

---

## Teaching of Reading and Phonics

Last Updated: April 2015  
Update Required: April 2017

### **Reading:**

At Jordans children are encouraged to read for enjoyment and understanding, as well as for information. Reading books are sent home regularly with a child's reading diary, which is completed by the teacher, parent and child. The children select reading scheme books from the centrally stored boxes in the library.

These books are colour coded and link to the National Book Band scheme. These book bands in turn link to the National Curriculum levels and the assessment grids and support materials used by staff. Within each band there are a good range of books from a number of publishers. The children know their book band colour and select from the appropriate box. When the children are ready their book band level is reviewed and if appropriate a new book band is allocated.

In Reception the children are encouraged to learn keywords which they take home and practise reading and recognising. The aim is to improve each child's sight vocabulary (ability to see a word and know it immediately without sounding it out). We ask parents to support us with this task to ensure the best possible outcomes for the children. These words are used regularly within reading and writing and, once learnt, they help children with their word recognition and flow of reading and writing.

From the final term in Reception to Year 2 all children participate in weekly guided reading sessions where key skills are taught. Within the reading diaries there are a number of suggested activities parents can do to develop their child's skills when experimenting with sounds, learning about books and developing their reading and comprehension skills. Advice for how parents can support their child's learning is identified within the reading diaries.

The school has a well-stocked library and each classroom has a variety of reading material including fiction, poetry, library books, dictionaries and encyclopaedias. We use a computerised system to log the books that the children have selected to take home. (All data stored on this system is held securely and is deleted when children leave the school).

Each term we hold Curriculum meetings to share our practice with parents and carers.

## **Phonics** (the knowledge of sounds) and Spelling:

Alongside the development of reading, the school has a structured approach to the learning of phonics. At our school the teaching and learning of phonics is based around Letters and Sounds alongside the Jolly Phonics Program. During their time at the school each child gains experience of each of the phases described below. They work through each phase over a ½ term period and at the end of the phase their knowledge and skills are reviewed and next steps identified.

During the Summer term of Year 1 the children have a phonics test to ascertain if they have reached the Nationally expected standards for children at the end of Year 1. Children who did not meet the expected level of attainment in Year 1 are retested in Year 2. The results of these tests are communicated with parents along with each child's annual report.

### Phase 1 - Experimenting with sounds.

Children identify sounds through play and experimentation. They are encouraged to listen to and discern the difference between sounds and create a wide range of sounds for themselves.

### Phase 2.

The children will be learning individual sounds and developing their skills at blending and segmenting these sounds for spelling and reading.

At this stage parents should be encouraging their children to play sound games and practice sounds at home i.e. I-Spy.

At this stage children begin to make CVC (Consonant, Vowel, Consonant) words i.e. cat.

### Phase 3.

Once the children know all their letters, common sounds such as sh, th, st, pr, and ch are introduced.

At this stage parents should be encouraging their child to blend and segment words when they are playing games with words and /or reading.

At this stage children practise making CVC (Consonant, Vowel, Consonant) words i.e. cat and begin to make CCVC (i.e. ship) and CVCC (i.e. much) words.

### Phase 4.

Common end sounds i.e. ng, ll, ff, ld, lp are introduced.

At this stage parents should be encouraging their child to blend and segment words when they are playing games with words and /or reading.

At this stage children practise making CCVC (i.e. ship) and develop their range of CVCC (i.e. mend) words.

### Phase 5.

The sounds represented by more than one letter are taught i.e. ai, ea, ir etc.

At this stage parents should be encouraging their child to blend and segment words when they are playing games with words and /or reading.

The children are now developing their knowledge and skills with vowel diagraphs( two vowels that when put together make a new sound) such as ai as in maid, ea as in bear and ir as in bird. They also work with split vowel diagraphs such as a-e as in fare.

Phase 6.

Children will learn word families and review their knowledge.

The children at this stage and beyond develop their spelling further and meet the full range of spelling rules, develop knowledge of word roots and meanings and use common suffixes and prefixes to build their vocabulary.

Beyond Phase 6.

The children continue to be taught spelling and are taught specific spelling rules and vocabulary to build their knowledge and experience further.