

## How we Teach Reading, Writing and Phonics

### Phonics

#### **Phonics Scheme – Collins Song of Sounds**

We have a whole school approach to the teaching of phonics. From Monday to Thursday each week the children are put into groups, which can be mixed age to enable them to access phonics lessons that are at the level they need. We use the Collins Song of Sounds scheme to help us to teach phonics and this is supplemented with resources from Floppy Phonics (Oxford Reading Tree). When the children are secure with their phonics they will move into groups where they will look at spelling rules, grammar and punctuation. We review these groupings on a regular basis.

### Reading

#### **Main Reading Schemes – Oxford Reading Tree, Rapid Readers**

Our main reading scheme is the Oxford Reading Tree which we supplement with books from other schemes to ensure that the children experience a broad range of books. Children will take part in Guided Reading sessions each week with their class teacher and we will endeavour to ensure that children have the opportunity to read to an adult as often as possible. We actively encourage the children to read for pleasure and place great emphasis on the importance of reading at home.

### Writing

We follow the National Curriculum 2014 and all writing sessions are planned in accordance with this. We believe that children need to immerse themselves in the different text types and talk about their ideas before they can produce writing that is suitable for a range of different purposes and audiences. The children have access to range of different text types and genres and where possible we endeavour to make links with other subject areas.

### Maths

We follow the National Curriculum 2014 when planning our maths lessons. The children in Key Stage 2 are split into three groups for the teaching of maths. This system means that we are able to teach a smaller group of children who are all at roughly the same stage of mathematical development. We use a variety of different methods when teaching maths, we know that children need to have first hand, practical experiences in maths to develop their knowledge and that they also need to be given practical, real-life opportunities to apply the mathematical skills they have developed.