

Phonics & Pre-Phonics at The Bridge School

We have considered the profile of the pupils in each pathway in terms of how they learn and how to maximise their learning potential. We have then developed the approach needed to support the progress of all pupils with their phonics and pre-phonics skills. We offer our staff a bespoke CPD programme of coaching and modelling that is delivered by the Phonics Lead in our Trust. The pupils who are not ready for Read Write Inc (RWI) access different levels of our pre-phonics programme.

Please read this document in conjunction with our [pupil pathway profiling](#) document.

Level we offer & learning intention	Pupils accessing	Resources/activities	How this looks in the classroom	How we assess	How we record progress
<p>Multi-sensory activities to support pupils' listening & engagement skills.</p> <p>Pre-phonics: Level 1</p>	Pre-formal learners	<p>Story massage Sensory stories</p> <p>(These will be based around nursery rhymes to begin with)</p>	<p>Pupils will work in small groups, and staff will consider how to limit the amount of waiting time. Pupils will have their own set of sensory resources to explore and all TA's will be modelling and supporting pupils to interact with the multi-sensory resources in front of them. The will also use Intensive Interaction.</p> <p>Make use of spaces available – e.g. Starlight room, rainbow room, library areas.</p>	Engagement Model Bridge Banding - Cognition & Learning	Evidence for Learning (EfL) – 1 piece of evidence per week minimum
<p>Letters & Sounds activities to support pupils' listening & engagement skills.</p> <p>Pre-phonics: Level 2</p>	Bridging pre-semi formal learners & lower semi-	<p>Bags with: Environmental sounds (door bell, farm animals, pots/pans/wooden spoons, sound socks, buzzers)</p>	<p>Pupils will work in small groups of up to 4. TA's will engage pupils through modelling and Intensive Interaction. They can use different areas including the outside classroom. The</p>	Engagement Model Bridge Banding – Cognition & Learning	Evidence for Learning (EfL) – 1 piece of evidence per week minimum

	<p>formal learners</p>	<p>Instrumental sounds (musical instruments) Big Macs/Talking Tins Microphones Puppets</p> <p>Environmental sounds (earliest stage – aspect 1 - vehicle noises, animal noises, doorbells etc) Instrumental sounds (aspect 2 – musical instruments – loud/quiet, fast/slow, hide 7 find instruments) Body percussion (aspect 3 – follow the sound, action songs) Rhyme & rhythm (aspect 4 – listen to the beat, nursery rhymes) Voice sounds (aspect 6 – make a sound/vocalisation, who is making the sound, copy my sound, make a car/animal sound)</p> <p>Please see the Letters & Sounds document to ensure each bag has the resources needed to teach each aspect.</p>	<p>children can explore making loud/quiet, fast/slow sounds using different pots, pans, bowls, wooden spoons etc. Tuff tray with farm animals and sound buttons. Children will be encouraged to play with the animals, staff will model the sounds the animals make. Can children copy the sounds? Can they find the correct animal to go with the sound recorded on the sound button?</p>		
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<p>Get ready for RWI activities to support pupils who are nearly ready to go onto the structured RWI scheme.</p> <p>Higher semi-formal learners. SR & CJ will create a list.</p> <p>Pre-phonics: Level 3</p>	<p>Semi-formal learners (will move on to RWI when ready)</p>	<p>What's in the box resources which contains: Objects for pupils to explore through a multi-sensory based approach with rhymes and song, and linked to the RWI sounds masdtpingo.</p>	<p>Pupils will work in small group (with up to 4 in a group). TA's will engage pupils through lots of modelling.</p>	<p>Bridge Banding – Cognition & Learning</p> <p>Bridge Banding - Reading</p>	<p>Evidence for Learning (EFL) 1 piece of evidence per week minimum</p>
<p>RWI to support pupils who are ready to recognise and read individual sounds, the letters that represent them, and how to form the letters when writing.</p> <p>Phonics: Level 4</p>	<p>Semi-formal learners Formal learners</p>	<p>RWI phonics scheme & resources including Ditty books & RWI books Rhymes/songs</p>	<p>Small groups and 1:1 work, following the structure and sequence suggested by Ruth Miskin (RWI).</p>	<p>Bridge Banding – Reading</p> <p>RWI assessments</p>	<p>Phonics books – 3 pieces of evidence per week</p> <p>Evidence is captured termly through assessments which are analysed by the Phonics Lead.</p>