



Phonics at Bibury C of E Primary School

Intent

At Bibury we intend all children to be skilled and competent readers who begin their reading journey as soon as they start school. We use a single scheme, Essential Letters and Sounds. Children are systematically monitored to ensure no child fails to grasp early phonics skills and that all children have the skills to pass the National Phonics Screening Test in Year 1.

Implementation

Please refer to the year group and termly plan which shows our phonics journey. Whilst we aim to follow this ambitious plan for phonics acquisition we are mindful of our intention that all children securely grasp early phonics and so, for some children or cohorts, this plan may need to be adapted to match their needs. Our intention remains that all children will pass their Phonics Screening Test in Year 1.

Children in EYFS and Year 1 have daily phonics lessons taught by staff who have up to date and relevant phonics training. We follow the plans from Essential Letters and Sounds.

Over the course of a week, phonics lessons consist of:

- Rapid recall of sounds learnt (daily AfL opportunity)
- Teaching tricky word spellings (AfL)
- Reading high frequency words (group AfL)
- Blending and segmenting opportunities (AfL)
- Introducing new sounds and spelling with these new sounds (AfL)
- Dictated sentences using taught sounds (AfL)

Each term every child is assessed to keep track of their progress and address any particular misconceptions or gaps. In addition, daily recall of sounds taught provides a further opportunity for teachers to assess understanding.

Parents in EYFS are included in their child's phonics journey with the provision of a home-school book which details the sounds learnt each week with the accompanying actions and advice about how to say the sound. This is supplemented with a parent's information evening at the beginning of EYFS to explain the phonics pure sounds.

Each child has a carefully matched reading book in EYFS and Year 1 linked to the sounds they are learning. This is supplemented in English lessons with the provision of sound mats to enable children to practise writing the sounds they are learning in their writing.

Children in EYFS or Year 1 who fall behind their peers or enter school with phonics gaps are given urgent small group or daily one to one intervention to close the gap. Children in Year 2 – Year 6 with phonics gaps are supported by receiving small group or one to one phonics interventions from trained staff. These children are frequently monitored to ensure that the intervention is closing the gap as rapidly as possible.

Impact

Our children in EYFS will have a secure knowledge of Phase 2, 3 and 4 sounds and will have begun to acquire some Phase 5 sounds. They will be secure with blending and segmenting skills and be able to write using phonetically plausible spellings within sentences. They will be able to read sentences using the sounds they have been taught.

Children in Year 1 will achieve the standard needed to pass the Phonics Screening Test in Year 1 and use these sounds confidently in their writing. They will be able to read books matched to their age using the sounds from Phase 5 phonics.

Children who have phonics gaps will be entitled to an urgent intervention which will be closely monitored to ensure the gaps are filled as quickly as possible. Phonic assessments will demonstrate rapid progress for these children.

Children at Bibury School will have the phonics understanding needed to read information suitable for their age allowing them to access all parts of the National Curriculum