



## Phonics at SS Peter and Paul Catholic Primary School.

At SS Peter and Paul phonics and reading are an intrinsic part of our literacy teaching. The importance of children knowledge in this area has a great impact on the rest of their learning in the curriculum. It is ever evident that we read to learn.

### PHONICS

We use a mixture of Jolly Phonics and Letters and Sounds to teach phonics.

Phonics sessions take place daily across the Early Years Foundation stage and Key Stage One. The sessions last around 15 minutes per day and are filled with a large range of fun based activities where the children can enjoy their learning.

We teach using a mixture of the letters and sounds framework and the new English curriculum. We also use a range of resources to implement the letters and sounds framework

We teach by phase and not by age. We try our best to ensure the children receive phonics teaching suited to their current level of ability. Therefore the phases we teach may not be the same each year as it depends on the current cohort level of ability.

We regularly assess children on their level of phonic knowledge (at least every term) to ensure the level the children are working at is appropriate. We do this through spellings (key stage 1), phonic assessment from the letters and sounds document and teacher knowledge of how the children are coping in daily sessions. At the end of Year One children are tested using the national phonics test, if children fail to pass at a required level they are re-tested at the end of Year Two.

Children are encouraged to learn spelling patterns and phonic sounds at home.

### READING

We use a mixture of Oxford reading books including Oxford reading tree and phonics based reading books.

Reading takes a role in our curriculum in many ways. The children have reading books from the scheme to take home weekly. This starts in the summer term of Nursery whereby the children are given picture books without words to share with family and prepare them for getting ready to read. In Reception and key stage one the children take home reading books from our scheme.

Towards the end of Key stage one parents are encouraged to read a range of materials rather than a focus on just the reading scheme. They are asked to note the other materials into the child's reading record as well as school reading books. We advise our parents of the importance of discussing the books the children have read and encourage them to not just read the words but to find out about what lies beneath the text. We provide them with prompt questions to ask their children to enable them to facilitate the progress of their children. We regularly assess level of reading and ensure children are reading a stage suitable to their ability. We do this by teacher knowledge and individual reading to teacher to check suitability (on a termly basis).

We hear all children group read from reception and this happens once a week for every child. We keep detailed notes about how the children read and their responses to the different assessment focuses we are addressing in that session.

In all our classes we regularly read stories to the children and promote good role models in reading.

Our reading assessment is such that, we use individual and guided reading notes, literacy planning notes and literacy class work to provide a rounded picture of the child and ensure we are making accurate and informed judgements.

We also regularly have monitoring meetings where we compare judgements we have made with others, in this interview type meeting we talk through our judgements and provide evidence, we can then 'agree' judgements to ensure accuracy.