



St Bartholomew's C of E Primary School – Reading and Phonics Curriculum Implementation



The National Curriculum Programmes of study for reading at Key Stages 1 and 2 consists of word reading (decoding) and comprehension (understanding). Skilled word reading involves both the speedy working out of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Children need to understand that the letters on the page represent the sounds in spoken words. At St Bartholomew's this is taught in the Foundation Stage and Key Stage 1 through a daily Phonics lesson where children are grouped according to ability. Phonics is planned and taught using the Phonics Bug, Synthetic Systematic Program which is based on the DfE 'Letters and Sounds' teaching programme. Letters and sounds are taught in phases 1 to 6, with each phase building on the last.

The list below explains each phase:

PHASE ONE (NURSERY/RECEPTION)

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice and finally oral blending and segmenting.

PHASE TWO (RECEPTION)

Up to 6 weeks learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words, segmenting words into their separate sounds. Beginning to read simple captions.

PHASE THREE (RECEPTION)

Up to 12 weeks learning the remaining 7 letters of the alphabet, one sound for each. Graphemes such as 'ch', 'oo', 'th' represent the remaining phonemes covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

PHASE FOUR (RECEPTION)

4 to 6 weeks. No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

PHASE FIVE (THROUGHOUT YEAR 1)

Now we move on to the “complex code”. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

PHASE SIX (THROUGHOUT YEAR 2 AND BEYOND)

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. (taken from www.lettersandsounds.com)

COMPREHENSION

As well as secure phonic knowledge the children require a good comprehension of what they are reading. Good comprehension draws on knowledge of vocabulary and grammar, and knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction texts. At St Bart's pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. At St Bart's, children have access to a wide choice of books including published schemes and free choice books for enjoyment.

AT ST BART'S, READING TAKES MANY FORMS:

- **Guided Reading** – this happens in EYFS and KS1 and KS2 classes in groups of up to 6 children. In year 6 whole class guided reading takes place. Teachers plan guided reading sessions to include the teaching of reading strategies and reading comprehension skills. Children then complete a range of comprehension activities (independently, in pairs or in small groups) in order to demonstrate their understanding of the text and the reading skills taught.
- **Home Reading** – All children are provided with colour-coded reading books and library books to take home and read with parents as well as having access to a huge range of E-books from our online reading scheme. A reading record will accompany each book and will act as a communication tool between staff and parents. Children will also have keywords to learn where appropriate and occasional book reviews to complete.
- **Shared Reading** – Children have frequent opportunities to read as a class, during English lessons, with the teacher modelling, using a range of books, big books and texts on the interactive whiteboard.
- **Class Novels/Books** – Children have regular opportunities throughout the week to listen to and discuss stories or class novels.
- **Class Reading Area** – Each class has a specific reading area where the children have access to a range of books to encourage them to read for enjoyment.
- **Library** – Children can access the school library during school time and take home a library book each week.