



Reading and Phonics Curriculum Intent, Implementation, Impact

Subject Lead: E. Fraser

Intent:

At West Boldon, 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 daily Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. The children practise a range of Guided Reading skills following the Reading VIPERS. These are regularly assessed to identify any gaps.
- We are very lucky to have a wide range of reading books in our school. All children from reception to Year 6 choose (or are provided) with a reading book to take home and this is changed weekly.
- Each classroom has a selection of books in their classroom (reading spine) 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 each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child. This happens from 3:00 – 3:15 across the whole school.
- Each classroom has a reading area that is filled with books suitable for their reading age.
- 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. (Friday pm)
- Children take part in Sponsored reading or other reading style competitions to promote reading for pleasure. This also gives children ownership of the reading books we supply in school as together with the Reading Lead they have chosen new books.
- Children who are not yet 'free readers', will work through our school reading scheme – these 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. (Minimum x3 times a week)
- By the time children leave West Boldon they are competent readers 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 West Boldon, we use a synthetic phonics programme called 'Read Write Inc.' produced by Ruth Miskin. Read Write Inc. 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 differentiated 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. Read, Write Inc. groups are monitored by the phonics lead and the hub half termly.

- Reading is integral to our literacy lessons, and therefore work is produced around a 'class text/texts'. This enables deeper understanding of the literature and allows children to use their knowledge of the books in a range of genres.
- Reading is pertinent to all areas of the curriculum so our class texts are also linked to history/geography/science topics as well as other areas of the curriculum through additional texts.

Implementation

- Daily Guided Reading lessons, using a wide range of different texts;
- Questions following the Reading VIPERS.
- A list of unknown vocab which appears in the class text.
- Reading Lead also complete regular Read Write Inc. assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics. (KS1 and intervention groups from KS2)

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
- 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.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.