



READING AND PHONICS AT BCI



Learning to read is one of the most important skills that your child will develop over the next few years at Brampton Cortonwood Infant School. The more support and encouragement that you can offer your child, the more likely that he or she will progress with enthusiasm and ease.

At Brampton Cortonwood Infant School we are committed to the delivery of excellence in the teaching of Phonics. We aim to develop each child so that they are able to read with fluency as well as develop a love of reading that will stay with them for the rest of their life.

We use the systematic and structured Phonics Programme Floppy's Phonics. Floppy's Phonics is in line with the Systematic Synthetic Phonics (SSP) teaching principles described in the 'English programmes of study, for early years and key stages 1 which was statutory from September 2014. Not all words in the English language comply to the rules of phonics so we also teach so-called 'sight words' and 'common exception words' by repetition, retrieval and emphasising which parts of the word doesn't comply to the rule of phonics so that children are able to build an attached memory to those words. This will aid with fluency and speed when children are reading.



PHONICS



The Floppy's Phonics programme teaches the letter/s-sound correspondences of the English alphabetic code explicitly and comprehensively for reading and spelling. It includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, which engages children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension.

Initially children's listening skills are developed through the use of music, environmental sounds and rhyme within Nursery. During their journey through the Early Years Foundation Stage and Key Stage 1 they are taught the 44 phonemes (sounds) that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter 'b as in bed' and those that are made by two 'ai as in rain or three letters 'igh as in high'.

Children are taught the key skills of segmenting and blending sounds together for reading. They are taught to use their segmenting skills (breaking up) words for spelling.

As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound, e.g. 'ee' can be represented as 'ee as in bee', 'ea as in tea', 'e-e as in theme' and 'e as in we'. They also learn when to apply simple spelling rules and use verbs in the correct tense.

We ensure that our teaching of phonics is rigorous, structured and enjoyable. In Reception to Year 2, children have discrete, daily mixed phonics sessions that are bespoke to each child's needs. During these sessions emphasis is placed on revising a previously learned letter-sound correspondence, learning a new one, practicing this within reading, writing and spelling, and applying it within a relevant context such as reading text and/or writing sentences. Children are

given plenty of opportunities to apply the knowledge they have learnt into reading, writing and spelling within the wider school curriculum.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, books, flash cards, magnetic letters, grapheme tiles, speaking and listening games, and practical activities. Children work with pace and vigour and are encouraged to apply their learnt knowledge across the breadth and depth of the school's custom-made curriculum.



READING



Brampton Cortonwood Infant School gives high priority to reading, our children are exposed to a range of high quality texts, and there are areas around school where children are encouraged to enjoy reading for pleasure. All children visit the school library weekly and choose a book that they are interested in. This may be a book that they are able to read independently or a book that can be enjoyed with parent support. When children are able to blend they have access to individually levelled phonically decodable online reading books at home and in school, the children also have a school reading book that is a phonically decodable book that matches their Floppy's Phonics reading level. Once a child has completed a Floppy's Phonics reading level, they are able to select a book from the appropriate book band level that matches their own reading level. All children read during Floppy's Phonics sessions and are individually heard read at least once a week by a member of staff

In Years 1 and 2 children have guided reading sessions five times a week with a focus on comprehension. Children are asked to answer questions from the five reading domains.

In F1 our children's reading journey begins with Guided Talk sessions. This involves the children using wordless picture books to practise key skills like how to hold a book and turn a page and how to track from left to right when looking at the sequence of pictures. In these sessions the children talk about what they can see, with an adult, and share their thoughts and opinions about what they think might be happening in the story.

In F2, at the appropriate point within the Autumn or Spring term based on the cohort's current reading ability, the children begin group guided reading sessions. These sessions focus on comprehension with an element of phonic decoding as appropriate. This also is an opportunity for children to be exposed to their 'sight words' which they are encouraged to spot within the text they are reading.

Quality story sessions are timetabled in daily and there is an emphasis on developing a love of books, vocabulary and understanding, which is evident within classroom reading areas that display specific class texts and a book of the week.

We want all our children to be fluent readers –regardless of their starting point and barriers to learning. For those children identified as working below the expected standard in reading, the school provides further support in various ways. Such as offering 'keep up' sessions to encourage reluctant readers to engage with reading and 'catch up' sessions alongside key staff who are trained to delivering a Floppy's Phonics 'catch up' programme tailored to meeting the specific needs of those children requiring such a programme.