

## **Reading and Phonics – Advice for Parents**

The new draft National Curriculum for English states that:

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading. Reading widely and often increases pupils’ understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure-house of wonder and joy for curious young minds.”

### **Phonics**

At St Anthony’s we use the Letters and Sounds programme to teach phonics. Phonics is a systematic approach to teaching letter sounds and combinations of letter sounds as well as support for spelling.

There are six phases in the Letters and Sounds programme.

#### **Nursery Phase 1**

This covers sound recognition, rhythm and rhyme, hearing sounds in words.

#### **Reception Phases 2 and 3**

These cover recognising the written letters to match the sounds heard in simple words. There are 44 sounds altogether. The Jolly Phonics CD and book are used as part of our multi-sensory approach to teaching and learning. Each day children have the opportunity to review their previous learning, learn a new sound or spelling pattern and practise and apply what they have learned.

#### **Year 1 Consolidation of Phases 2 and 3**

The children move on to longer words. As they become secure, they move onto Phases 4 and 5, learning to read and write more complex words e.g split e words such as hid/ hide, tub/ tube, mat/ mate.

Near the end of Year 1, children are required to take a National Phonics Test. Those not meeting the required standard will be retested the following year.

#### **Year 2 Consolidation of Phases 4 and 5**

The children extend their phonic ability within Phases 4 and 5, progressing into Phase 6, where they are becoming fluent readers and more accurate spellers.

The Letters and Sounds programme will be followed until every child has achieved Phase 6.

The school uses the Rapid Phonics Intervention Programme from Year 1 to Year 6 to help those children who have difficulty. They are supported in small groups using multi-sensory materials.

### **Spelling**

#### **Year 1**

3 sentences are sent home weekly for parents to work on with the children before their weekly test. All spellings are based on the sounds which have been taught in class that week.

#### **Year 2**

5 sentences are sent home weekly for parents to work on with the children. The spelling sheet is returned to school, completed in neat handwriting, and there is a weekly test.

#### Year 3

Spelling homework is set weekly, to be completed and returned the following week. Parents are expected to work with the children as they work towards a half-termly test.

#### Year 4

A spelling unit is worked through each half term, with most aspects covered in class and homework set as appropriate. Children are tested half-termly and parents are expected to support them in preparing for this.

#### Year 5

The children learn spellings from the '100 Word List' for Years 5 and 6 which is part of the New National Curriculum. The children are given 10 new words each week but their weekly test can include all previous words. Parents are expected to help children learn the words and prepare for the test.

#### Year 6

A cross curricular approach is taken to spelling. Work is assessed and spelling rules are discussed and applied during structured Grammar lessons.

### **Reading**

Children take books home to share with parents beginning in the Nursery. During the first term in Reception, books will be issued, first simple picture books with no words and progressing to short stories, often featuring particular phonics. Please encourage your child to use their phonics skills to read; guidance for parents on phonics and reading development is provided at the parents' sessions in Nursery, Reception, Year 1 and Year 3.

At St Anthony's, all our reading books are colour banded. Your child will be given a book to read at home at the right level. Please read, share and discuss each book, several times if necessary until your child is comfortable with it, then sign the Reading Record Book on each occasion. Books will only be changed if this has been done.

Every colour band includes books from a range of reading schemes so that they will experience a variety of stories, text types and illustrations. The majority of books within the early book bands can be decoded using phonics skills and knowledge. The principle published schemes used for early reading include Oxford Reading Tree, Floppy Phonics, Songbirds and Phonics Bug.

After the children have achieved Band 10, they move on to become free readers which allows them to choose their own book from those available within the relevant colour band. Children move up through the bands as they become more fluent in their reading. It remains important for parents to listen to children's reading and discuss the characters, settings and stories to ensure understanding.

Each child shares a weekly, small group guided reading session with an adult who will model the reading process and help with understanding and interpretation of the text. Some children will have one-to-one reading support several times a week.

### **Reading for Pleasure**

All classes have daily opportunities for quiet reading.

The classes have Enjoying Literature lessons when they share a carefully chosen, inspiring book which they all enjoy; we believe this helps them to value reading as a

pleasurable pastime. These lessons also develop the children's higher order skills. It teaches them to engage with text, referring to it when justifying their answers to searching questions. All children are also encouraged to borrow books from the school library to enrich and widen their reading experiences. Parents are expected to share and enjoy these books with their children. As children move up through the school they are urged to join and use the local libraries, taking part in activities such as the Summer Reading Challenge. We hope that these good habits will remain with the pupils throughout their lives enriching their careers, personal development and recreation.