

# Reading and Phonics Provision at Laygate Community School

## Intent

- At Laygate Community School, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.
- We appreciate the need for robust teaching of early reading and phonics so children can fully access the curriculum as early as possible.
- We are dedicated to ensure that all children can read fluently by the time they leave Year 6.
- We aim to provide a rich reading environment alongside the development of talk and vocabulary so that our pupils can develop their comprehension skills and will be able to use and apply their reading skills across the curriculum.
- We aim to secure progress for all readers. 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 aim to develop reading across the curriculum.
- We believe that as they become enthusiastic and critical readers, this will instil a love of reading and a lifelong enjoyment of reading. 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.
- We aim to make effective use of assessment information to inform the teaching of and provision of reading.
- We ensure there is sufficient support for those pupils who are new to the school and who are learning English as an additional language.

## Implementation

- Teaching follows the Literacy Spine which provides a sequence of quality texts from Foundation Stage through to Year 6. The texts have been chosen so our pupils regularly listen to, read and discuss a wide range of texts within their English lessons. These include different forms of poetry; rhymes; non-fiction; fairy stories; myths and legends; folk tales; modern fiction; fiction from literary heritage; plays; books from other cultures and traditions; whole books; reference books or textbooks; use of dictionaries;
- Shared reading sessions allow the class texts from the Literacy Spine to be read and discussed alongside a range of planned reading activities e.g. DERIC (Decode, Explain, Retrieve, Interpret, Choice), word of the day, theatre of reading, & book talk. In EYFS, a range of books, poems, rhymes and songs are shared based on their interests and the learning across the environment.
- The children are immersed in the texts using drama and role-play, music and film.
- Opportunities to read are planned for and built into the wider curriculum.
- Throughout the year there are events and activities to further enhance and promote reading such as World Book Day, book fairs, competitions with our local library and performances from theatre groups.
- In Reception and KS1 a dedicated daily, discrete phonics session is delivered following the Read Write Inc scheme. Teachers also complete regular Read Write Inc. assessments and plot children onto a tracking grid, which ensures children are grouped appropriately.
- In KS2 those pupils who have not passed their Year 2 re-sit of the Phonics Screen or those newly arrived pupils who do not have basic decoding skills, receive small group interventions to close the gaps using the RWInc Phonics Scheme, Lexia and 1:1 reading.
- In KS1 and KS2 daily discrete guided reading sessions are delivered supported by schemes such as Rigby Star, Rigby Navigator, Scholastic Connectors and resources by John Murray.
- KS1 pupils receive guided reading once a week working in small ability groups of 6-8 pupils. KS1 staff focus on developing fluency, retrieval, vocabulary and basic deduction and inference skills.
- KS2 pupils work in larger groups of up to 20 or more pupils following an agreed cycle of guided reading skills. This is based on recent staff training which uses a layered approach to develop and embed core reading skills. Teachers model reading aloud, using retrieval skills, developing the higher order reading skills of inference and deduction and authorial intent. Each cycle

involves a supported comprehension followed by an opportunity to complete a comprehension independently which is used to monitor progress.

- Reading Plus is used from Y3 onwards to target word-reading speed and to practise fluency, vocabulary acquisition and comprehension.
- Once a term a Reading Age Test is used to show if pupils are on track to meet age-related expectations.
- Pupils are assessed during termly assessment weeks using Optional SATs style reading tests (in Years 1-6) and through learning checkpoints in EYFS.
- Formative and summative assessments are used by teachers to measure attainment and progress.
- Benchmark pupils are closely assessed using the Reading Key Performance Indicators and the National Curriculum statements for reading.
- Newly arrived EAL pupils are assessed for phonics/early reading skills and support is given through a range of resources e.g. Lexia, RWInc, Racing to English
- The English Lead monitors reading through regular learning walks, book scrutinies and lesson observations.
- Assessments inform planning and teaching and actions are planned to support individuals and groups through the termly pupil progress meetings.
- The children are assigned home-school reading books (one closely matched to phonic ability or reading age and one as a free choice).
- The English Lead monitors home/school readers using running records which ensure readers have books well-matched to their reading ability.
- To develop reading for pleasure, each class has a daily read aloud or storytime session so children listen to a wide range of texts.

## **Impact**

- In EYFS the children experience a wide range of activities in Communication and Language and reading which gives them the foundations needed to transition into Year 1 whilst also becoming fluent and confident readers in KS1 and KS2.
- The curriculum planning ensures skills progression and opportunities to revisit different reading skills within English units.
- The pupils make progress due to texts which are well-matched to their ability and interests.
- The curriculum allows our children to develop an enthusiasm for reading which helps them to communicate effectively.
- The children become fluent and able readers who can use their reading skills to access the wider curriculum.
- Our pupils leave the school ready for their transition into Year 7 and are better able to access the KS3 English curriculum.
- The impact of our English curriculum is also measured through statutory tests and the Year 1 Phonics Screen
- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One.
- These results are measured against the reading attainment of children nationally.
- This way, children can focus on developing their fluency and comprehension as they move through the school.
- The children show an enthusiasm and interest in reading and develop habits for lifelong reading.

***Please refer to the English Policy for more details.***