



## **Reading and Phonics at Our Lady Catholic Primary School**

### **At OLS our intent is that:**

- All pupils foster a love of reading by developing a positive relationship with the written word
- All pupils read at an age appropriate level for their ability and year group
- All pupils are well prepared for reading in the futures

### **Promoting a love of reading at OLS**

- Door signs about what is being read in class and by class teachers
- Reading areas in each classroom
- 'We have been reading' displays in classrooms
- Reading book bands are sub levelled to ensure small steps in phonics progression
- Large library accessible to all children full of high quality texts
- 'Book Week' is highly celebrated across the whole school
- Scholastic book fair visits once a year to promote reading further
- Class reads
- Parent helpers to support with reading
- Secret reader in Reception
- Whole school 'engage and explore' English units focussed around the exploration of a different book three times a year
- Dedicated reading support staff member once a week
- Reading aloud in class daily
- Use of visualizer in class to support group and shared reading
- World Book Day celebrated every year

### **Class reads**

Each half term from year 2-6 there is a class novel that each class reads. These are novels that are read to the class by the class teacher.

In Reception and Year 1 the class have a 'core books' selection that are read regularly to provide children with the knowledge of story structures, retelling and a familiarity of the written word.

The books are a diverse selection, challenging for the class and have a range of protagonists and settings.

Our Lady Catholic Primary School's reading spine

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1							
Autumn 2							
Spring 1							
Spring 2							
Summer 1							
Summer 2							

**Phonics**

Discrete phonics lessons are taught daily in Reception, Year 1 and Year 2. The sessions on a Tuesday-Friday are taught in small streamed groups based on the phonics level the child is working within. Monday's session is whole class to ensure all children are exposed to a range of phonetic sounds and activities.

The children are assessed half termly and the groups can be changed at any point depending on a child's progress.

Reception	Year 1	Year 2
Letters and sounds provides the structure of the phonics curriculum that is taught in Reception/Year 1/Year 2		
<p><b>Monster Phonics</b>                      Monsters are introduced at the time the digraphs are introduced.                      The monsters stories are shared with the class.                      The teacher uses the appropriate colour when scribing each sound.                      Print in the environment incorporates the monsters sound colours.</p>	<p><b>Monster Phonics</b>                      The monsters are referred to when teaching each sound.                      The videos are used to reinforce the learning.                      The teacher uses the appropriate colour when scribing each sound.</p>	<p><b>Monster Phonics</b>                      When teaching a new spelling rule at the beginning of the week the teacher uses the monster phonics PowerPoint to introduce the learning.                      The teacher uses the appropriate colour when scribing each sound.                      The children begin to use the appropriate colours when writing in their phonics lessons.</p>
<p><b>Jolly phonics</b>                      The songs and actions are introduced when learning each Phase 2 and 3 sound.</p>	<p><b>Jolly phonics</b>                      Actions and songs are continued to be reinforced for children that are working in the reception phonics grouping</p>	

Extra phonics support happens throughout Reception, KS1 and U/LKS2 where needed. These sessions can be 1:1 or small group.

LKS2 teaching assistant delivers weekly phonic sessions for the Year 3 and 4 children who need further catch up.

### Phonics screening

Children in Year 1 sit the statutory phonics screening in the summer term. Children that did not reach the pass standard the year before from Year 2, also resit the screening check in Year 2. Any child that does not meet the pass mark in Year 2 for a second time, continues to receive phonics support in Year 3.

### Reading at home and reading book levels

Children in Reception and KS1 are provided with a reading level book and reading comprehension book to read at home. These are changed a minimum of twice a week. Children in Year 3 that are securing their phonic knowledge also have access to levelled reading books. Children in Years 4-6 have the opportunity to read books of their own choice either from home or the school library.

Book Band	
0 Lilac	P1
1 Pink	P2
	P3
	P4
	P5
2 Red	R1
	R2
3 Yellow	Y1
	Y2
4 Blue	B1
	B2
5 Green	
6 Orange	
7 Turquoise	
8 Purple	
9 Gold	
10 White	
11 Lime	
12 Copper	
13 Grey	

Reading sublevels explained:

P1- no words  
 P2- SATPIN  
 P3- most phase 2 sounds known  
 P4- all phase 2 sounds and confidently blending CVC words independently  
 P5- as P4 but able to read simple sentences  
 R1- some phase 3 sounds known  
 R2- all phase 3 sounds known  
 Y1- good understanding of phase 3 and uses to decode  
 Y2- words with constant clusters (blends)  
 B1- fully decodable phase 4 using knowledge of blends  
 B2- split digraphs introduced and moving into phase 5 sounds

Children are expected to read a minimum of three times a week to an adult at home. This is to be recorded in the reading record book, and signed by an adult at home. This is monitored in school weekly.

Reading at home is promoted in school through the use of house points and an extra weekly outdoor time in KS2.

Every parent workshop (each term) has a focus on the importance of reading at home.

## Guided reading

Reception	KS1	LKS2	UKS2
<p><b>Reception</b> Adults read aloud to the children daily. They read a range of texts linked to the children's interests and relevant topics.</p> <p>A range of fiction and nonfiction books are available to the children in the learning environment and are shared with individuals and groups of children regularly.</p> <p>Children read with an adult 1:1 twice a week using a book which links to their phonic level.</p>	<p><b>Year 1</b> GR is introduced in the spring term. GR sessions take place 2/3 times a week and consist of a carousel of activities carried out in small groups:</p> <ul style="list-style-type: none"> <li>- Group reading focussed on decoding words and comprehension.</li> <li>- Phonics</li> </ul> <p>Children read with an adult 1:1 twice a week using a book which links to their phonic level.</p> <p><b>Year 2</b> GR takes place three times a week and consists of a carousel of activities carried out in small groups:</p> <ul style="list-style-type: none"> <li>- Group reading focussed on decoding words and comprehension</li> <li>- Phonics activity</li> <li>- Handwriting</li> <li>- Independent reading comprehension activity.</li> </ul> <p>Children read with an adult 1:1 twice a week using a book which links to their phonic level.</p> <p>Different texts are used depending on the groups and match the children's phonics and book band levels.</p>	<p><b>Year 3</b> GR takes place three times a week and consists of a carousel of activities carried out in small groups:</p> <ul style="list-style-type: none"> <li>- Group reading focussed on decoding words and comprehension</li> <li>- Phonics activity</li> <li>- Handwriting</li> <li>- Independent reading comprehension activity.</li> </ul> <p>Children read with an adult 1:1 twice a week using a book which links to their phonic level.</p> <p>Different texts are used depending on the groups and match the children's phonics and book band levels.</p> <p><b>Year 4</b> GR takes place twice a week and consists of a carousel of activities carried out in small groups. These activities consist of:</p> <ul style="list-style-type: none"> <li>- Group reading focussed on decoding words and comprehension</li> <li>- Phonics activity</li> <li>- Handwriting</li> <li>- Independent reading comprehension activity.</li> </ul>	<p><b>Year 5</b> GR takes place twice a week and consists of a carousel of activities carried out in small groups. These activities consist of:</p> <ul style="list-style-type: none"> <li>- Group reading focussed on decoding words and comprehension</li> <li>- Phonics activity</li> <li>- Handwriting</li> <li>- Independent reading comprehension activity.</li> </ul> <p><b>Year 6</b> Reading comprehension lessons take place daily in small groups, whole class and targeted support groups.</p>

