



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 are particularly focusing 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.

Why are we focusing on this?

Following Covid and the enforced absences from school, identified learning “gaps” are being addressed.

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.

We are changing our Phonics teaching to a government-approved scheme.

Phonics

We have introduced a new Phonics scheme: Little Wandle Letters and Sounds (revised).

Training has been provided for all staff by Little Wandle and by our English Lead.

Our English Lead is monitoring the implementation of the scheme. 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 closely matched to our reading books and children take home a book each week which is closely matched to their decoding abilities.

What difference will this make?

Reading and Phonics were already embedded in our culture at school and we are ensuring that our practice and provision are of the highest possible quality meaning that children perform at least in line with other subjects and national averages.

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