



Reading and Phonics

A whole-school focus on reading, including Phonics, ensures pupils are fluent and confident readers who can read with understanding.

What are we doing?

Reading

We place huge emphasis on reading for pleasure. Children across the school are given many opportunities to read independently and to read texts of their own choosing as well as being introduced to a range of stories, text types and genres across the curriculum. Staff work hard to promote reading in a variety of different ways.

Any children who need additional support read 1:1 with an adult as often as possible and may be part of a specific intervention scheme to develop their fluency and / or comprehension.

We particularly focus on the lowest 20% of readers in each class and cohort, as we need to ensure they can access the necessary reading across the whole curriculum.

We are introducing the Accelerated Reader programme across Key Stage 2. Children choose a book at their level and read it at their own pace. Following this, children take a short quiz on the computer and passing this is an indication that they have understood what they have read.

Why are we focusing on this?

Learning to read is absolutely vital to enable children to access the whole curriculum.

We have reviewed our reading provision by considering the “Seven Aspects of Reading” which identified some practices we wanted to develop further.

The provision and progress in reading of the lowest 20% of readers is a government and Ofsted focus.

Phonics

We use the Little Wandle Letters and Sounds (revised) scheme for teaching Phonics.

Children needing additional support are quickly identified for - and receive - intervention which is effective and enables them to make rapid progress. This takes place from Reception to Year 4.

Our Phonics scheme is matched to our reading books and children take home a book each week which is closely aligned to their decoding abilities.

What difference will this make?

Reading and Phonics are embedded in our school culture and we are ensuring that our practice and provision are of the highest possible quality. This will mean that children perform at least in line with other subjects and national averages at the end of Key Stage 2.

Fluency and confidence in reading will help all children access their learning right across the curriculum.