

Christ Church Charnock Richard C.E. Primary School

*Inspired to learn, grow and flourish within our
Christian family*



Phonics and Reading curriculum

We hold a Phonics evening for foundation stage parents early in September to explain how we teach phonics and how parents can support their child. We also hold a follow up session for Year 1 parents in the Autumn 2 term.

Terminology:

Phoneme: A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led).

Grapheme: A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.

Terminology

phoneme a sound in a word	grapheme a letter or sequence of letters that represents a phoneme
-------------------------------------	---



1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.

At Christ Church we aim to foster a love of reading in all our children.

The programme of study for reading at Key Stages 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading).

Teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners when they start school. As children move through the early stages of acquiring phonics, they practise by reading texts which are entirely decodable for them from the Phonics Bug, Songbirds and Oxford Reading Tree schemes.

Reading at Christ Church

In September children are sent home 2 reading books. One has no words in and the other links to the phonics they have been taught that week. The purpose of reading books with no words is so that children can retell the story using pictures, relating it to their own lives etc. Miss Woolley runs a phonics/reading workshop during the first two weeks to show parents how to read with their children and how phonics is taught and how to use the key words. We always have 100% attendance as Miss Woolley ensures she sees all parents at different times to accommodate them.

As the children progress through phonics each week the phonemes are sent home and a set of key words to learn at home. As the children pick up the words then they will be given a book with words in and a book which relates to the phonics they have been taught. They will continue to progress through the colour bands throughout the Foundation Stage.

Books are changed twice a week and phonics and word checks are done weekly and new sets sent home. Each afternoon in class when we do guided reading with two groups another group learns key words and making sentences to match pictures.

Once children have a secure knowledge of letter/sound correspondences and can blend words confidently, they access our Banded Reading Scheme. This is designed to give children experience of a variety of reading genres. There are fiction and non-fiction books within each level.

All children are encouraged to select books from the school library or from home to share with their parents. All children who take books home are expected to read at least 3 times per week. Once children can read fluently and with a good understanding, they self-select books for independent reading.

In addition, children in Years 4-6 take part in 'Let's Read' time, for 20 minutes twice a week. This encourages children to access high-level literature from a vast variety of authors that they may not have engaged with before.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through daily whole class reading sessions which expose pupils' to high-quality discussion with the teacher, allowing them to access a high-quality range of stories, poems and non-fiction texts. All pupils must be encouraged (both at home and school) to read widely across both fiction and non-fiction genres to develop their knowledge of themselves and the world in which they live, 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.