

### **Bridgelea Phonics approach.**

We follow Letters and Sounds at Bridgelea. Children are baseline assessed using the Phonics Screen and placed into phonics groups.

Letters and sounds split phonics teaching into six phases.

- Phase 1 – developing speaking and listening skills to lay the foundations for Phase 2
- Phase 2 – letters and their sounds are introduced one at a time, with a new set of letters taught each week
- Phase 3 – children should already be able to blend and segment words containing the 19 letters introduced at Phase 2, and Phase 3 introduces 25 new graphemes
- Phase 4 – children should be able to blend phonemes to read CVC words, and segment to spell them. This phase consolidates pupils' existing knowledge and some 'tricky words' are introduced e.g. said, have, like
- Phase 5 – those entering Phase 5 will be able to read and spell words with adjacent consonants, and more graphemes and phonemes are introduced, as well as alternative pronunciations
- Phase 6 – by now children will have learnt the most frequently occurring grapheme-phoneme correspondences, and will be able to read many familiar words automatically. When they come across unfamiliar words, they should be able to decode them confidently. The main aim of this phase is for children to become more fluent readers and more accurate spellers.

Phonics teaching is based around a multi sensory, structured approach.

Below is a suggestion of a structured phonics lesson

<b>Revise</b>	1 : flashcards to read prior learnt tricky words and sounds – this should be a quick, short snappy activity. 2: children to write as quick as they can the sounds they covered last week & the tricky words they learnt this week
<b>Teach</b>	3 : Introduce new sound. Can children find it on sound mat?
<b>Practise</b>	4 : practice reading words with the new sound. Children could play a word picture match game or buried treasure type games. 5 : practice spelling / writing words with the new sound. 6 : Introduce a new tricky words – at least 3 a week. Practice spelling it.
<b>Apply</b>	7 : write a sentence – usually with new tricky word & word with the new sound in it.
<b>Assess</b>	<b>Complete teacher notes.</b>

***Each session must follow- Revise, Teach, Practise, Apply, Assess.***

### **Planning and resources.**

Planning is on the shared drive, split into phases. Teachers should first refer to the planning document to gain an idea of structure.

Phase 3 Daily Phonics Planning	
Week 1	
Assess each child.	
Week 2 Set 6: i, v, w, x Learn alphabet song	
Monday	<b>Introduce</b> We are learning the alphabet song and practising blending and segmenting.
	<b>Revisit</b> Practise GPCs <i>s a t p i n m d g o c k e u r h b f l i l l s s</i> Play Flashcards: Flashcards: Speed Trial, Flashcards: Time Challenge
	<b>Teach</b> Learn an alphabet song
	<b>Practise</b> Play Soundbuttons with the words: <i>mess fat bun boss back hop cuff dull sell</i>
	<b>Apply</b> Hold up captions on card or whiteboard. One child reads - encourage them to blend if they get stuck - then all children read together. <i>I got a hug and a kiss. The dog bed is in a mess. A cat can hiss.</i>
<b>Assess</b> Make notes on assessment sheet.	
Tuesday	<b>Introduce</b> We are learning a new phoneme <i>l</i> and how to read and write it.
	<b>Revisit</b> Practise GPCs <i>s a t p i n m d g o c k e u r h b f l i l l s s</i> Play Quickwrite Graphemes. Sing the alphabet song. Flashcards: Speed Trial
	<b>Teach</b> Introduce the phoneme <i>l</i> with actions - see p78 in Letters and Sounds
	<b>Practise</b> Play Soundbuttons see p59. Words: <i>jam jet jog Jill Jack</i>
	<b>Apply</b> Hold up caption on card or whiteboard. Read together and model blending tricky words. <i>Jack and Jill jog up the hill. Jog to get the jam. A man can jog to get fit.</i>
<b>Assess</b> Make notes on assessment sheet.	
Wednesday	<b>Introduce</b> We are learning a new phoneme <i>v</i> and how to read and write it.
	<b>Revisit</b> Practise GPCs <i>s a t p i n m d g o c k e u r h b f l i l l s s + j</i> Play Flashcards
	<b>Teach</b> Introduce the phoneme <i>v</i> with actions - see p78
	<b>Practise</b> Play Countdown see s88. Words: <i>jam jet job van vet visit back sun hot pen</i>
	<b>Apply</b> Hold up sentence on card or whiteboard. Read together and model blending tricky words. <i>Did I put the jam in the van? Did the cat get to the vet? Can I visit a pet on a jet?</i>
<b>Assess</b> Make notes on assessment sheet.	
Thursday	<b>Introduce</b> We are learning a new phoneme <i>w</i> and how to read and write it.
	<b>Revisit</b> Practise GPCs <i>s a t p i n m d g o c k e u r h b f l i l l s s + j v</i> Play Quickwrite Graphemes. Sing the alphabet song. Flashcards: Speed Trial, Flashcards: Time Challenge
	<b>Teach</b> Introduce the phoneme <i>w</i> with actions - see p78
	<b>Practise</b> Play Quickwrite see p50. Words: <i>will win way web wig wax jam jog van vet</i>
	<b>Apply</b> Play Yes/No questions see p97 - get children to use thumbs up and thumbs down to show whether the answer is yes or no. <i>Is the sun wet? Can men jog to get fit? Has a pot of jam got a lid? Can a van go up a hill? Has a cat got a web? Will a pig put on a wig?</i>
<b>Assess</b> Make notes on assessment sheet.	
Friday	<b>Introduce</b> We are learning a new phoneme <i>x</i> and how to read and write it.
	<b>Revisit</b> Practise GPCs <i>s a t p i n m d g o c k e u r h b f l i l l s s + j v w</i> Play Flashcards
	<b>Teach</b> Introduce the phoneme <i>x</i> with actions - see p78
	<b>Practise</b> Practise reading high-frequency words see p92 Words: <i>no I the to</i>
	<b>Apply</b> Play Yes/No questions see p97 <i>Can wax get hot? Has a fox got six legs? Can a vet fix a jet? Will a rat visit a fox? Can a taxi hop? Will a dog sit in a box?</i>
<b>Assess</b> Make notes on assessment sheet.	

All resources for each session are on the shared drive, in the specific folder for the phase, week and day.

Phonics teaching should be re-enforced with games

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-3>

<https://www.phonicsplay.co.uk>

User:Bridgeleaphonics

Password:phonics123

There are also useful resources around

<https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/8-multisensory-techniques-for-teaching-reading>

### Phonics, decodable texts and guided reading-

Alongside discrete teaching of phonics sounds, decodable texts should be used to complement phonics teaching. Decodable books are texts that contain specific knowledge which the students have been taught. This knowledge consists of phonics, the blending strategy and eventually irregular, high frequency words. Decodable books are progressive. As more advanced phonics knowledge and tricky words are introduced, the books will reflect this in the texts. For example, once children have been taught the long /a/ sound, the texts will contain previously taught knowledge as well as words with the new phonic knowledge. Words such as 'rain', 'day', 'cake' can be found in these texts.

## **Guided reading approach when teaching with decodable texts-**

### **Before reading-**

#### *1. Choosing the correct decodable book*

The decodable books will contain specific letter sound knowledge. Most decodable books will have this information on the front cover or the inside cover. This will help you determine what books the students can be given to read.

Select the decodable reader that contains the letter sound knowledge your students know and need to practise. For example, a student needs to practice the long vowel sounds so a reader containing /ai/ words may be selected. Remember that this letter sound knowledge must be explicitly taught prior to reading.

#### *2. Practise blending sounds to read words found in the text*

Students must see the purpose of learning sounds so that transfer to reading can be achieved. It is important for the students to practise reading the words with the learned sounds.

Look at the words found in the text. Many decodable books will have these words on the inside cover of the book. Allow the students to read them and encourage a 'fast read'. A 'fast read' is reading the word quickly without sounding out every letter sound, also known as fluency. I refer to sounding out aloud as a 'robot voice'. When students sound out aloud, encourage them to read the word again but as a whole word.

#### *3. Practise automaticity or a 'fast read' with tricky words*

Look at the tricky words found in the text. Many decodable books will have these words on the inside cover of the book. Allow the students to read them with automaticity or a 'fast read'. This will help the students as they come across these words while reading the reader. Tricky words already known should be read and re-visited as well as the new tricky words so that children can practice rapid recall and embed knowledge.

### **During Reading**

#### *1. Know the text before students read it*

By reading the text before the students read it, it allows you to interact with the story as they read. You may ask "I wonder" questions or make a prediction before the students turn to the next page. These questions are not meant for the students to answer but simply build excitement to keep the students engaged.

#### *2. Reading the text*

Encourage the emergent readers to point to each word. This allows them to keep on track with the blending of the letter sounds. Once they develop confidence with reading, encourage them to keep track with their eyes only.

Assist the students when an error has been made. Allow them to blend the sounds again to read the words correctly. If this occurs, make sure the students re-read the sentence again to ensure meaning of the sentence is grasped.

Use the picture after the sentence has been read to check for accuracy and to develop comprehension further; re-read some sentences to your students to highlight fluency and expression

from you as an experienced reader. Students re-read that sentence to practice the skill being highlighted..

### *3. After Reading*

Don't forget to respond to the text after the students have read the reader. It can be as simple as:

- What was your favourite part of the story;
- Did you like it? Why/why not?
- Any specific area from criterion scale/target focus.

### **Shared reading to foster a love of reading-**

Reading aloud to pupils is vitally important in inspiring a love of reading amongst your pupils. You should be reading a wide range of texts aloud in the classroom, including stories, poems, rhymes and non-fiction to nurture a love of reading. For the youngest pupils, 'book talk' is key – where pictures are used as clues to help children decipher a story as you are reading it. This starts to provide them with the vocabulary they need even if they cannot yet read and decode the words for themselves.

Your class reading is an opportunity for children to experience stories at a level above that they are able to read and open up a love of stories.

Make sure children have books that interest them to take home for wider reading, and that these books are at the right book band level for them.