



# How we teach Phonics



This document outlines: the intent and rationale behind our Phonics curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Phonics curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children are inspired to learn to read. They want to become fluent readers and aim to read any books available to them.	Children enjoy learning to read. They want to learn to read and they fully immerse themselves in their reading journey. Children enjoy hearing adults read to them.	Children will leave Key Stage One being able to read at a fluent pace. They are able to read for meaning and can apply strategies that help them when they are stuck.

At Godmanchester Bridge Academy we follow the Read Write Inc scheme of work. This aims to inspire pupils to learn to read. The children will be

Specifically, our aims for the teaching and learning of phonics are as follows:

- To nurture a culture where children love to read and they look forward to their phonic sessions.
- To ensure that our children receive high quality Phonics teaching every day in EYFS and KS1.
- Children will learn the skills that will help them to decode unfamiliar words.
- To enable children to read easily, fluently and with the right expression, to have a good understanding of what they read, develop their love of reading so that they read for pleasure as well as for information and to acquire a wide vocabulary.
- Children will begin to develop their comprehension skills and will read for meaning, once their fluency is at an appropriate level.
- To encourage enjoyment by displaying high quality texts and by giving children the opportunity to read them and take them home.
- Children to have reading modelled to them.



We ensure that our English teaching and learning provides many purposeful opportunities for reading and discussion. We use a wide range of quality texts and resources to motivate and inspire our children.

Children in EYFS, Year 1 and Year 2 receive a RWI phonics lesson 5 x 30 minutes a week. Once the children in Year 2 have completed the programme, they will move onto Whole Class Guided Reading. Children start Read Write Inc. Phonics when they enter Foundation. From Autumn 2, we group children by their reading progress during RWI sessions.

We re-assess all children (EYFS- Year 2) every half term so we can place them in a group where they will make the most progress. One to one or small group sessions may be provided for some children. Staff also use 'Pinny Time' to revisit key sounds/words at incidental points throughout the day in Year 1. A Frog called Fred will be used to play 'Fred Talk' games to help with oral blending and to assist pupils when reading words by sound-blending. Fred says the sound and children help him blend the sounds to read each word.

Teachers create a positive reading culture in school, where reading is promoted, enjoyed and considered a pleasure. We promote reading by reading out loud to our class regularly. Our phonics lessons promote excitement and a love of reading at the beginning of the reading journey.

Timely intervention is planned for those children working below expected levels as soon as their needs are identified. All children read aloud during phonics. In addition, some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest 20%.

We encourage children to share their ideas during a lesson by answering questions, discussing ideas with their partner, read their work aloud and by joining in with discussions.

At Godmanchester Bridge Academy, we incorporate Rosenshine's Principles of Instruction into our lessons to help ensure our teaching is research backed and as effective as possible. Children are given opportunities to:

- recap previous learning through flashcards of sounds and review words.
- new learning is taught in small steps
- answer questions
- be guided in their reading.
- have their learning scaffolded.
- have feedback from the teacher throughout the lesson.



## Planning

For Phonics, teachers follow the Read Write Inc programme. Each lesson the children will have a speed sounds lesson, where they recap previous sounds and words taught and learn a new sound. They will practice reading and writing words containing that sound. The adults leading the groups will identify what sounds the children are struggling with. These sounds will be more frequently revisited in their groups.

Prior to the lesson, teachers will:

- adapt the planning to better meet the needs of the children in their group.
- ensure they have a good understanding of the sounds being taught and the strategies needed to teach them.
- Have the resources ready to ensure the lesson runs smoothly.
- provide some children with pre-teaching on the theme or vocabulary of the text they will be using as a guide.

## **EYFS**

During a phonics lesson at Godmanchester Bridge Academy, children will:

- Work in small groups based on their phonetic knowledge.
- Be taught by a trained adult.
- Children learn to recognise the sound by using picture cards before they learn to recognise the graphemes.
- They will start by learning individual set 1 sounds.
- They will learn how to form the letters that match the sound.
- Blend words the adult Fred Talks.
- Develop their ability to Fred Talk words.
- have access to blending boards where they will continue to spell and read words.
- Have access to visuals to help them learn and remember the sounds being taught.
- By the Summer Term, they will use their phonics to spell key words in their reading lesson.

## **Year One and Two**

During a phonics lesson at Godmanchester Bridge Academy, children will:

- Work in small groups based on their phonetic knowledge.
- Develop their recognition of sounds by reading sound flashcards.
- Read a range of words with a focus phoneme in them.
- Learn and apply a strategy to read words (special friends, Fred Talk and read the word)
- Will begin to read multisyllabic words.
- Children develop teamwork by reading with their partner, while the adult observes and supports.
- Learn to read red words which have unusual sounds.
- Use Fred Fingers to break a word down into phonemes and then write the graphemes.
- Spellings are checked in the lesson and children are given praise by the adult and from themselves.
- Children will read a text aloud in pairs.
- Hear the adult leading their group read the text out loud, modelling fluency and expression.
- Have a chance to practise reading their sounds, green words and red words speedily to help develop their fluency.
- Read the same text for a week.

### All Pupils:

- access an adapted curriculum lead by the subject lead that is appropriate for all but is also meaningful, challenging & ambitious.
- Children are taught in small groups.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

### Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- one-to-one interaction and targeted intervention by the teacher.
- a specific seat in lessons to meet a sensory or a learning need.
- differentiated lesson structure, e.g. more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral are effectively met.

### Specific Pupils Need:

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.





The impact of the curriculum is that:

- Children leave Year 2 reading fluently.
- Children are confident in their ability to decode unfamiliar words. They use this as their first approach. They will continue to decode unfamiliar words in a range of texts outside of the Read Write Inc programme.
- Children have a positive attitude towards reading. They have a go at reading more challenging texts and apply strategies that will help them.
- We have an environment where children have a go and understand that it is ok to get things wrong. That we can learn from our mistakes.
- Children to have developed a love of reading and are motivated to continue developing their skills along their reading journey.
- Their books will show that they are learning skills that are age-appropriate standard with opportunities to extend and challenge the greater depth children.
- Pupil voice shows the children are confident and are able to talk about what they have learnt. They are able to identify the strategies they can use to support them.
- They have begun to understand that reading can be enjoyable and can help you learn something new.



## Set 1 Sounds:

d a s m t o n p g i k u b c f e l h r j x y w z v

## Set 1 Special Friends:

sh ch qu ng nk th ff ss ll ck

## Set 2 special friends:

oo ee ay ow oo igh ou or air ir ar oy

## Set 3 special friends:

ea oi a-e o-e i-e u-e aw are ur er ow ai oa ew ire  
ear ure au e-e ue ie ph wh kn tious tion cious e