



Reading & Phonics

Phonics

At St Paul's we are committed to teaching all children to read well. As a school we ensure:

- teachers have an excellent knowledge and understanding of the processes that help children learn to read
- a rigorous and systematic approach to phonics work
- consistent teaching of the highest quality, together with effective assessment of children's progress and support for those who encounter difficulty in reading

New National Curriculum 2014: English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.

How phonics works

Phonics focuses on sounds rather than, for example, having children try to recognise whole words.

In analytic phonics, words are broken down into their beginning and end parts, such as 'str-' and 'eet', with an emphasis on 'seeing' the words and analogy with other words.

In synthetic phonics, children start by sequencing the individual sounds in words – for example, 's-t-r-ee-t', with an emphasis on blending them together.

Once they have learned all these, they progress to reading books.

The 'synthetic' part comes from the word 'synthesise', meaning to assemble or blend together.

Children who learn using synthetic phonics are able to have a go at new words working from sound alone, whereas those using analytic phonics are more dependent on having prior knowledge of families of words.

At St Paul's we teach high quality, daily, discrete phonics sessions following the Letters and Sounds programme. Beginning at phase 1, this programme consists of six incremental phases that enable children to develop fluent word reading skills and have good foundations in spelling. The children are grouped according to their specific stage in learning and their progress is closely monitored throughout the phases.

We hold phonic workshops each term to support parents and provide them with information and activities to help their child at home.

ST PAUL'S CATHOLIC PRIMARY SCHOOL
'Together in Faith, Working as One'



Reading

At St Paul's we teach reading daily from Year 1 to Year 6. Sessions include individual and guided reading. These reading sessions focus upon teaching children the skills to progress from their current reading level to the next, whether this be below, at, or above a level appropriate to their age. There is a clear teaching focus for the session based upon individual/s targets/next steps.

Outside of specific reading sessions, we encourage all children to read widely for pleasure and purpose in as many situations as possible.

We utilise a range of reading schemes in order to ensure that children are provided with a variety of texts that will serve to enthuse and engage all learners. Our book organisation system includes a coloured band & number which correspond to reading levels. Each level has carefully chosen words, phrases, phonics, and comprehension.

Parents are encouraged to hear their child read at least three times per week as a minimum and return their reading bag and log to school.

Useful Links

Phonics Play

Busy Things

Oxford Owl