

Reading and Phonics KS1

At Our Lady of Lourdes Catholic primary School, we believe that it is very important for children to develop a love of books and enthusiasm for reading.

In the early years of school children are exposed to a 'print rich' environment including signs, labels, keywords, displays and role play areas which all give opportunities for reading.

In each classroom, there is a book area of picture books and 'real' books which the children can enjoy looking at, sharing with a friend and listening to during story time.

Class books support topics in all areas of the curriculum and also for children to enjoy independently. In this way, children understand that we 'learn to read' and 'read to learn'.

We have a selection of reading schemes and 'real' books to support the children. These are carefully graded by reading levels known as book bands. This means that when we know a child's book band, they will be able to select books from different reading schemes with confidence, knowing that they are the right level. We also have a large selection of 'free readers' available for those children who have reached the end of the banded reading schemes.

Children will receive daily support with their reading in school through a variety of approaches:

- Shared Reading - each day classes or groups will share a text, e.g. a big book, report on the IWB as well as read aloud words, phrases or sentences. Individual children may also be asked to read these, or parts of the text. This shared reading will have a focus, for example, key words, punctuation or spelling which links with the day's learning.
- Guided Reading - readers of a similar ability are grouped and share a text led by class teachers. Readers take it in turns to read and discuss the text, concentrating on the assessment focus for that session.
- Individual Reading - in KS1 individual reading with an adult occurs for each child weekly. Readers needing more support will read more frequently. Each time a child is read with individually, a comment will be written in their reading record.

At every occasion when a child reads in school there will be an emphasis on their understanding of what they have read, as well as fluency. It is important that this is encouraged at home.

Phonics

High quality phonics is vital in order for children to secure the crucial skills of word recognition that enables them to read fluently and automatically.

All phonics is taught following the letters and sounds programme which is linked and planned alongside Jolly Phonics. The actions from the Jolly Phonics songs are used to increase the children's confidence and prompt them whilst writing. Children begin to use interactive ICT resources to practise phonics skills.

Children are grouped according to phase rather than age in order to make sure all children reach their full potential. The Letters and Sounds programme of study is used to underpin the planning of daily phonic lessons. Sessions include the use of rhymes, songs, writing, games and the use of the interactive whiteboard.

In accordance with Letters and Sounds, class teachers plan their phonics teaching using a five part structure:

1. Revisit previous learning.
2. Teach the new phoneme/rule for that day.
3. Practise using the new phoneme/rule for that day.
4. Apply when playing a) a game b) writing c) speaking.
5. Assess children's knowledge of the day's learning.

The teaching of phonics is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context.