

Phonics Curriculum Statement

Mission Statement

Our school community is rooted in the Gospel and the vision of St. Catherine of Siena. This inspires each of us *'To be who God wants us to be and so set the world on fire.'*

- We are called to love one another as we seek to be the best in all that we learn and do.
- We celebrate and nurture the gifts, talents and skills of everyone.
- We commit ourselves to grow together in faith, love and service.

More specifically, this means we aim to:



Intent

At St. Catherine's, our intent is to build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.

We have designed a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.

Implementation

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1.

- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.

- Intervention is planned for those children who are working below expected levels.
- Jolly Phonics is used as the spine for delivery of the phonics sessions. Jolly phonics is visual, audial and kinaesthetic, thus increasing the likelihood of rapid progress.
- Pupils will be given Reading books which closely match the phase of phonics that they are currently working within.

Reading

- Reading forms the core of our curriculum. All children read and are read so that they develop a love of reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum.
- Reading Scheme – we use a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, Graphic Novels and some of The Power of Reading recommended texts. All books are Book Banded in order to ensure progression and challenge for all children.
- Classic Texts – all children will have classic texts read to them in all year groups. This may include traditional fairy tales / rhymes in FS and KS1 to established classic novels in KS2.
- Children from Year 1 complete the Salford reading test to ensure they read appropriately challenging books. This is regularly checked termly and reading books bands are changed accordingly.
- Individual Reading – all children in Foundation Stage read individually to a trained adult each weekly. Throughout school, a minority of children will read 1 to 1 with an adult as a form of intervention as needed.
- Home Reading – all children are expected to read at home and take home 'home' reading books. All children in UFS and Year 1 take home two reading books. Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in Nursery. Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more. 'Working and growing together' a familiar read and a new read both of which are phonetically plausible. Children in Year 2 who did not pass Phonics Screening in Year 1 take home 2 reading books, a familiar read and a new read. Children in KS2 who did not pass Phonics Screening in Year 2 take home 2 reading books, a familiar read and a new read.

- Guided Reading – all children from Upper Foundation Stage take part in Guided Reading. Guided Reading Sessions, which run x3 sessions per week, are planned by all teachers to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors. From Year 2, Guided Reading sessions specifically link to high-quality texts being covered in writing lessons to form strong links between reading and writing.
- Reading Areas - all classrooms have inspiring class reading areas with subject specific books and other age-appropriate reading for pleasure books. All classrooms have access to themed mental well-being books outside the classroom.
- Library - all children visit the school library each week and choose a book to read at home for pleasure.

Impact

Children will have a love of reading and make at least good progress in Reading from their last point of statutory assessment or from their starting point in Nursery/Reception.

Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.