

# Christ Church Charnock Richard C.E. Primary School

*Inspired to learn, grow and flourish within our  
Christian family*



Phonics and Reading Curriculum  
Updated September 2021

At Christ Church, we believe that phonics is the foundation of learning and provides children with the skills to develop into fluent and confident readers and writers. There is nothing more important than this as it allows a world of possibilities and academic success to be open to children so that they can believe and achieve anything they desire. We passionately believe that with the right support that all children can and will learn to read. Phonics is taught discretely every day because we feel passionately about not compromising the knowledge, skills and understanding needed to become an effective reader. Children are given every opportunity to apply their skills and understanding throughout the rest of our curriculum. Phonics is taught through a sequence of daily lessons and children will be encouraged and supported to not only develop their decoding skills but also their comprehension and fluency skills.

Reading and writing do not stop at the end of a phonics session; a love of literature will be at the heart of all learning at Christ Church. Books and reading open up a whole host of learning opportunities and are the main driver for our extensive English curriculum.

Our children are provided with a variety of opportunities to develop and extend their phonics skills in and across EYFS and Key Stage 1. It will also be continued into Key Stage 2, where necessary, to support those children who do not yet have the phonic knowledge and 4 skills they need. Progress is tracked each term to ensure children are working at the appropriate phase. Those who do not pass the phonics screening at the end of Year 1 are put into a twice-weekly FastTrack phonics intervention.

For our phonics teaching we use the Bug Club phonics scheme. Bug Club provides a fast-paced, firm foundation in phonics where children are taught to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step. In Year 2, weekly spellings continue and the emphasis is much more on spelling and grammar rules rather than phonics. Direct phonics is used to consolidate phonic patterns for those who still need it.

### **Age Related Expectations for the end of the school year:**

#### **By the end of EYFS children should:**

- read and understand simple sentences.
- use phonic knowledge to decode common words and read them aloud accurately.
- confidently read by sight the Stage 2 and 3 common exception words
- use phonic knowledge to write words in a way which matches how the sounds are said.
- write some irregular common words.

#### **By the end of Year 1 children should:**

- apply phonic knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- read many frequently-encountered words automatically;
- read phonically decodable three-syllable words;
- read a range of age-appropriate texts fluently;
- demonstrate understanding of age-appropriate texts.
- read decodable words that end –s, –es, -ing, -ed, -er, -est
- Say the correct sound to grapheme for all the 40+ phonemes up to Stage 5.

#### **By the end of Year 2 children should:**

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.

- Read and spell most common exception words for year 2.
- Read words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without hesitation.
- Segment spoken words into phonemes and represent these by graphemes.

We hold a Phonics evening for foundation stage parents early in September to explain how we teach phonics and how parents can support their child. We also hold a follow up session for Year 1 parents in the Autumn 2 term.


Terminology:

**Phoneme:** A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led).


**Grapheme:** A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.

**Terminology**

**phoneme**  
a sound in a word



**grapheme**  
a letter or sequence of letters that represents a phoneme



1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.

At Christ Church we aim to foster a love of reading in all our children.

The programme of study for reading at Key Stages 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading).

Teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners when they start school. As children move through the early stages of acquiring phonics, they practise by reading texts which are entirely decodable for them from the Phonics Bug, Songbirds and Oxford Reading Tree schemes.

## Reading at Christ Church

In Foundation Stage, children are sent home 2 reading books. One has no words in and the other links to the phonics they have been taught that week. The purpose of reading books with no words is so that children can retell the story using pictures, relating it to their own lives etc. A phonics/reading workshop is held during the first two weeks to support parents with strategies for reading at home and their phonic development. Attendance at this meeting is always excellent.

As the children progress through phonics each week the resources are sent home to support reading in school with words in and a book which relates to the phonics level they are at. Books are changed twice a week and phonics and word checks are done, with new sets sent home when appropriate.

In Key Stage 1, once children have a secure knowledge of letter/sound correspondences and can blend words confidently, they access our Banded Reading Scheme. This is designed to give children experience of a variety of reading genres. There are fiction and non-fiction books within each level.

All children are encouraged to select books from the school library or from home to share with their parents. All children are expected to read at least 5 times per week, but often they read daily. Once children can read fluently and with a good understanding, they self-select books for independent reading.

In addition, children in Years 4-6 take part in 'Let's Read' time, for 20 minutes twice a week. This encourages children to access high-level literature from a vast variety of authors that they may not have engaged with before.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through daily whole class reading sessions which expose pupils' to high-quality discussion with the teacher, allowing them to access a high-quality range of stories, poems and non-fiction texts. All pupils must be encouraged (both at home and school) to read widely across both fiction and non-fiction genres to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.