



ST THERÈSE OF LISIEUX  
CATHOLIC PRIMARY SCHOOL

# Phonics and Early Reading Strategy

2020-2021

# St Therese of Lisieux Catholic Primary

## ***Phonics and Early Reading Strategy***



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*"To learn to read is to light a fire; every syllable that is spelled out is a spark!" - Victor Hugo*

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At St Therese, reading is at the heart of the curriculum and is fundamental in developing successful independent learners. Our aim is for all children to leave our school being confident, resilient readers, able to decode and understand a wide range of different texts across the curriculum. We want children to love reading, and that can only happen if children can read. This begins with high quality early reading and phonics.

From Early Years to Year 6, we ensure that our children not only learn the skills and knowledge to enable them to read, but also develop a love and passion for reading. It is immersion in high quality texts throughout the curriculum that allows children to be exposed to the power of words and structure of language in order to develop important basic reading skills. Children need to acquire secure and automatic decoding skills to progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure.

### **Phonics at St Therese**

At St. Therese, we believe that all pupils will learn to read through a clear and progressive approach to phonics teaching. We follow the ‘Letters & Sounds’ principles and practice to deliver high-quality phonics teaching and learning. The phonics teaching is intensive, following the ‘Phonics Bug’ programme.

‘Letters & Sounds’ is a six-phase teaching programme designed to help children understand how letters in the alphabet work to help us to read and spell. It is vital that the teaching of phonics in school is systematic and expectations are clear. Of the 26 letters and 44 phonemes, there are approximately 140 different letter combinations which children need to learn to become fluent readers.

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### **Early Years**

Phonics provision begins on entry to our EYFS with direct phonics teaching complemented by multi- sensory activities and approaches. We follow Letters & Sounds through the use of Phonics Bug to support the sequence of our teaching. Learning is facilitated through creative, inspiring and stimulating phonics sessions.

Within the Early Years setting, opportunities to play and explore sounds are embedded in order to develop core listening and sound discrimination skills, which are essential for children to be successful readers and writers. A 10-15 minute phonics session will be taught daily throughout the Foundation Stage.

By the end of Reception we expect that the vast majority of children are secure with reading Phase 3 sounds both in isolation and within simple words, and moving into Phase 4 in the summer term to develop skills of segmenting and blending. It is expected that these skills will be applied in their spelling also.

In addition, by the end of Reception, we aspire for all pupils to be able to understand and use the following terminology;

- Phonemes
- Digraphs
- Trigraphs
- CVC words
- Split digraphs
- Capital and lower case letter

### **Year 1**

Children are expected to begin Year 1 Phase 4 ready to broaden and consolidate their knowledge of graphemes and phonemes for use in reading and spelling. During the autumn term children in Year 1 begin Phase 5. During this phase, pupils learn alternative pronunciations for the graphemes taught so far.

Whole class discrete phonics lessons are taught daily using a range of teaching and learning methods, while still maintaining fidelity to the Letters and Sounds structure

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through Phonics Bug. Although all pupils are exposed to the same learning in the initial input, tasks and activities are differentiated according to needs and abilities of each child. Continuous and half termly assessments ensure pupils are suitably supported where needed. Where gaps in learning are identified, timely interventions are delivered.

It is our intention that all pupils confidently complete Phase 5 and are therefore able to meet the demands of the Phonic Screening Check in the summer term. In addition to this, Phase 6 is also commenced in preparation for Year 2.

### **Year 2**

Upon entry in to Year 2, our expectations are for children to be secure with Phase 5 and be Phase 6 ready. By the beginning of Phase 6, children should know most of the common grapheme–phoneme correspondences (GPCs) enabling them to be confident in reading words through a range of strategies. Within phase 6 children are introduced to more formal grammar and spelling rules and strategies (i.e. prefixes and suffixes).

Whole class discrete phonics lessons are taught daily in Year 2 following the Phase 6 Phonics Bug programme, supplementing this with a range of spelling, punctuation and grammar focussed lessons. All children access the same teaching and learning, and where needed, support is put in place to consolidate. Half-termly assessments are carried out in order to inform the level of support that is required.

Throughout Year 2 we would be expecting pupils to become confident, fluent and independent readers with a range of strategies and skills. We would also expect pupils to be increasingly more confident using correct grammar and spelling rules in their writing. Any children who did not meet the required National Standard in the phonics screening check in Year 1 would be supported and expected to re-sit this check at the same time as the Year 1 pupils. These children would continue to be supported within KS2.

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### Reading Skills

Alongside developing essential phonics skills throughout Early Years and Key Stage One, we also ensure our pupils across school develop these further reading skills as stated in the National Curriculum;

EYFS	KEY STAGE 1	
Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> <li>They demonstrate an understanding when talking with others about what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>Read accurately by blending taught GPC.</li> <li>Read common exception words</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read multisyllable words containing taught GPCs.</li> <li>Read contractions and understanding use of apostrophe</li> <li>Read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is Fluent.</li> <li>Read accurately by blending, including alternative sounds for graphemes.</li> <li>Read multi-syllable words containing these graphemes.</li> <li>Read common suffixes.</li> <li>Read exception words, noting unusual correspondences.</li> <li>Read most words quickly &amp; accurately without overt sounding and blending.</li> </ul>
KEY STAGE 2		
Year 3/4	Year 5/6	<p><b>By Key Stage 2, children should be able to decode accurately, and be applying a growing wider English curriculum knowledge to their reading of new and challenging vocabulary – progressively with the increasing level of challenge presented in the texts which they are presented.</b></p>
<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	

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### **Reading Books**

In order to promote reading both within school and at home we encourage the Nursery children to take home storybooks which they can share and talk about at home with their family. We believe this shared reading is the start of a developing love for reading.

When children are ready, they will be introduced to our Oxford Reading Tree phonics books which carefully match to their phonic knowledge ensuring the children experience success and a positive attitude towards reading. These phonic matched books enable children to reinforce their current learning in school, revisit previously learnt sounds and support a growing vocabulary. They will read these to a teacher on a 1:1 basis at least twice a week. These books are also taken home in order for parents to celebrate their reading success. As well as this, each pupil will have access to the online learning range from 'Phonics Bug' which will have books assigned to them by their class teacher. The e-books that are assigned to each pupil is matched to their phonic ability and an opportunity to practise and consolidate phonetic learning at home.

Children in Early Years are also given a 'sound book' which contains all phonetical sounds and actions which can be practised and shared at home.

Within KS1 children develop speed and fluency with their reading and are expected to read to a teacher at least twice a week. In KS1, in addition to phonetically matched books, all children will take home a schemed reading book to read with their parents as well as online access to the Phonics Bug E-Book range online. A reading record is used to document and record reading each pupil completes and written comments are made to communicate between home and school. We expect all children to read at least 4 times per week at home and an adult to comment on this in their reading record.

Those children who are not reading regularly at home are targeted and given regular opportunities to read with an adult in school. In addition to this we have reading

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ambassadors in Year 5 and 6 whom are partnered with younger children identified as needing extra reading opportunities.

Everyday throughout school children experience a shared text or story within their class. This supports the promotion of a love for reading and reading for pleasure. The wider curriculum is designed to promote and support our reading curriculum with close links between shared texts and creative writing tasks.