

Reading and Phonics

Intent:

At Our Lady and St Edward's, 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 are determined that every pupil will learn to read, regardless of their background, needs or abilities. We implement the following;

- Children take part in weekly reading comprehension lessons, where children are exposed to a range of different texts, new vocabulary and can demonstrate their understanding and thinking behind these.
- We are lucky to have a wide range of reading books in our school both within classrooms and within the school library. All children take home a reading book which is changed regularly.
- Each classroom has a selection of books which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to daily by their class teacher. This book also links with the children's current topic.
- Children who are not yet free readers will work through the schools reading scheme. These books are levelled which match the children's current reading ability. We expect children to read regularly at home and adults are required to comment in their child's reading organiser.

By the time children leave Our Lady and St Edward's they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, non-fiction, stories and rhymes and will participate in discussions about books, including evaluating an author's use of language and the impact this can have on a reader.

At Our Lady and St Edward's, we use a synthetic phonics programme called Letters and Sounds which was updated by Jason Wade. As a school we have clear expectations of pupil's phonics progress term by term. Letters and Sounds is a method of learning letter sounds and blending them together to read and write words. As part of this, children within EYFS and KS1 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 phonic sounds and knowledge. Children in KS2 follow a scheme called Spelling Shed which works through developing children's knowledge of suffixes, prefixes and much more.

Impact

Through the teaching of systematic synthetic 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.

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