

## Reading and Phonics at St Joseph's

### Aims

Reading is essential to attainment and success across all subjects. Pupils who do not learn to read are effectively disenfranchised from participating fully as a member of society. (New Primary Curriculum)

As a school we are committed to:

- ensuring pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- ensuring children are aware of their own progress and development as a reader
- ensuring children are able to use a variety of different texts e.g. fiction, non-fiction, poetry, reports and understand their purpose
- creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- encouraging reading outside the classroom through forging strong links with home.
- developing children's experiences through a variety of texts including use of libraries, ICT and other available media.
- teaching children to apply the skills they learn in reading across the curriculum.

All phonics in EYFS and KS1 is taught following the RWI scheme alongside Letters and Sounds document from the end of Phase 5 and Phase 6. This ensures teachers use a multi-sensory approach to the teaching of phonics. We have adopted the suggested daily teaching sequence from Letters and Sounds; Revisit and Review, Teach, Practise, Apply.

In Nursery and Reception and in KS1, children are streamed to allow the children to learn at their own pace; high achievers can make accelerated progress and those with additional needs gain further support. Throughout KS2 children continue to be streamed for Spelling and if they are still working at phase 6 or below benefit from phonics lessons.

All classroom environments have an age appropriate display concentrating on sounds and key words. Particular reference to the GPCs (grapheme phoneme correspondences) or spelling rules being taught is made during Guided Reading and Writing lessons where children are taught to apply their phonic knowledge. Children apply their phonic knowledge across the curriculum. Spelling/ phonic aids are made available to them, where appropriate, whenever they are writing.