

Phonics and Reading Curriculum Statement

Our reading philosophy

At Longlands we strive to foster a love of and enjoyment in reading where children can access a range of texts and feel confident to talk about books.

Through accessing engaging texts at story time and guided reading sessions, our pupils can ask and answer questions that address the many strands that are woven into skilled reading.

Reading materials are varied to ensure that children have access to a broad, balanced and progressive range of texts. Developing a rich vocabulary is also a high priority during reading sessions.

Assessment

Termly, Pira tests Y1 to Y6 for quantitative data and additional information for teacher assessment.

Ongoing assessments to ensure that children are reading appropriate texts that match their phonetic knowledge.

The assessment criteria for reading in different year groups is monitored termly.

Phonics is assessed and reviewed half termly to track progress and ensure that teaching is pitched correctly.

Year 2 and Year 6 complete statutory assessments at the end of the year.

Termly Phonics screening checks are administered in Year 1 and children who fail in Year 1 resit in Year 2.

What do we expect to see?

What is on offer?

Lessons broadly follow the National Curriculum with a few modifications within key stages.

To whom and when is this offered?

In EYFS and KS1 children take part daily RWI phonics lessons and they are grouped according to their phonological ability. In KS2, those children who are falling behind with their phonics, access the 'Phonics Bug Club' or the RWI speed intervention daily to close the gap in their learning. This is decided based on pupils' individual needs.

In EYFS and Y1, the children follow a differentiated RWI programme daily to develop fluency and allow them to apply their phonics skills. More able pupils in Y1 are challenged with additional reading materials to develop understanding. In Year 2, children take part in differentiated daily reading exercises using a carousel structure. Within the week, pupils will read as part of a group and individually to support their fluency and understanding. Follow up comprehension tasks assess their understanding of the text that they have read during the week.

KS2 pupils take part in whole class reading sessions daily. In those year groups, for pupils who may need additional support, the carousel structure that takes place in Year 2 will be delivered until whole class teaching is appropriate. All pupils are given the opportunity to read on a 1:1 basis with an adult at least every fortnight (with targeted children reading daily).

Parents are encouraged to use the Bug Club/Phonics Bug learning platform with children at home. This supports the learning that has taken place in the classroom as materials are differentiated to meet the individual needs of pupils. Reading materials have been individually assessed by reading leads within school and the Head Teacher to ensure that they match a pupil's growing phonic ability. Books are labelled to identify them as an anchor (pupils will be able to access the text securely based on their phonic ability) or a challenge (a pupil will be able to read the book but there are some challenging words that they may not have been exposed to yet in their phonics lessons). This ensures that a pupil's belief that segmenting and blending is the most effective way to decode words is reinforced.

All pupils focus on reading domains to ensure that questioning is broad and balanced within reading sessions. The different reading domains focus on skills such as retrieval, inference, sequencing, summarising, identifying links, making predictions and exploring vocabulary.

Children who don't grasp ideas so quickly will be supported in a variety of ways e.g. paired reading, same day interventions, and early morning reading sessions.

Teachers' subject knowledge and ideas for effective teaching strategies are supported through staff CPD.

In Reading and Phonics lessons we support pupils by;

- building on prior learning;
- having a clear purpose and context where appropriate;
- exposing children to a rich and varied diet of reading materials;
- supporting them to make links between texts that they have read;
- knowledge and skills being taught systematically with children being expected to apply their knowledge in different contexts;
- setting weekly spelling tests in KS1 and KS2 to apply their phonic knowledge;

Questioning (assessment for learning) is used to extend children's thinking as well as find out what they know. This provides opportunities to address any misconceptions by highlighting them through direct teaching.

Rational behind whole class reading

Since taking on a whole class reading approach, we have found that children are exposed to a richer vocabulary and there is no glass ceiling forced upon their learning. Pupils in the bottom 20% will still access texts appropriate to their reading level whilst benefitting from more advanced reading materials. All pupils read with an adult at least once a fortnight but children who are falling behind will receive extra intervention.

In 2016 59% of pupils in Year 6 reached the expected standard in reading. This has risen to 76% in 2019 after taking on a whole class reading approach.

In 2016 14% of pupils achieved greater depth standard which increased to 31% in 2018 and 20% in 2019.