



Phonics and Reading at St Columba's Catholic Primary School

The programmes of study for reading at key stage 1 and 2 consist 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 words. Children need to understand that the letters on the page represent the sounds in spoken words.

At St. Columba's this is taught through a daily phonics lesson in all Foundation and Key Stage 1 classes.

Phonics is planned and taught using the Letters and Sounds teaching programme.

Letters and sounds are taught in phases 1-6, each builds on the last. The table below explains each phase:

Phase one (Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally orally blending and segmenting.
Phase two (Reception) Up to six 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 twelve weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch oo th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the 'simple code' ie one grapheme for each phoneme in the English language.
Phase four (Reception) Four to six weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants eg, 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 we already know.
Phase six Throughout year 2 and beyond	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Table taken from www.letters-and-sounds.com

As well as secure phonic knowledge the children require 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. Columba'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. Columba's children have access to a wide range of books including published schemes and free choice books for enjoyment. We use the following reading schemes, Oxford Reading Tree, New Way and Wolf Hill, which are all book banded in the national colours.

At St. Columba's reading takes place in many forms:

Guided Reading - This takes place daily in each class in groups of up to 6 children. Teachers plan guided reading sessions to include the teaching of reading strategies and reading comprehension skills. Children then complete activities for responding to the text they have read, comprehension activities, paired reading and other purposeful reading activities.

Home Reading - all children are provided with reading books to take home and read with parents, carers or family members. A reading record will accompany each book and will act as a communication tool between staff and parents. Children may also be asked to complete book reviews or have key words to learn.

Shared Reading - frequent opportunities for children to read aloud as a class with the teacher modeling, using a range of books, big books and the interactive whiteboard.

Class Novels/Books-children have a daily opportunity to listen to and discuss stories or class novels as appropriate.

Class Reading Area- each class has a specific reading area where the children have access to a range of books to encourage reading for enjoyment.

Library - the children have access to a range of books and 'e' books from the 'e' lending library, for which they have an individual password.

Useful websites:

Websites for children to play games with phonic phases. www.phonicsplay.co.uk