

**Vine Tree Primary School**

**Phonics and Reading**

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Intent

Our curriculum intent is encompassed in our School values, ‘Learn, Included, Respect, Enjoy, treated fairly’. We intend that all of our children are exposed to a rich reading diet from the very start of their education with us. We know that future success is linked directly to a broad vocabulary, a love of reading and the ability to communicate effectively. Our reading curriculum aims to fuel children’s desire to learn and gives them the tools they need to transform their lives.

We intend that all children, regardless of their starting points in reading, are enabled to achieve their very best which in turn builds confidence and raises aspirations. All adults at our school promote a love of reading, a passion for literature and deliver the affirmations: I choose to read. I read well. I am a reader.

Rich texts are the driving force for our English curriculum. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially, spiritually and develop a sense of ‘this is me’. We believe access to a rich and varied library of literature plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society, as a child and in adult life leading to aspirational beliefs that everyone wants to contribute to the world and be in charge of fulfilling their own destiny.

Our reading curriculum strives to foster a lifelong love of reading by developing the behaviours that they need to be discerning readers. This curriculum is delivered through synthetic phonics (Ruth Miskin Read, Write Inc programme), a linked approach to shared and whole class reading lessons, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day.

It is our intent that every child should:

• read easily, fluently and with good understanding

• develop the habit of reading widely and often, for both pleasure and information

• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

• appreciate our rich and varied literary heritage

• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas (book talk)

• are competent in the arts of speaking and listening

At each key stage, a programme of study maps out the rich texts and reading skills that children should be taught.

Implementation

In EYFS and KS1, children will have daily phonics sessions that follow the Read, Write Inc programme. Children are regularly assessed to ensure they are receiving targeted, challenging phonics instruction.

In addition, Children in EYFS will have daily lessons following the Literacy Counts Steps to Read sequenced planning. These lessons are set around a range of quality literature and each half term will typically consist of between twenty to twenty-five lessons.  In Year 1 and 2, children have daily Storytime following a curriculum plan that ensures exposure to a diverse range of high-quality fiction, non-fiction and poetry texts. Children are also encouraged to make their own reading choices by voting for their daily text.

In Ks2, Children will have daily whole class reading lessons. These lessons are set around a range of quality literature and each half term will typically consist of 2 weeks fiction reading, 2 weeks non-fiction reading and 1-2 weeks poetry.

Features of the lessons include:

* Explicit vocabulary teaching
* Decodable words
* Common exception words
* Choral reading
* Echo reading
* Listening to extracts read fluently by an expert
* Text extracts from quality literature
* Strong curriculum links

High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, the year group’s wider curriculum and teachers use this to model the application of the agreed reading skills. Teachers expertly model ‘thinking as a reader’ and how to develop specific reading skills. The weekly and daily timetable followed by all staff ensures coverage and equal weighting is given to all domains of the reading National Curriculum. Children have the opportunity to re-read the texts studied during our reading sessions.

Further to modelled sessions, children have the opportunity to read texts with greater independence and apply their skills when responding to the wide range of domain questions. More complex questions are evaluated between wider groups and teachers model how to refine answers to a high standard. Children are provided with high quality talk stems/sentence stems to encourage them to extend their ideas and express their responses articulately.

KS2 Children who have not met the required standard for phonics in Year 1 or 2 have daily phonics sessions either individually or in small group sessions. This continues into Key Stage 2 as necessary. These Children are encouraged to take home an appropriately pitched phonics reading book. Where children do not read at home, staff facilitate extra reading sessions in the school day.

**Reading For Pleasure**

Reading for pleasure is about choosing to spend time reading. We have developed a reading culture by giving children regular opportunities to read independently, to an adult or to a buddy. They also have access to our beloved ‘Book Shack’ each playtime and lunchtime where they can share texts with each other, pass on treasured books to someone new and take books home.

Voting stations in each class encourage children to take ownership of their reading, share their enjoyment of books and recommend texts to each other. They are read to each day from a shared text chosen by the pupils from our classroom libraries. All children from EYFS to Year Six also choose from their year group ‘Bingo Books’ to enjoy high quality books in their own time (at school or at home).

Our whole school voting station (located in the school hall) also directs our weekly whole school reading assembly which is led by children and adults with the help of our stunning story spoons created by children from EYFS to Year Six.

We understand that some children, and adults, may prefer to listen to stories and texts and therefore we also provide access to audible books through our school Audible account texts. Children can choose to listen to audios in the classroom and further audiobooks are accessible via GET EPIC and audio CD’s through our listening stations. GET EPIC is well-loved by our children and used as part of remote-learning/home learning.

**Class Library**

All classrooms have a designated reading area with specially selected age-appropriate reading for pleasure books. Within these reading corners, children can access books which develop their understanding of the world. Through these texts children can identify with the main characters, learn about people who are different from themselves and enhance their understanding of the topics being taught in the rest of the curriculum subjects. These reading corners are refreshed and replenished half termly and added to as and when the children read new books together as a class. This gives the children the opportunity to reread texts they are already familiar with. They can also read books that they enjoyed in previous year groups. Each reading corner is set up in accordance with the new Reading Framework Guidance: Foundations of Literacy 2021.

Individual Reading

All children read in school daily and the children who are working within the lowest 20% are listened to at least 3 times a week by the class teacher and teaching assistant. Children enjoy a class reading slot each day, where the class teacher reads to the children, simply for pleasure. In EYFS children are also read to daily and sing rhymes to encourage vocabulary building. During reading practice time in KS1 and for some of our KS2 students, children will read to an adult three times over the course of a week. Should any child require additional reading, a teacher, or a teaching assistant provides this.

Home Reading

All children are expected to read regularly at home. School encourages children to read their ‘school’ reading books but also allows children to read any text of their choosing. This is recorded in the child’s reading record and reading records are checked weekly.

Children in EYFS, Year 1 and Year 2 take home three reading books: their ‘’bingo book’, a ‘sharing non-fiction book’ and their fully decodable book. Children in Year 2 and upwards, who did not pass their Phonics Screening Check, also take home a decodable reading book in addition to their reading for pleasure book.

In Ks2, children take home 2 books: their school reading book and their selected book from the class ‘bingo books’. In addition to this, a weekly newspaper is provided on the class pages as part of our half termly home learning project grids.

From EYFS to Year Six, children learn at least one poem a half term and this is further enhanced on our home learning project grids. Poetry readings and reading at home performances are celebrated in our homework galleries half termly and on our ‘catch us reading’ page on the school website.

Impact

Our children at Vine Tree are becoming more passionate about their reading. They enjoy talking about texts that they have explored and are keen to immerse themselves in new books that they explore. They are always excited to start a new book and unravel clues, making predictions about what they may read. They are developing knowledge of a broad range of books and authors. Children’s vocabulary is becoming richer and more precise as they are provided with daily immersion opportunities and they are proud to be experts.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

Children will appreciate the value of reading and make at least good progress in reading from their last point of statutory assessment or from their baseline in Reception.

Our staff build upon the success of previous school data and our school ethos to ensure everyone achieves their potential. Consequently, children achieve above Local authority schools at the end of KS2 in reading and above national average. Children also achieve above the Cheshire East and National Average in the phonics screening check.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to a successful future and so the impact of our reading curriculum goes beyond the results of the statutory assessments.