

Phonics and Early Reading Statement

At Mossford Green Primary School, we value the role that the teaching of phonics plays in the development of skills in reading and writing.

Children begin their phonic learning in the nursery where they learn to discriminate sounds and, through appropriate songs and activities begin to develop their awareness of the sounds around them and, when ready, letter sounds.

Across the reception classes and KS1, children have teaching in phonics on a daily basis. Teaching follows the expectations of Letters and Sounds and is taught through a variety of activities, including the use of interactive programs such as Phonics Play and Fast Phonics. Jolly phonics is a key part of our approach in our Reception classes and continues into Year 1; the sounds linked to visuals and physical movement really help to embed children's knowledge and understanding. Teaching is usually delivered to the whole class, but children work in small groups and individually as necessary to support their learning in a differentiated, personalised way. Phonics teaching continues for groups and individuals into KS2 until children are proficient.

We regularly assess children's skills in phonics through both reading and writing so that teaching consistently meets the needs of all pupils. Colour banded books, with a strong link to progression in phonics, are used to support the children's decoding and reading skills; a mixture of real and reading scheme books are used to populate each band. Children progress through the colour bands as their skills in phonics and other reading skills develop until they are able to read widely and independently from the books available to them in their classroom and the school library.

Throughout their time in EYFS and KS1, the children read with an adult at least weekly, with an in-depth 1:1 session with their teacher each half term from year 1. At all points, children's book choices are monitored by class teachers to ensure there is appropriate challenge for their reading skills to develop, balanced with a secure understanding of what they are reading .