**English Reading and Phonics**

Statement of Intent

At Hanslope Primary, we believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, explore and share cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviors that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read.

We aim for a balance between the teaching of technical skills, which enable pupils to decode accurately and fluently as well as to comprehend what they have read, and the provision of opportunities to experience a range of text styles and genre and through this to encourage discussion where pupils can express their own opinion and talk about books in a safe environment thus developing their own sense of discernment with regard to books.

Teachers model reading for pleasure by reading aloud frequently to their classes, ensuring high quality texts are used and provide a good oral model to what a storyteller sounds like. They read a huge variety of written material with the children including fiction and non-fiction, stories, reports, diaries and poems.

The reading curriculum at Hanslope is delivered through: synthetic phonics, a linked approach to shared and guided reading where pupils learn to develop reciprocal reading skills, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day during DEAR (Drop Everything And Read) time. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

By the time our pupils leave us at the end of Year 6, we want children to be able to read fluently, with confidence and passion, in any subject so that they are ready to move on and have every chance of meeting their full potential as they enter Key Stage 3.

Implementation (Early Reading and Phonics)

The systematic teaching of synthetic phonics is given a high priority throughout Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), as we recognise that pupils need to develop their understanding of phoneme-grapheme correspondences and how to blend in order to read independently and with fluency. Where necessary, teaching of phonics continues in Year 3 in order to ensure that gaps in phonic knowledge are filled. Once pupils are able to decode fluently, the teaching of comprehension becomes easier as the children are able to focus their attention on understanding what they have read.

At Hanslope Primary School, we use a phonics programme called Twinkl Phonics. Twinkl Phonics is a Department for Education validated full systematic, synthetic phonics programme that contains everything needed to teach phonics from the very beginning of learning to read and write to full fluency. It delivers grapheme phoneme correspondence (GPC) in a clear and rigorous way so that skills are built progressively over time, ensuring that children have a secure base from which to develop. On top of that, all learning is embedded in the exciting adventures of Kit and Sam and their family and friends so you can be sure that children will be excited by, and looking forward to, their daily phonics lessons!

Foundation Stage and KS1 have a daily 20 \ 30 minute phonics lesson. In FS children are taught together as a class and then any interventions take place on the same day. In KS1 children are grouped by their level in learning to ensure that they are able to progress at their own pace.

Children read books that are matched exactly to the level of phonics that they are learning in their phonics lessons. We use the Twinkl Rhino Readers which follow the sounds taught, and to enhance our reading, we also have other schemes which have been carefully assessed to match the corresponding phonemes that children have learnt. This provides a breadth of text for all children to experience and enjoy.

Children in the Foundation Stage receive weekly 1:1 reading with an adult until the summer term when they are introduced to small guided read groups. KS1 read weekly with an adult in small groups with a focus on reading strategies, vocabulary, expression, intonation, fluency and comprehension. Any children who need extra support are read with at least 3 times a week.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children’s vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non fiction to help embed their love of books, stories and reading. FS and KS1 children take a book home from the class library to share with parents every week.

Impact

Children’s progress in phonics is monitored throughout the year using a combination of phonic assessment alongside ongoing assessment of their reading and writing. From these phonic assessments, teachers are able to group children according to their phonic need and also identify gaps in learning / next steps. In June, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age appropriate standard; this helps to determine what level of provision they will require the following year. At the end of KS1, teacher assessment of reading identifies which pupils have met or exceeded the standard for the end of key stage as well as helping the teachers to recognise those pupils who will need further support on entry into KS2.