r	the, no, go
	5	h, b, f, ff l, ll, ss	l, into, her
3	6	j, v, w, x	me, be
	7	y, z, zz, qu	he, my, by, she
	8	ch, sh, th, ng	they
	9	ai, ee, igh, oa oo (long), oo (short)	we, are
	10	ar, or, ur, ow, oi	you
4	11	ear, air, ure, er	all, was, give, live
	12	Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc)	said, have, like, so, do, some, come, were, there, little, one, when, out, what

The following table (Table 2) shows what is covered in each of Units 13–30, the Key Stage 1 (Primary 2 & 3) part of the programme.

Table 2 Units 13–30 of *Bug Club Phonics Key Stage 1 (Primary 2 & 3)*

Phase	Unit	Focus	Irregular/high-frequency words
5	13	wh, ph,	oh, their, people
	14	ay, a-e, eigh/ey/ei (long a)	Mr, Mrs, Ms
	15	ea, e-e, ie/ey/y (long e)	looked, called, asked
	16	ie, i-e, y, i (long i)	water, where
	17	ow, o-e, o/oe (long o)	who, again
	18	ew, ue, u-e (long o), u/oul, (short oo)	thought, through
	19	aw, au, al	work, laughed, because
	20	ir, er, ear	Thursday, Saturday, thirteen, thirty
	21	ou, oy	different, any, many
	22	ere/eer, are/ear	eyes, friends
	23	c, k, ck, ch	two, once
	24	c(e)/c(i)/c(y), sc/st(l) se	great, clothes
	25	g(e)/g(i)/g(y), dge	it's, I'm, I'll, I've
	26	le, mb, kn/gn, wr	don't, can't, didn't
	27	tch, sh, ea, zh, (w)a, o	first, second, third
6	28	suffix morphemes ing, ed	clearing, gleaming, rained, mailed
	29	plural morphemes s, es	men, mice, feet, teeth, sheep
	30	prefix morphemes re, un prefix+root+suffix	vowel, consonant, prefix, suffix, syllable

Every child is taught an explicit, multi-sensory Phonics session for 20 minutes each day. Early Years begins with shorter sessions building up to 20 minutes later on in the year. In Reception a new sound is taught every day for 4 days and on the fifth day a review of the sounds is taught.

The children are taught in class groups, however, smaller support groups may be introduced to ensure additional support is provided for those that fall below national expectations.

Reading

Children at Beddington Infants' are encouraged to read for pleasure and develop lifelong reading skills during their time at the school. We aim for every pupil to:

- Read with confidence, fluency and understanding
- Be taught the full range of reading strategies during shared, guided and independent reading, including:
 - phonic knowledge
 - grammatical knowledge
 - word recognition and graphic knowledge
 - contextual knowledge
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Use conventions of library organisation and ICT systems to access texts to locate information
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency
- See the reading process being modelled by their teacher
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate and justify their preferences

Daily **Whole Class Reading** sessions provide the children with the experience of developing reading skills through:

- The teacher modelling the reading of words and sentences within the text using key reading skills
- The opportunity of focusing upon key reading skills and practising these within a supported setting
- The use of literal and inference questions to develop a solid understanding of the text they have read

The focus is reading for pleasure and decoding.

The texts used within shared reading will be aimed at the level expected for the year group. The less able will be supported by key questions and reading parts suitable for their level. Higher ability will be challenged through questioning.

Guided Reading takes place in small ability groups, every day. Each group will read with an adult once a week (i.e pupils in the SEN, EAL groups). The focus is on comprehension.

Each child has the opportunity to read with an adult at least once a week in **Individual Reading** sessions. The focus is decoding, applying Phonics knowledge and reading for pleasure.

We aim to promote high levels of motivation and active participation for children at all ages. To achieve this, teaching strategies include:

- **Modelling:** Regularly reading aloud to the children
- **Scaffolding:** providing structured and differentiated activities to facilitate learning
- **Explanation:** to clarify and discuss
- **Questioning:** to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend

their ideas

- **Investigating ideas:** to enable, for example, children to 'discover' spelling patterns for themselves
- **Discussing:** to model and aid comprehension
- **Listening and responding:** to develop processing, communication and cognitive skills

Home Learning

Each day the children have the opportunity to take home a levelled reading book as well as a library book to read for pleasure.

Each week the whole class reading books and a book at the child's reading level will be sent home via online Bug Club books that the families can access at home.

Other Reading Opportunities

Volunteers

At Beddington Infants' School we have a strong team of volunteers that support reading in our school. Volunteers include: Parents/Guardians, grandparents and members of the community. All volunteers are DBS checked.

Workshops

Reception: Story Sack/Phonics Workshop teaching families how to enjoy books with their children.

Year 2: Space reading session. Families are invited in to read space books with their children. Families are reminded about how to use Phonics to decode. They are also given resources to help explore the books with their children, for example comprehension questions, recognising common exception words etc.

Impact

As a result, 90% of children in Year 1 to pass the Phonics screening.

As a result, 100% of children in Year 2 to pass the Phonics screening (those that didn't pass in Year 1).

Through the teaching of systematic, synthetic phonics, children become fluent readers by the end of Key Stage One.

Our programme is Phonic Bug.

We currently use our own Phonics assessment programme to assess Phonics skills progression. We use Benchmarking to assess Reading progression, which is in line with Phonics progression.

The aim is to move on to the Phonic Bug assessment system to assess the Phonics and Reading progression from September 2023. Attainment in phonics is also measured by the Phonics Screening Test in Year 1. Children who are not on track (not achieving a pass mark) are placed in intervention groups.

Attainment in reading is measured using our school assessment system, which is fully in line with the 2014 National Curriculum requirements and the new Early Years Framework, published in July 2021. We also use the statutory assessments at the end of Key Stage One. These results are monitored and reviewed against the reading attainment of children nationally. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.