



Phonics at Broxbourne CE Primary School

Intent

At Broxbourne we aim to:

- Equip all children with the love of reading.
- Provide a high-quality Phonics Curriculum (EYFS, KS1 and KS2) that is relevant and engaging to all children.
- Provide children with the phonic skills to decode words in order to read fluently.
- Equip children with the core foundations of reading to go on to research any areas they wish.
- Ensure all children are confident readers, who can apply the skills learnt independently in a variety of situations.
- Work collaboratively with parents as partners in their children's reading and phonics journey.
- Support parents with developing their own phonic knowledge through parent workshops in order to aid their children.
- Support children in their spelling journey, teaching systematic synthetic phonics and spelling rules.

Implementation

Teaching

- All teachers teaching phonics will follow the Twinkl scheme of work.
- All phonic sessions follow the same structure: Revisit/Review (recap of previously taught sounds, using flashcards and interactive whiteboard), Teach (teach new phoneme), Practice and Apply (games/ writing a sentence/dictation).
- Non-cursive font will be used when sounds are introduced e.g. flash cards and interactive games, and cursive or pre cursive font will be used in all writing.

Early Years

- EY1 – phonics is taught 3 times a week through adult led activities and small group time.
- EY2 – phonics is taught daily focussing on one sound a day alongside High Frequency Words and Tricky words, with consolidation on a Friday.
- Twinkl songs, mnemonics and actions will be used in EY1 and EY2 to support children in engaging with phonics lessons. Jolly Phonics will ONLY be used in EY and KS1 to support specific SEND/EAL children as necessary.

KS1

- In Year 1, phonics is taught daily, alongside spellings.
- In Year 2, phonics is taught four times per week, alongside spellings.
- 'Tricky Words' and Common Exception Words are taught in class and revised as part of homework.
- At the end of Year 1, all children are assessed against national standards through the Phonics Screening test (Summer Term).
- Any child who does not meet this standard receives additional targeted support in Year 2, then repeats the assessment in the Summer of Year 2.

KS2

- Phonics will be recapped where necessary as part of the twice weekly spelling sessions.
- Intervention groups will take place for any child entering KS2 without a secure phonic knowledge.
- When spelling out words, children will use the letter names – not the sounds.

***Classes may vary from this timetable according to assessment of the cohort and their stage of development.**

Phonic Phases Timeline

- In EY1, children will focus on Level 1 Twinkl Phonics with a key focus on the seven strands to develop and engage listening skills. Level 2 songs, mnemonics and actions will be taught in the Summer Term to prepare children for EY2.
- In EY2, children will focus on Level 2 during the Autumn Term, Level 3 during the Spring Term and in the Summer Term, children will be introduced to Level 4 alongside revision and consolidation of Levels 2 and 3.
- In Year 1, children will focus on revision and consolidation of Level 4 during the first half term. The remainder of the year will be spent teaching Level 5 and preparing children for the phonics screening in the Summer Term.
- In Year 2, children will recap all phonic levels taught to ensure all children are phonetically secure in their learning. The National Curriculum spelling rules will be taught during the remainder of the year.

Resources

- Twinkl Phonics Scheme.
This is a systematic, synthetic phonics programme designed to be used with children from nursery to Year 2. Twinkl Phonics is delivered through the stories and adventures of Kit, Sam and the Twinkl Phonics family. The scheme builds and develops children's skills and understanding in reading and writing. Twinkl Phonics provides a variety of support scaffolds, including stories, mnemonics (pictures that create a visual link to the GPC), actions, letter formation rhymes and songs. To help children to access and secure their learning Twinkl Phonics makes links through visual, auditory and kinaesthetic stimuli with all resources created and approved by teachers.
- Phonic flashcards for each Level
- Phoneme frames
- Whiteboards
- Smart Kids word flashcards
- Phoneme Wall charts (Smart Kids)
- Dots and dashes
- Phonic displays in all EY and KS1 classrooms
- Sound mats/tricky word mats will be available on tables in Early Years and KS1
- Resources are consistent across the school
- Sound buttons and talking postcards used in Early Years

Reading schemes

- In Early Years, Bug Club and Collins Big Cats Phonics reading schemes are used to ensure a variety of genre which are phonetically matched to the teaching and/or child's stage of development.
- In KS1 children receive a home reading book that is phonetically matched to their level. The Collins Big Cats Phonics series of books has been chosen due to its wide range of quality fiction and non-fiction texts. Each book also provides a parental guide to ensure the children are getting the most out of each and every reading experience.
- In KS1, Comprehension books are also sent home alongside the phonetically matched books. Most of the words in the book will be decodable, however parents are encouraged to read any words that the children are unfamiliar with and discuss the content of the book to ensure understanding.
- In LKS2, children also receive a Collins Big Cats Phonics book, matched to their level. They are also encouraged to choose a 'reading for pleasure' book from the vast collection of age appropriate books in the school libraries or from home.
- Most UKS2 children are 'free readers' and are therefore able to choose age appropriate books from the school library. Any child who is considered to be working below the age related expectation for reading will continue to read the appropriately matched Collins Big Cats Phonics, Big Cat levelled, as well as a 'reading for pleasure' book.

Assessment

- Formative assessment is ongoing throughout all teaching, both whole class and interventions and is used to inform future lessons/groups.
- Summative Assessment - Phonics Tracker is used from EY2 to assess all children at the end of each phase.
- Children achieving less than 80% on Phonics Tracker in Early Years/KS1 will receive additional support through intervention groups.
- In KS2, any child achieving less than 90% secure across any phases will receive additional support through intervention groups and will be assessed using Phonics Tracker until they meet the 90% secure target.
- Children in KS2 continuing to struggle with reading and spelling will be discussed with the School SENCO.
- Data collected from Phonics Tracker will be shared with parents as aligned with the school's reporting cycle.

Impact

- Children love reading and can confidently read and access the Key Stage 2 curriculum.
- Greater than national pass rate for Phonics Screening across Year 1.
- Teachers and TAs having a good understanding and subject knowledge of phonics across the school.
- Regular intervention programmes for children who require additional support.
- Strong relationships between school and home with implementing the importance of phonics.
- Parents having confidence when reading with their children.