

Learning to love, loving to learn.



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL READING POLICY

MISSION STATEMENT

At St Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the gospel.

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

The values and language of the UN Convention on the Rights of the Child are central to our ethos.

At St Joseph's it is our aim is that all children will learn the essential skills which will enable them to develop a love of reading and become life- long readers and learners.

Through our approaches to the teaching of reading, children will:

- Read for pleasure and enjoyment.
- Learn to read with fluency, expression and accuracy.
- Know and apply core phonic skills.
- Develop comprehension skills and especially the skills of inference and deduction.
- Leave St Joseph's with a metaphorical rucksack containing 36 memorable texts linked to key learning experiences.

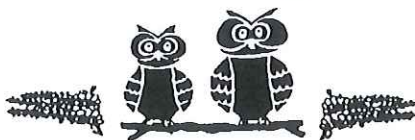
Phonics

"Letters and sounds" is our chosen Phonics Programme.

It is a six phase programme.

Through this programme the children will learn and apply core phonic skills and understand that:

- Letters are symbols that represent sounds.
- The same phoneme can be represented in more than one way:
ay ai ea a_e ie igh y
- Some graphemes represent more than one sound:
ow o
- A phoneme may be represented by more than one letter:
ie igh i_e.
- The skills of segmenting and blending support their development as readers and writers.



Phase 1:

- General sound discrimination (environmental sounds, instrumental sounds and body percussion).
- Rhythm and rhyme.
- Alliteration
- Voice sounds
- Oral blending and segmenting.

Phase 2:

- Discrete teaching of 19 letters, using the following letter progression (one set is taught per week)
Set 1: s a t p
Set 2: i n m d
Set 3: g o c k
Set 4: ck e u r
Set 5: h b f,ff l,ll s,ss
- Practise letter recognition (for reading) and recall (for spelling)
- Practise blending for reading vowel consonant (VC) and consonant, vowel, consonant (CVC) words.
- Practise segmenting vowel consonant (VC) and consonant, vowel, consonant (CVC) words for spelling
- Practise high- frequency (common) words.
- Introduce two-syllable words for reading.
- Reading and writing captions.

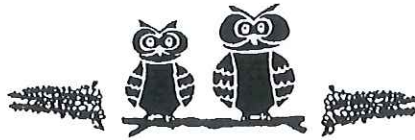
Phase 3:

- Discrete teaching of Set 6 and Set 7
Set 6: j v w x
Set 7: y z,zz qu
- Learn letter names.
- Practise blending and reading CVC words.
- Practise segmenting and be able to make phonemically plausible attempts at spelling CVC words.
- Read tricky words: he, she, we, me, be, was, my, you, her, they, all, are:
- Spell the tricky words: the, to, I, no, go;
- Write and form each letter correctly following the school's handwriting scheme.

Phase 4:

- Practise Phase 2 and Phase 3 grapheme recognition (for reading) and recall (for spelling).
- Blend for reading CVCC and CCVC words.
- Segment and spell words containing adjacent consonants (CVCC and CCVC)

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- Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- Spell tricky words: he, she, we, me, be, was, my, you, her, they, all, are;
- Write and form each letter correctly following the school's handwriting scheme.

Phase 5:

- Practise recognition of graphemes in reading words.
- Write the common graphemes for any given sound,
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable.
- Read and spell phonically decidable two-syllable and three-syllable words
- Read all the words in the list of 100 high-frequency words.
- Spell accurately most of the words in the list of 100 high-frequency words.
- Write and form each letter correctly following the school's handwriting scheme.

Phase 6:

- Read words automatically if they are familiar.
- Decode words quickly and silently because their sounding and blending is well established.

During this phase children become fluent readers and increasingly accurate spellers. Spelling is generally phonemically accurate, although it may still be unconventional at times.

The Letters and Sounds Programme is supported by:

- Phonic Bugs and Bug Club
- Dandelion Readers
- Songbirds phonics
- Read, Write Inc One to One Phonics Intervention kit

Useful websites:

Oxford Owls (www.oxfordowl.co.uk)

Bug Club (www.bugclub.co.uk)

Phonics Play (www.phonicsplay.co.uk)

POLICY REVIEW TERM: BIENNIAL

Policy Reviewed: June 2016

Next Review: June 2018