



Phonics on a Page

Brookfield Primary School



Reading Non-Negotiables



Working Wall:

- Grow the code charts displayed in YR-Y4
- Tricky words which have been taught on display for children to refer to – add to the display each word as it is taught over the year
- Display any tricky words the children are struggling with in addition to the taught words
- Sounds of the week
- Sound of the day made explicit

Books:

- Short date written and underlined at the top left of page
- Identification and corrections to be made in all books of misspelt tricky words and misspelt words using the wrong homophones

Teaching:

- Use “Are we ready?” before starting the teaching sequences, to re-focus children’s attention and to signal the next part is beginning
- Whole school agreed hand movements of :
- robot reading arms when segmenting to de-code words (in early reading stages) and right hand finger swipe from left to write to blend the sounds together.
- Using segmenting to spell fingers when spelling words – segment and blend to spell from thumb to little finger on left hand using letter names in KS1, phonemes in Reception.
- Ensure sufficient time to include all aspects of the taught session: Review, Teach, Read and Write including reading and writing full sentences.
- Identified children with SEND / AEN to follow Little Wandle SEND programme.
- Identified children to follow Little Wandle Rapid Catch Up Programme.

Homework:

- Phonics to be available on the termly ‘Homework Menus’
- Reception to send tricky words home to learn weekly in Summer term
- Year 1 and Year 2 to send weekly tricky words and alien words to read
- Key Stage 2 to use No Nonsense Spelling Scheme

Assessment:

- Little Wandle assessments completed half termly and keep up group re-assessments every 3 weeks to inform planning
- Star Quiz assessments completed beginning of Sept and 3 x yearly
- KS2 children to complete a Star Quiz once they have completed their reading book
- Ongoing teacher assessment of daily work and identifying problems with gpcs before next day-same day interventions

Review phonemes using speedy sounds technique

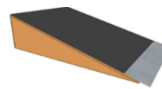
Review tricky words and teach new tricky word

Read words with previously taught gpc’s

Teach new gpc and read words containing it.
Read a sentence containing words with new gpc

Spell words containing newly taught gpc and write a full sentence.

- Quality first teaching
- CPA approach
- Modelled examples
- Conceptual variation
- Practical resources
- Small steps (mastery approach)
- Pre-teaching of key concepts
- Visual aids (such as fraction walls and times tables mats)
- Interventions to address misconceptions



- Quality first teaching
- Modelled examples
- Word banks
- Writing scaffolds
- Pre-teach vocabulary
- Working wall
- Talk partners
- Targeted questioning
- Positive praise
- Consistent routines to avoid anxiety
- Multi-sensory opportunities

Be the best you can be!

Cognition and learning	Communication and Language
SEMH	Sensory and physical