



Barnham Primary School

Phonics and Reading

Phonics

At Barnham Primary School, we use a variety of resources throughout the school to teach phonics including Jolly Phonics and Letters and Sounds. We teach the phonemes using picture clues, rhyme and action. The multisensory approach helps children to embed the recognition, decoding, blending and segmenting skills necessary for reading and writing.

Within the first few weeks of school the Foundation stage children will start to learn the first set of phonemes on a daily basis. These daily sessions are active, multisensory, fast paced and fun, with an opportunity to practise blending, segmenting and letter formation. Children are also taught to read and then write 'tricky words', which cannot be decoded using phonics.

Reading

At Barnham Primary School, children are encouraged to develop a love of all kinds of books. Our classrooms and the school library have an excellent range of reading material which exposes children to a range of genres. The children are able to select extra reading material from the School Library during weekly sessions.

Initially children are matched with a range of books which link to their developing phonic knowledge. To support the children's reading development, we then provide 'colour coded' books to ensure progression. Each colour band contains a variety of book publishers, authors and genres. As the children become more familiar with the texts, they are able to choose books from within their colour band, thus taking some ownership of their reading journey. We encourage children to share these books at home with their families which deepen the children understanding of the texts as well as practicing their decoding skills. The use of questioning and discussion of texts is encouraged to ensure children experience a full understanding and enjoyment of the texts. To support the children becoming free readers, where they are able to have a fully independent choice of texts, we have The Bridge, a collection of books whose variety and content allow a gradual progression towards more demanding texts.

All adults who listen to a child read and/or share a book 1:1 with a child are asked to comment in a reading record book provided by the school.

