



St Andrew and St Francis CE Primary School

The Teaching of Reading & Phonics

The systematic teaching of phonics is central to our approach to teaching reading at St Andrew and St Francis and is based on Letters and Sounds. This is supplemented in Reception with the Jolly Phonics scheme.

The Nursery curriculum provides rich opportunities to talk and listen in a range of contexts. Nursery staff encourage careful listening to sounds in a language-rich environment with a specific focus in the Summer Term on orally segmenting and blending words.

Phonics is taught every day for 20 minutes in each Reception and KS1 class. The sessions are rigorously structured and are fast paced and engaging. Pupils from Reception onwards bring home sound and word cards in their book bags to complement the sounds they are learning at school. Pupils' learning of phonics is rigorously tracked and intervention groups are put in place if pupils are found to be falling behind.

KS1 pupil progress is tracked throughout the year and books are recorded in a home/ school diary. This also encourages a dialogue about reading between home and school. Groups reading targets are given to all pupils in their teaching or Reading books. Reading journals start in Reception and are used throughout the school to encourage pupils and parents to write or discuss what they have read.

KS1 Spellings are linked to the week's phonics lessons

Reading lessons take place every day across the school. Pupils in the Early Years and KS1 are grouped by ability. Teaching of Reading is taught as a stand-alone subject. Learning objectives for each lesson are explicit. Learning objectives cover different assessment focuses and link to individual reading targets. The teacher's reading record sheets are consistent throughout the school and identify learning objectives, success criteria and group reading targets.

Tracking of individual reading is rigorous and frequent. Teachers assess reading through 1:1 reading, phonic assessments, guided reading, weekly reading comprehension and half termly assessments. Pupils may be identified as needing additional support which may be provided on a 1:1 basis or small group work. The consistent teaching of reading is given high priority throughout the school and staff are given regular CPD to ensure teaching is thorough and consistent.