



St Matthew's Catholic Primary School Phonics and Reading Vision Statement



Intent

At St Matthew's Catholic Primary School we recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout Foundation Stage and Key Stage 1 is of the highest priority. Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read words, as well as reading sight words, in order to become confident, fluent readers, who show a good understanding of what they have read. Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information, as well as using reading to promote reflective thinking.

At St Matthew's we strive to teach children to read effectively and quickly. We do this by using the Read Write Inc programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

We passionately believe that teaching children to read and write independently, as quickly as possible, is one of the core purposes of a primary school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and future life chances.

Implementation

EYFS – Reception

Children are introduced to phonics within the first week of the Reception year.

All children are taught phonics following Read Write Inc. This marks the start to a structured and systematic approach to the teaching of synthetic phonic work and grapheme-phoneme. The process of segmenting and blending whole words and selecting letters to represent those phonemes is taught. Read Write Inc speed sound cards and rhymes are used to enable children to form a concrete image of how to write letters. During this phase the children are also introduced to reading and spelling common and tricky words.

Key Stage 1

All children in Year 1 and Year 2 continue to follow the Read Write Inc programme.

Key Stage 2

Children who have not yet mastered phonics continue on the Read Write Inc scheme through sessions in Key Stage 2. Identified children in Years 5 & 6 who are not yet reading age appropriately access the Read, Write, Inc. Fresh Start Programme. Through this programme pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.

Planning and Lesson Structure

Phonics is taught daily. All staff teaching phonics plan lessons using the Read Write Inc structure, including speed Sounds, Words Time, green words, red words, alien words, reading books, Hold a Sentence and linked writing activities.

Individual Reading Books

All children receive individual reading books to practice reading at home. Once children can blend cvc words they are introduced to sound blending books. In Reception and Key Stage One children receive a Read, Write, Inc. reading book that they have practiced during their phonics sessions. All books sent home reflect the phonics learning that is taking place in school. In Key Stage 2 children work through our school book banded reading scheme.

Assessment

Children's progress is continually reviewed to allow for movement between ability groups, and to plan interventions for those needing extra help. All children are formally assessed every six weeks.

The National Phonics screening check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 and receive additional intervention support to help them reach the standard.

As children enter KS2 assessments of children still accessing the Read, Write, Inc. phonics programme still take place every six weeks. In years 5 & 6, children not yet reading age appropriately will be assessed every six weeks through the Fresh Start programme.

Resources

All Read Write Inc. phonics resources are divided into boxes and given to staff who teach phonics. All members of staff teaching phonics have their own speed sound cards and green/red word cards. Staff also have access to the Ruth Miskin portal to print further resources.

Monitoring

The reading lead monitors the progress of all children on a half termly basis.

Role of the subject leader

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of phonics. Evidence gathered from the monitoring process will be collated and fed back to staff at an appropriate time and be fed into the Phonics action plan.

