



St. Patrick's Catholic Primary School

Phonics and Early Reading Statement

Intent:

We passionately believe that teaching children to read and write independently and as quickly as possible is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

We believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond and is embedded across the entire curriculum for our children.

We strive for enthusiastic and motivated readers that gain confidence in reading a wide variety of genres and text types, encouraging a love of literature and an enjoyment of reading for pleasure.

Implementation:

Phonics

We teach children to read effectively every day across the foundation stage through to key stage 1 using the *Floppy Phonics* teaching programme which provides a synthetic approach to the teaching of phonics across a structured progression of 6 phases.

Pupils who are still struggling to decode and spell are identified quickly and differentiated sessions are targeted ensuring pupils continue to make good progress.

We believe that it is vital that our home reading books closely follow the phonics teaching that takes place in the classroom. This allows our children to continue practising at home the learning that has taken place at school. Each week, the children are provided with a banded book to take home from the *Floppy Phonics* scheme, which their parents are encouraged to read with them and note down their progress through a home school link book (Reading Journal).

Reading

There is a comprehensive programme for the teaching and practising of reading. (Details in the English Policy) Teachers oversee frequent reading. At Key Stage 1 all children will read at least twice to a member of staff; some children will read more frequently. All the children read daily in class as part of literacy lessons and with shared and weekly guided sessions.

In addition, class library books are sent home every day for children to read at home, with their parents or carers. We encourage parents to listen to their child's reading even after

they have become confident decoders so that they can support their comprehension and higher-level skills. At Key Stage 1, the Oxford Reading Tree scheme books are changed weekly, using a clear recording system which ensures that all vocabulary becomes familiar and extension books are used where necessary e.g. Songbirds and Banana books. Children also take home 'real' reading library books, which are targeted at year groups and can be either fiction or non-fiction, ensuring the children have access to high quality reading material beyond the reading scheme.

As our children move into KS2 they read through a range of banded reading scheme books including: Treetops - Oxford Reading Tree books, Ginn pocket books and Bug Club as they move progressively towards becoming a 'free reader.' Children at KS2 also respond weekly to what they have read in their reading journals.

We have a close partnership with our parents and support them to help their children at home through workshops and regular contact with teachers through communications in reading journals. During class story time sessions and frequently in assembly, we share our love of reading as adults, celebrated with annual events such as World Book Day, The Scholastic Book Fair and our 'Get caught Reading' posters. We also welcome professional writers into school to share their skills and talents to inspire our children to be the authors of the future.

Impact:

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. In addition to this we ensure our children are enthusiastic and motivated readers who are inspired by literature and read for pleasure.

Throughout the teaching of Phonics, we measure attainment using the Key Stage One national assessments, along with the information provided by the Phonics Screening check in Year One.