



Phonics at Eastington

- We follow Bug Club phonics planning
- We teach daily 20 minute phonics session
- Children are usually taught in their year group. This means groups are smaller than normal class sizes.
- *When appropriate, children sometimes revisit and repeat parts of the phonics programme based on their needs. Occasionally a child might make significant accelerated progress - they may work through the planning quicker and will be taught in a higher year group if appropriate.*
- Children complete work in their phonics and spelling books
- Our phonic reading scheme for guided reading is Bug Club. In addition we have augmented our scheme with other individual phonic books: Dandelions, Floppy Phonics fiction/non-fiction and Songbirds.

Assessment

- Teachers assess within lessons.
- Termly assessments are used to identify gaps and meet needs. *As a result children may move between groups.*
- Phonics Tracker (an online tool) is used to assess children. Teachers or TAs do this on a 1:1 basis with a child to ensure accuracy. Their results are then tracked through the key stage and used to support intervention if needed.
- *Some children take longer to acquire their phonic knowledge – these children may receive interventions to help. This is noted on teachers narrowing the gap documents.*

Guided reading

- All children have one guided reading session a week with an adult
- The books used are from our phonic reading scheme (bug club) and have a focus on the sounds and words children have learnt to read in phonic sessions.

Home reading

- Children are expected to read books at home to promote a love of reading, help with their phonic learning and also to improve the comprehension of a text through discussion. Each class has a wide range of books for children to select from which are colour coded and support children developing comprehension as well as phonic skills.
- Sound books are sent home in reception and year 1 with the sounds children have learnt in school that week.
- Word packs are used with all children in reception and those who need it in year 1. These contain the common exception words which children have been learning to read in school.

*Very occasionally, the strong phonic approach we use to teach reading does not work for a child. These children will follow an individual scheme of reading based on their needs.