

# Phonics at The Bishops' School



## The Vision

At The Bishops' School we are passionate about helping all children learn to read alongside finding a love of books and reading. We believe that high-quality phonics teaching plays a crucial role in developing early reading.

## Intent

At The Bishops' Primary School, we follow the Phonics programme Essential Letters and Sounds (ELS).

Alongside this, we teach reading using standards from

the National Curriculum, the Jonathan Bond English Curriculum and Development Matters (EYFS).



Using the ELS programme, our intentions for our children are that:

- They learn to read well, quickly
- They enjoy reading and are passionate about books
- They become confident at their grapheme/phoneme correspondence, their oral segmenting and blending and their blending to read
- They read Harder to Read and Spell words confidently
- They apply what they have learnt when reading phonically decodable books
- They apply their reading skills across the curriculum
- They practise their reading regularly, both at home and at school

Our intentions for our teaching are that:

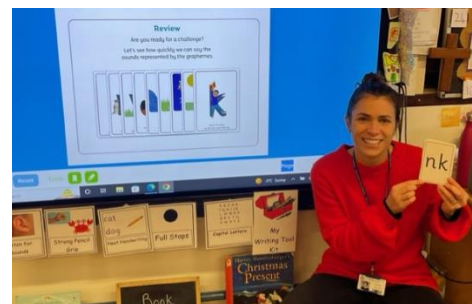
- Lessons are well-structured
- Lessons are taught to the whole class, with high-quality teaching
- The use of consistent terminology by teachers, children and parents
- The use of consistent resources that support effective teaching
- Repetition and reinforcement of learning
- Regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'
- All children receive a high-quality, phonically decodable book for them to read and re-read

We want all children to be able to learn to read so that they can apply this knowledge in all areas of the curriculum.

## Implementation

### Phonics (ELS) Lessons

We teach consistent, systematic, progressive and high-quality phonics lessons using the Essential Letters and Sounds phonics scheme. The ELS lessons are used as part of a learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent, independent readers and writers.



From the start of Foundation Stage through to Key Stage 1, the children receive daily phonics sessions. These sessions are progressive and the children work through the phases of the ELS scheme (phase 2-5):

Phase 1*	Phase 2	Phase 3**
<p><i>Nursery/Pre-School</i></p> <p>Seven aspects:</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending</li> </ul>	<p><i>Reception/Primary 1 Autumn 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li> <li>• 12 new harder to read and spell (HRS) words</li> </ul>	<p><i>Reception/Primary 1 Autumn 2, Spring 1 and Spring 2</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Sounding out and blending with 29 new GPCs</li> <li>• 32 new HRS words</li> <li>• Revision of Phase 2</li> </ul>

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception/Primary 1 Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception/Primary 1 Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1/Primary 2 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1/Primary 2 Summer, Year 2/Primary 3 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

Each session is structured in the same way: Review, Teach, Practise, Apply, Review. Within all sessions, the children have opportunities to recap previous learning and practise previously taught skills. In many sessions, children learn to read/recognise new Harder to Read and Spell words or graphemes as well as reading words and sentences.

Correct and consistent terminology is used in all sessions for both staff and children.

In Year 2, the children continue to revise previous learning and make links to phonics teaching and their wider reading.

In Key Stage 2, specific ELS phonics teaching/interventions are used when individual children/gaps are identified.

### **Hearing the Children Read**



We firmly believe that all children need to read regularly both at home and in school. All of our FS and KS1 children read to a member of staff each week, with some focus children reading more regularly. All of our books (up to Phase 5) are phonically decodable and match closely with the ELS phonics phases. This means that all of our children are reading books that match their phonic ability.

We closely monitor our book stock and regularly update it so that we have a high number of quality, decodable books for our children to read.

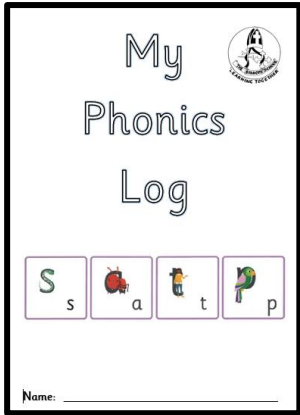
We encourage all parents to read regularly with their children at home.

Children take home a phonically decodable book each day and we ask that they re-read the same book to develop confidence and fluency. We have developed our own 'Bishops' Reading Record' that clearly shows how regularly the children are reading at home. The number of times that children are reading at home is tracked closely and rewarded with certificates.

To support parents, Reading/Phonics training is offered to all FS and KS1 parents every year.



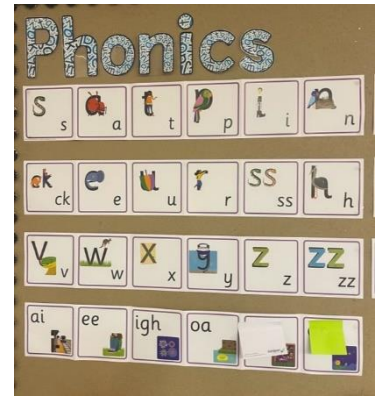
## Phonics Logs



To support the children's phonics/reading at home and at school, each FS and Year 1 child has a Phonics Log. This log has been created to allow all children to further practise; grapheme recognition, sound production, the reading of Harder to Read and Spell Words and blending for reading.

## Our Classroom Environment

All of our FS and KS1 classrooms have a regularly updated Phonics display. We use consistent ELS resources for continuity and progression. When writing, the children can use the ELS Phonics mats to support the writing of graphemes. Each class has a reading area where children are encouraged to share books and develop a love of reading.



## Assessments

Every half-term, our FS and Year 1 children complete an ELS phonics assessment. This process assesses the children's grapheme recognition, blending for reading and the reading of Harder to Read and Spell Words. Using these quick and simple assessments, we identify individual children who may need further intervention or support. We also use them to spot gaps and patterns across classes or year groups.

Selected children in Year 2 and above also carry out these assessments where needed.

In Year 1, all children take part in the statutory Phonics Screening Check. If they do not pass this, they repeat the check in Year 2.

## Interventions

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson. Where further support is required, we have three ELS interventions to ensure that any learning gaps are quickly filled.

## **Continual Professional Development**

English leaders attend a termly subject leader update. This information is then disseminated to the other leaders and staff.

We have a member of staff in charge of Phonics (ELS) at The Bishops' School. All members of staff are trained to use our phonics scheme 'Essential Letters and Sounds'.

### **Impact**

The impact of our high-quality and thorough approach to teaching phonics is:

- Our teachers feel confident in teaching and assessing phonics
- Our Learning Support Assistants feel confident in supporting the teaching of phonics
- Many of our children are reading with confidence, quickly
- All of our children are reading a book that matches their phonic ability
- Most of our children practise their reading regularly at home
- Our most recent Phonics Screening Check data show that our children achieve around/above national average

The impact of our Phonics and Reading curriculum is measured through monitoring alongside our assessment procedures. This includes:

- Lesson observations (including learning environment)
- Discussions with teachers (including during training)
- Discussions with children
- Subject leader/SLT analysis of ELS phonics data
- Reading meetings and Performance Management meetings

For further information on how we support the teaching of English and reading, please see:

- English Policy
- Reading Policy