

Phonics and Early Reading Statement

Brookfield Primary School – Be the best you can be!



"Today a reader, tomorrow a leader."

-Margaret Fuller

Intent

At Brookfield Primary School we know the basic skills of reading are vital for life opportunities for our children and that reading is the key to opening up the doors for success. The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing and their mental health. Numerous pieces of research conducted and commissioned by the Book Trust have discovered the profound benefits of reading for a child's development. One study details the effects of reading on later literacy skills, facilitating social interaction between adults and children and encouraging children to engage with the world around them. It also states how reading can be a 'stable source of information' throughout a child's life. This stability allows them to access text in a constant fashion and can be especially beneficial for children growing up in challenging circumstances. With this in mind, we place reading at the heart of our curriculum and believe that all of our children can become fluent, confident and able readers who have a love of reading!

Aims

At Brookfield Primary School, we aim to:

- Implement the current legal requirements of the Early Years Foundation Stage (EYFS) and the National Curriculum
- To foster positive attitudes, fascination and excitement of discovery through the teaching and learning of phonics and reading
- Ensure our pupils are confident in identifying the relationship between the letter(s) and the sound (a letter-sound correspondence, also known as a grapheme/phoneme correspondence or GPC, developing the ability to recall and apply knowledge rapidly and accurately
- Develop our children so that they have a 'can do' attitude and perceive themselves as readers

- Broaden children's knowledge and understanding of how reading is used in the wider world
- Ensure our children use, and understand, the correct language and recognise its importance as a language for communication and thinking

Implementation

The teaching of Phonics and Early Reading

Our curriculum, for Phonics and Early Reading, has been carefully developed to ensure every child can achieve excellence in reading. Children can experience a sense of awe and wonder as they read a story for the first time, discover different characters and make discoveries based on what they have read. We teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception 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.

Organisation of teaching and learning

Throughout EYFS and KS1 phonics is taught daily and where required; additional sessions of keep up groups take place throughout the school day. For those children who require phonics in KS2, Little Wandle Letters and Sounds Revised Rapid Catch Up sessions are taught daily and where needed some children access the Little Wandle Letters and Sounds Revised SEND programme.

Planning

At Brookfield Primary School, we follow the programme with fidelity and so only use materials from Little Wandle Letters and Sounds Revised. We support daily discrete teaching with Reading Practice sessions which ensue three times per week.

The discrete skills of reading are also taught in English lessons across school in each year group. Long term plans map out the units to be covered each half term, for each year group encompassing National Curriculum learning objectives to ensure they are progressive. Medium term plans identify learning objectives and outcomes for each unit as well as indicating the skills being taught. Short term plans, prepared by individual teachers, highlight the skills and objectives of the session, identify resources that will be used to support learning and show how all of the children will succeed. They also indicate key vocabulary that will be promoted (and displayed within the classroom) and key questions to be explored.

Resources

- Each class has a range of resources to support learning. These are easily accessible for the children to promote independence and provide support where needed
- Environments have been designed to support and enhance learning particularly learning walls
- A well-resourced library offering a wealth of phonetically decodable books which are aligned to children's phonetical awareness and development and books levelled for Accelerated Reader according to the Zone of Proximal Development
- Ongoing support from the English Hub

Assessment

At Brookfield, our assessments in phonics are continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are or are not understanding and use this to scaffold each segment of the lesson. During the lesson, misconceptions are dealt with immediately and **all** pupils are challenged. Towards the end of each half term, phonics assessments are undertaken and analysed.

At the end of Year 1 there is a statutory National Phonics Screening Check where children have to read real and pseudo (nonsense) words through segmenting, blending and applying their phonics. If any of our children do not pass the Year 1 Phonics Screening Check, intense intervention is put in place to ensure these children make accelerated progress.

Monitoring Procedures

The Headteacher, members of Senior Leadership Team and English subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of Phonics and Early Reading at Brookfield Primary School.

Monitoring Strategies

- Lesson Visits
- Assessment data
- Termly audits
- Pupil progress meetings held termly

Impact

By the time our children leave Year 6 at Brookfield Primary School we aim for all pupils to:

Develop an ability to communicate their ideas effectively and confidently.

Have the skills to decode words in order to be able to read fluently with an understanding of what they have read.

Develop confidence in reading a wide variety of genres and text types.

Read widely and often to develop a love for reading for pleasure.

Become confident, fluent readers with a good understanding of grammar and punctuation and in possession of a rich vocabulary.