



# Christ Church C.E. (VC) First School

## How we teach reading and phonics

Phonics is taught throughout Key Stage 1 systematically, with an aim to complete Phase 3 at the end of Reception, Phase 5 by the end of Year 1 and Phases 6 by the end of Year 2. (Letters and Sounds).

Resources include:

- Oxford Phonics materials
  - Jolly Phonics/grammar
  - ICT support (Education City etc.)
  - Read Write Inc
  - Nelson PM+
  - Stanley Thornes Sound Start
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- If it is felt that children have not achieved these targets, other strategies are used to catch up:
  - Resources include: ELA/ALS support materials in planned out of school sessions, the use of specific reading support materials such as Trackers, Fuzzbuzz, and Nelson Thornes.
  - Staff are trained to use intervention strategies such as Precision Teaching, Better Reading, Better Talking, and Wave 3 Intervention Strategies (Fischer Family Trust.)

Reading is supported by a range of independent reading books, banded according to Book Bands criteria, as listed in resource list. These range from Pink to Lime/ Stage 9 to Stage 15 (Level 4 material). Children are encouraged to maintain comprehensive Reading Journals as from the end of Year 1. Children are encouraged to choose their own reading books whenever possible, and are expected to progress quickly through the book bands, choosing approx 10 - 15 books per band, as often as possible. (Based on professional opinion and assessment).

Home school diaries are kept.

Once fluent and competent at Level 3, (as assessed by Staffordshire Reading Skills Grid) children are encouraged to access material of choice from the library as well as work on their chosen reading scheme book.

Children who have difficulties (as noted above) are encouraged to systematically follow schemes which suit them (from those noted above,) A book of choice may also be given to the child from the appropriate level in the reading scheme. Progress will be followed by close tracking from the SEN co-ordinators. Further (a vast range) of material is available through this process.

Better Reading Partner strategies are encouraged subject to staff availability. Better Talking Partner strategies are also used for children who have EAL and are finding progress in reading difficult.

- Comprehension is encouraged through the systematic use of the Collins Comprehension scheme throughout the school.
- Guided reading is used across the school, based on all advice in Guided Reading policies. A range of material is available and kept in a central location in order for all staff to have access to challenging texts.

The school has a very comprehensive Dyslexia Policy which covers all aspects of reading development and strategies used throughout the school. All staff are aware of this policy and have copies in classrooms. The school has received Dyslexia Friendly 2 Status (2012).

Assessments are conducted at the end of each year using a reading test which gives a reading age. Constant assessments are made throughout the year using the Reading Skills Grids (APP).