



Liscard Primary School  
Our Approach to

# Phonics and Reading



At Liscard Primary School we aim to create a rich reading curriculum where children are supported in becoming independent readers. We believe that every child should have the right to be literate and develop a love and passion for reading. Reading for pleasure is at the heart of our curriculum. Providing a range of high quality experiences of literature is vital in supporting children to become enthusiastic and confident readers and writers.

Rich reading experiences are provided through daily shared and independent reading opportunities. Children engage with a language rich environment where storytelling, reading aloud, rhyme and song are embedded across the curriculum.

Opportunities to involve families in children's literacy journeys are vital in providing an enabling environment. We offer reading workshops, assemblies, mystery readers, stay and play days, storytelling workshops and parent/carer reading courses across the school allowing families to learn alongside children.

Phonics is an important component in developing early reading and writing skills. At Liscard we ensure that the teaching of phonics is explicit and systematic and where children are supported in reading for purpose and making connections and links to reinforce their learning. We follow the Letters and Sounds programme, which provides a detailed, systematic programme for teaching children the skills needed to become competent and confident readers and writers.

Children are given creative opportunities to apply and practise their phonic skills throughout the curriculum outside of the discrete phonics lesson.



### **F1- Phase 1:**

In Phase 1 children develop their speaking and listening skills. They will develop their listening skills through a range of fun and interactive activities based on 7 Aspects; environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. Children will begin to develop and build the foundations to their phonological awareness in this phase which will support children as they move through each phonic phase.

Children will learn to:

- Tune into sounds
- Listen to and remember sounds
- Talk about sounds
- Play sound games
- Group words, sounds and objects
- Sing rhymes and songs
- Listen to stories
- Be introduced to oral segmenting and blending of sounds in words

These activities will support your child as they move through to Phase 2 in Foundation 2.

### **F2- Phase 2 & 3/4**

In Phase 2 children will be becoming phonemically aware and will be more aware of words as units of sound, syllables in words and begin to recognise word and spelling patterns. Children will be introduced to letters (grapheme) and their corresponding sounds (phoneme) in addition to high frequency word recognition. As children become more confident with their grapheme phoneme correspondence (GPC) they will begin to blend and segment words. Children are taught in a fun, active, multi-sensory, explicit and systematic approach with opportunities to reinforce their phonic knowledge across the curriculum.

Children will learn to:

- Identify 44 GPC
- Segment and blend CVC words
- Segment and blend two syllable words
- Be introduced to digraphs/trigraphs
- Be introduced to consonant clusters at the start and end of words

What we do at Liscard:

Preschool:	Foundation 1:	Foundation 2:
<ul style="list-style-type: none"> <li>○ Rhyme time</li> <li>○ Story time</li> <li>○ Listening and speaking games</li> <li>○ Musical instruments</li> <li>○ Parent stay and plays</li> <li>○ Singing songs</li> <li>○ Mark making</li> </ul>	<ul style="list-style-type: none"> <li>○ Daily Phonics session</li> <li>○ Bug club phonics</li> <li>○ Story times</li> <li>○ Shared reading</li> <li>○ Rhymes</li> <li>○ School Lending library</li> <li>○ Reading corners</li> <li>○ Writing table</li> <li>○ Parent stay and plays</li> </ul>	<ul style="list-style-type: none"> <li>○ Daily Phonics session</li> <li>○ Bug club phonics</li> <li>○ Story times</li> <li>○ Weekly Guided Reading</li> <li>○ Reading at home books</li> <li>○ Rhymes</li> <li>○ School lending library</li> <li>○ Reading corners</li> <li>○ Writing table</li> <li>○ Parent reading/phonics workshop</li> <li>○ Mystery readers</li> <li>○ Parent story time workshops</li> </ul>

Across Key Stage 1 and 2, a wide variety of core texts (both fiction and non-fiction) are used to motivate and inspire pupils. A key part to the development of children’s reading is to provide fulfilling experiences to promote and encourage a love of books. Embracing ‘Talk for Writing’ has allowed children to become familiar with the tune of a text, developing their oracy, recognition of language patterns and extending vocabulary.

The introduction of Accelerated Reading across Key Stage 1 and 2 has had a significant impact on the way our children read. Through daily Accelerated Reading sessions, children have the opportunity to read with an adult and independently before completing a short quiz based on inference and comprehension. By reading within their ZPD (reading range), children have a wide selection of books to choose from that are both engaging and appropriately challenging for their ability. Celebrating our children’s reading is vital, classroom displays, weekly celebration certificates and working towards ‘Masterclass’ all have a positive impact on encouraging success.

**Reading: Key Stage 1 and 2**

<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Daily Accelerated Reading</li> <li>● Shared Reading</li> <li>● Comprehension opportunities</li> <li>● Volunteer Readers</li> <li>● Class story</li> <li>● Independent Reading</li> <li>● Home Readers: Bug Club Phonics</li> <li>● Daily Phonics (including booster sessions)</li> <li>● Book Talk</li> </ul>
<b>Children not accessing AR/ Below ARE:</b> Access to decodable books, Guided Reading using Bug Club books, Bug Club assessments, phonics intervention, 1:1 reading with volunteer reader	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>● Daily Accelerated Reading</li> <li>● Shared Reading</li> <li>● Supplementary texts/ comprehension to support units</li> </ul>

	<ul style="list-style-type: none"> <li>● Sixty Second comprehension (SAT preparation)</li> <li>● Class Reading</li> <li>● Cracking Comprehension</li> <li>● Volunteer Readers</li> <li>● Common Exception word focus sessions</li> <li>● Independent Reading</li> <li>● Book Talk</li> </ul>
<p><b>Children not accessing AR/ Below ARE:</b> Bug Club/ F2 approach to reader, Bug Club reading assessment, daily phonics session, daily 1:1 reading sessions where appropriate in addition to Bug Club/Rapid Phonics guided reading sessions.</p>	
<p><b>Lower Key Stage 2</b></p>	<ul style="list-style-type: none"> <li>● Daily Accelerated Reading</li> <li>● Cross curricular opportunities using integrated Bug Club texts</li> <li>● Shared Reading</li> <li>● Core Text focus</li> <li>● Supplementary texts/ comprehension to support units of work</li> <li>● Cracking Comprehension</li> <li>● Independent Reading</li> <li>● Volunteer Readers</li> <li>● Book Talk</li> </ul>
<p><b>Opportunities for pupils below ARE:</b> 1:1 sessions with Reading Partnership, 1:1 TA support during AR, Y3 children below ARE access Star Reader 'Early Literacy' test (picture not word based), Y3 daily phonics teaching (group 4), multi-sensory learning opportunities for keywords, small group guided AR sessions/Rapid Phonics guided reading sessions.</p>	
<p><b>Upper Key Stage 2</b></p>	<ul style="list-style-type: none"> <li>● Daily Accelerated Reading</li> <li>● Keeping Skill: Comprehension/ Inference</li> <li>● Shared Reading linked to core text/ discreet teaching opportunities</li> <li>● Supplementary texts/ comprehension to support units of work</li> <li>● Cracking Comprehension</li> <li>● PP/LAC 1:1 daily reading session with TA/Teacher</li> <li>● Independent Reading</li> <li>● Vipers questions for texts leading to summary write</li> <li>● Volunteer Readers</li> <li>● Book Talk</li> </ul>
<p><b>Opportunities for pupils below ARE:</b> Daily 1:1 reading support for AR, Toe to Toe phonics intervention</p>	