**Intent, Implementation and Impact of our Reading and Phonics Curriculum**

At Hanslope we believe that the ability to read is a fundamental life skill; it is integral to pupils being able to access, and commit to long term memory, the knowledge, skills and understanding which is taught across our wider curriculum. Through the progressive teaching of reading skills, we aim to equip our pupils with the tools required to become fluent and independent readers. By encouraging children to read for pleasure, we aim to start them on the road to becoming lifelong readers with a love for books and reading.

Our reading curriculum strives to provide our pupils with a platform which allows children to see beyond what they know, share in cultural experiences and develop the vocabulary which they need to express themselves, both verbally and in writing. 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.

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. We also endeavour to include events which promote reading for pleasure within our school calendar including: Breakfast with a Book, shared reading across different year groups, Scholastic Book Fairs, participation in events such as World Book Day and National Poetry Day.

**Early Reading and Phonics**

**Intent**

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.

**Implementation**

In EYFS and KS1, phonics lessons are taught daily and, where appropriate, children are grouped by their stage in learning to ensure that they are challenged and able to progress at their own pace. Decoding and graphic knowledge are taught using the Letters and Sounds phonics scheme principally, with some elements of Jolly Phonics used alongside this in EYFS.

Children are taught the graphemes and their corresponding phonemes, in the order set out in the scheme, in small groups based upon their phonics needs. This begins with the simplest sounds first and progresses systematically through to the most complex combinations of letters. In each session, there is a review of prior learning through the quick recognition of previously learned graphemes/ phonemes and the skills of blending and segmenting are modelled by the practitioner, recapped collaboratively and practised individually in the contexts of reading and writing words, captions and, where appropriate, sentences.

Our phonics teaching is linked to books through whole class reading using big books, shared and guided reading and one to one reading sessions in which the children read phonically levelled (or phonetically decodable) texts. This ensures that the children understand the purpose of their phonics learning as they are able to apply their learning in a meaningful manner.

All children in Foundation Stage and Key Stage One receive one-to-one reading; the frequency of which is determined by their needs. In these sessions and for their home reading, children read phonically levelled texts on which they are carefully questioned in order to ensure that their comprehension skills are also developed. In order to encourage the children’s independence in reading, further opportunities are provided across the curriculum with texts that are challenging but appropriate to the pupils.

A small proportion of KS1 children who continue to lack confidence in their reading are paired with older children (years 5 / 6) to assist them with their reading as ‘Reading Buddies’ and we have found this an effective strategy.

Finally, the reading of common exception words is threaded through phonics sessions and shared and guided reading and addressed through fun games and individual five minute sessions with teaching assistants focusing on targeted words for each child. To allow for further consolidation, these words, along with other phonics resources which support learning in class, are sent home with children to ensure continuous practice.

**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.

**Shared and guided reading**

**Intent**

Through sharing of books and book talk, children are encouraged to develop their comprehension skills from an early age. DEAR time provides the opportunity for children to enjoy a more challenging book; this gives them opportunity to experience rich language and a wider range of genre / authors than they might otherwise read. By thinking aloud and engaging the children with careful questions, the teacher is able to model and develop the skills of reading comprehension. Sharing books in this way enables those pupils who find decoding and fluency challenging an opportunity to enjoy age appropriate texts which they might otherwise have been unable to read.

**Implementation**

DEAR time happens daily across the school and teachers choose texts which will engage pupils and encourage them to read. In KS1, pupils will share many different picture books. Sometimes learning in the wider curriculum will be based around these books. In KS2, often teachers will read books which supplement the learning of the current topic or which address issues pertinent to the pupils.

In KS1, guided reading sessions are regularly taught which are grouped by ability and these enable the teacher to focus on development of a key skill for the group while also assessing each pupil’s comprehension.

In KS2, children read reciprocally in either pairs or small groups, focussing on developing the key skills of reading comprehension including questioning, summarising and predicting. Children are always encouraged to clarify vocabulary. Provision of age appropriate strategies to aid with decoding is vital to support pupils in their development of metacognitive skills with respect to reading.

The key skills focussed on in these sessions cover the objectives set out in the National Curriculum as well as the strategies that evidence based educational research has found to make a good reader. These are set out on the school website. These progression statements explain precisely what level each of the key skills should be taught at in each year group and are used to ensure that an appropriate pitch and expectation in reading is being planned for. Furthermore, progression is ensured through the strategic planning of reading across the school with a greater emphasis being placed on the teaching of word reading objectives and with a gradual increase in the proportion of sessions dedicated to wider decoding skills, comprehension strategies and the children’s response to text in KS1.

Broadly, in lower KS2 the focus shifts, with a greater emphasis being placed on the teaching of comprehension objectives. A proportion of the week’s sessions are dedicated to word reading, wider decoding strategies and the children’s response to text. Whereas, in upper KS2, whilst a significant proportion of sessions are still spent teaching comprehension strategies, a similar proportion is spent developing children’s response to text so that they learn to express opinion and make comparisons using references to the text. However, the exact proportion and foci of sessions is always based upon the assessment of children’s reading, responding to their needs.

Progression is also ensured through the pitch of texts used for shared and guided reading as well as those used by pupils for independent reading. Where possible, we use whole texts for both shared and guided reading, aiming for a balance of fiction and non-fiction and use of a wide range of text types. The texts used for the shared sessions are familiar to the children because they are the text read aloud to the class or are linked to a topic that they are studying.

In order to ensure that pupils in EYFS / KS1 have access to texts which are at the appropriate level for their phonic / decoding ability, we use books which have been carefully levelled. Some KS2 pupils will need to continue to read books matched to their phonic ability, however the majority of KS2, pupils are encouraged to choose levelled books from the library. Ongoing teacher assessment, referring to reading in class and at home, ensures that pupils are always reading a correctly pitched book and that they progress to the next level when they are ready.

**Impact**

The successful approach to teaching reading at Hanslope develops enthusiastic readers who enjoy sharing their thoughts and ideas about the books they have read. By ensuring that our pupils develop reading strategies which at least meet the expected standards, we ensure that children in this school are able to access the whole of our broad and balanced curriculum in an age appropriate manner.

**Reading for pleasure and home reading**

**Intent**

We believe that it is important that our children are motivated to read at home regularly; when the time they spend reading increases, so does their fluency and stamina, which in turn increases their enjoyment of reading. Therefore, the link between children’s motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but also for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. Reading events such as Breakfast with a Book or World Book Day help to bring our local and school community together with a shared enjoyment of books and reading that signals to our pupils that reading is for everyone, no matter what age they are.

**Implementation**

Pupils are encouraged to visit our well stocked libraries each week in order to choose a book which they might enjoy. These books are in addition to reading books for the younger children. KS2 pupils who use library books as their reading material are able to take out two books at a time. There are also classroom libraries which are stocked with age appropriate books that children can borrow to enjoy when there is time for personal reading.

The libraries are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice; they encompass the latest reading trends and classic texts that should be part of every child’s primary school experience- building the children’s cultural capital. Children are actively encouraged to make suggestions for books which they would like to see in the library. We also aim to develop their own sense of being a reader by asking them to compare and contrast authors as well as making their own decisions about what they do or don’t like.

Teachers choose DEAR time books which either reflect the interests and nature of their pupils or which help to engage them with the current topic. By exposing pupils to new authors or different styles they are often motivated to try these out for themselves.

Home school books are used as an important record of the reading that our pupils do, both inside and outside of school. We ask that these books are updated daily to show that the children have read at home. Our older pupils are encouraged to record their own reading so that parents simply have to sign to acknowledge that this has happened.

As mentioned above, we hold a number of book related events in school in order to motivate and engage pupils with reading. Shared reading and participation in events such as World Book Day not only helps to develop our links as a school community but also demonstrates a shared love of literature. Events such as the book fairs and Breakfast with a Book help to engage parents with their child’s reading.

**Impact**

Pupils at Hanslope have a love for reading and engage well with a range of texts and genres. This is clear from pupil voice interviews and also from the passion with which children talk about the books they have read. Our pupils have the confidence to know what type of books they like and can explain why this is the case. They also enjoy listening to stories and sharing books with others.