



Phonics and Early Reading Curriculum

Aims

At Chaucer Primary School, we believe that reading is one of the most important skills we teach our children. We want them to learn to read quickly and effectively so that they can access learning in all areas of the curriculum. To support this we have an emphasis on early reading and phonics from nursery and into Key Stage One. Alongside the important skill of decoding we teach children how to comprehend and understand what they are reading. We believe this is achievable through the combination of strong, high quality, discrete phonics teaching combined with a rich language approach that promotes a 'Reading for Pleasure' Culture.

We are determined that every pupil will learn to read at Chaucer and we strive to ensure that all children become successful, fluent readers by the end of Key Stage One.

- ★ To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- ★ To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- ★ To ensure the teaching of phonics is lively, interactive and investigative.
- ★ To enable children to use phonic awareness across the curriculum.
- ★ To ensure that children know the 44 phonemes within the English language.
- ★ To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- ★ To provide children with strategies to identify and decode 'tricky words.'

Phonics

Chaucer school, we follow the systematic approach laid out in Letters and Sounds (DfE 2007). Staff complete weekly plans for phonics which ensure progression and effective, high quality teaching. Planning for phonics is separate from the English planning and we use the LCP phonics planning format. LCP phonics planning is a planning tool for teachers who are teaching phonics using the Letters and Sounds document from the DfE. It is a guide and is used with flexibility and at a pace which is appropriate to each group.

Each Phonics lesson should include the following sections: The sections are to be placed in coloured wallets at the end of each day ready for the next day.

- **Revise – Overlearn the previous graphemes and words (pink wallet)**
- **Teach – Introduce a new grapheme / words (green wallet)**
- **Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words (yellow wallet)**
- **Apply – Use the new graphemes / words in games and activities to secure knowledge (blue wallet)**
- **Assess – Monitor progress within each phase to inform planning.**

Lessons

Children in Reception will be taught a discrete phonics session daily for a twenty minute period. Phonics skills are also embedded in writing and reading tasks in Literacy sessions. Groups will be differentiated to ensure that all children are reaching their full potential within a challenging and supportive environment. The driving ethos should be for all children to complete Phase 4 by the end of Reception and have a sound understanding in order to start Phase 5 by the start of Autumn Term 2 in Year 1. Children are introduced to the "tricky words" and aim to read and write the high frequency words for Phases 2 to 4 before they enter Year 1. Children in Year 1 have access to high quality daily phonics sessions for twenty-five minutes. Groups will be differentiated to ensure all children reach their full potential and



teachers and teaching assistants work with groups of 10 -20 children. For some children with SEND teaching will be in smaller groups. The underlying aim of Year 1 should be to ensure all children have completed Phases 4 and 5 and be ready to begin Phase 6 upon entry into Year 2. They should have plenty of practise in recognising 'Alien' or pseudo words, in readiness for the Phonic Screening Check and to give them the confidence to read any word. Children in Year 2 will have access to high quality daily phonics lessons for twenty five minutes. Provision is differentiated to ensure all children reach their full potential. Teachers and teaching assistants work with groups of 10 -20 children. For some children with SEND teaching will be in smaller groups. The underlying aim in Year 2 is to ensure that all children have successfully completed Phase 6 while revisiting earlier phases to reinforce previous learning and to also re-experience 'tricky words' that they have encountered before. All children should aim to read and write all the common exception words for Years 1 and 2.

HOME READING

Home reading is essential and is at the heart of our homework contracts with pupils and parents. Children in the Early Years and KS1 are expected to read at home to an adult daily. This is recorded within their reading record log and monitored closely by class teachers and teaching assistants.

Home support is encouraged through the Bug Club Phonics and Independent books which include high quality texts and helpful questions which allow parents to be involved in their child's learning. As the children progress and become more confident, individual home readers are provided with parents being encouraged to read daily with their child and communicate with school through comments in a reading log. Tricky words and sets of words linked to the letters and Sounds phase sets will be sent home to practice. In addition, Books from the schemes Rising Stars and Oxford Reading Tree will be sent home to read. The Dandelion book scheme will be used to support our SEND children with reading at home. Homework sheets from the Phonics Tracker are also available. Children in Year 1 and 2 receive weekly spellings to learn. A phonics workshop for Reception parents is held in the Autumn Term.

ACHIEVING OUR AIMS

As a school we will persistently strive to:

- ★ Expose our children to a stimulating range of books and texts.
- ★ Provide a range of reading experiences including individual, paired, shared and guided reading opportunities.
- ★ Involve and encourage parents in the reading process as much as possible.
- ★ Ensure reading is both structured and enjoyable.
- ★ Use record keeping and regular assessment to monitor progress.
- ★ Provide support for children with Special Educational Needs as appropriate
- ★ Supply engaging texts (in line with the National Curriculum) that are age related with appropriate vocabulary
- ★ Encourage independence through the development of a variety of reading skills.
- ★ Challenge our children to become confident readers with a true love of books.
- ★ Present reading as a lifelong skill, something to treasure and not to fear or be seen as a chore.

