# Phonics and Reading Provision at Broughton Primary School

The school follows the nationally recognised "Letters and Sounds" scheme for teaching phonics. Each morning, at a fixed point in the timetable, KS1 and Reception children participate in a 25 minute session with specific focus on phonics. Using all available manpower (teachers and teaching assistants) children work in groups according to ability and follow the programme for the separate phases of the scheme. The children are continually assessed and as they make progress, they move to the next phase until they reach the age appropriate level.

For children in KS2 any gaps will be dealt with by 1:1 intervention monitored by the SENCo. When introduced in 2011-12 the entire school followed the Letters and Sounds programme to close any gaps which were noticed: now the older children move from Letters and Sounds to "Support for Spelling" which takes place in the same time window.

Phonics is a key skill, and reference to these skills follows throughout the day and is not confined to the sessions. KS2 classes display the full range phonics posters which can be referred to by teachers at any appropriate point.

The Year 1 Phonics test in June 2014 indicated that 93% of children had reached the desired standard of phonics decoding knowledge. The children who were still working towards this standard had already been identified by the school and were working at a lower phase with Reception to catch up with their peers.

We have a very well stocked library which the children are able to use throughout the day. The fiction books have been arranged by difficulty level rather than by author-alphabetical. This allows children to find books which are comparable in the amount of challenge they offer.

For emerging readers we use a colour code scheme which is the nationally recognised banding method for reading books. We do not use one single publisher's scheme – we have a variety of different books both non-fiction and fiction which are banded. We are in the process of cataloguing these into reading book lists so that children can see which books they have read and can cross them off the list. Each classroom has a reading book area with books appropriate for age.

Reading diaries and journals are used throughout the school in which parent, teacher and reader-helpers can log their comments.

We have a group of parent and community helpers who come in and listen to readers on a regular basis. These are attached to a class and work alongside the class teacher and teaching assistants to listen to readers. This need is prioritised according to the reading age/ability of the children in the class.