

Great Bardfield Primary School Curriculum Statement for:

Reading and Phonics

Intent:

At Great Bardfield Primary School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- Children take part in weekly Reading Comprehension lessons, where children are exposed to a range of different texts and have opportunities to develop a wide range of reading skills.
- Children have the opportunity to have a daily reading time where they are encouraged to enjoy reading a book or listening to a text being read.
- We are very lucky to have a wide range of reading books in our school. All children from Reception to Year 6 choose a reading book to take home and this reading book is changed regularly.
- Each classroom has a selection of books in their classroom which are directly linked with the class topic and additionally each class has access to a well-stocked library. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
- Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.
- Children who are not yet 'free readers', will work through our school reading scheme – these are directly linked to our Phonics Scheme and are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record.

By the time children leave Great Bardfield Primary School they are proficient readers who have a love of literature. They are children who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

At Great Bardfield Primary School, we use a synthetic phonics programme called Phonics Play. Phonics Play is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

Implementation

Subject Leaders are provided with three planning days per year, in addition to their PPA, to plan their reading and phonics curriculum. As part of the planning process, teachers need to plan the following:

- A Whole Class Comprehension Reading lesson, using a wide range of different texts;
- Question stems which are used to inform questions based on the class text;
- Opportunities for children to develop use and apply their reading skills in other aspects of the curriculum.
- Daily opportunities for the children to read for pleasure.
- Opportunities for an adult to read to the class.
- A list of unknown vocab which appears in the class text.

Teachers must assess children regularly against the Reading Key Performance Indicators (in Years 1-6) and against the Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. Children from Years 1-6 have their Reading Age Tested termly using the Hodder Reading Test system.

Teachers also complete regular Phonic assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

