



English - Reading and phonics

Intent

Reading lies at the heart of the curriculum at St George's. We are dedicated to enabling our pupils to become lifelong readers. We believe reading is an essential life skill and is key for academic success.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. We believe reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment.

We recognise the importance of taking a consistent approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher. After **phonics** teaching in YR and Y1, we focus on **fluency** in Y2 and then use the Destination Reader approach in Y3 – 6 where we focus on the skills of **reading comprehension**.

Destination Reader involves daily sessions incorporating whole class modelling, prior to the children applying 7 reading strategies through partner work and independent reading. Destination Reader also helps to build a culture of reading for pleasure and purpose. As our phonics scheme (ELS) is published by OUP, our Y2 fluency program also follows the OUP banded books. Time is spent over the week initially decoding and then focusing on prosody, fluency and finally basic retrieval questions. For those children in Y2 who have not past their Y1 phonics check or who are not yet able to apply this fully, they will receive additional phonics intervention also from within the ELS framework.

In Early Years we ensure a phonics first approach. Our Reception children immediately start using ELS as part their daily systematic, synthetic phonic lessons. Reception children take home fully decodable reading books which are tightly matched to the phase and week by ELS. Those children who are accessing an Early Years IAP, are exposed to a wealth of interactive experiences which promote and nurture phonological awareness, enabling them to discriminate between sounds and develop an awareness of alliteration, rhythm and rhyme. As soon as they are ready for a formal phonics lesson, this is introduced.

We have high expectations of all and we encourage children to challenge themselves, persevere and strive to succeed. At St George's we provide a wide range of whole school experiences to enrich the culture of reading in our school and further develop the reading culture.

- Author visits / webinars
- Book week celebrations and competitions
- Reading rewards in celebration assembly
- Yr1 & 5 books awards.
- Library sessions in school and locally
- Lunchtime library time
- Reader leaders Yr6 with Year R.
- Literature Quiz
- YR and KS1 parent shared reading sessions
- Weekly choose what you read sessions

Phonics

The systematic teaching of phonics, through the validated ELS scheme, has a high priority throughout Foundation Stage and Key Stage 1. We acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of Yr1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills. Children who still require phonics teaching in Yr2 and KS2 will access focused group or class teaching following the ELS intervention program.

Implementation

Children in Years 2 - 6 take part in daily fluency reading or Destination Reading sessions, where they are exposed to a range of different texts and can demonstrate their understanding and thinking behind these. Children in Reception are introduced to group reading initially through the phonic lessons in the autumn term and have 1:1 reading with adults throughout the week.

Destination Reader is an approach to teaching reading which involves daily sessions incorporating whole class modelling prior to the children applying reading skills through partner work and independent reading. Our children deepen their understanding by reading a spine of books through the systematic use of a series of strategies and language stems. DR sessions also incorporate a focus on developing vocabulary knowledge. The books are based on the age and interests of the children, recommendations, class topics and cultural and social issues that are appropriate and relevant to the children at St George's. Children are listened to read at least once a week during this session by a teacher and/or class adult. Once a week the children have a Big Picture session where they are explicitly taught how to decode and answer test style questions. In addition, they have a weekly reading for enjoyment session where the class teacher focusses on 1:1 reading with a targeted group.

Y2 Reading for fluency is a daily group reading session where children have a banded OUP book. The first session involves orientation of the book and the teacher modelling decoding. In the next session, the focus is prosody and children are supported reading parts of the books with fluency and expression. In the third session, the children can read independently and in the final session they have retrieval comprehension questions on the book. They also have this book to take home to read. Parents are invited in to Year 2 weekly so children can choose and enjoy books from the library together.

Phonics – Essential Letters and Sounds validated programme.

At St George's Beneficial C of E Primary School we use the Department of Education accredited scheme 'Essential Letters and Sounds' (ELS) for our teaching of phonics. This allows our phonics teaching and learning to be comprehensive, consistent and progressive from Reception to Year 2 and into KS2. We only use fully decodable ELS phonics readers to enable the pupils to be taught to read aloud accurately with books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. The scheme provides 3 different intervention plans (oral blending, GPC recognition and blending for reading) to ensure all children are able to catch up in a small group or 1 to 1, in addition to the phonics lessons. There is also an 'in-lesson' intervention to provide reinforcement of the sounds taught in the session. For those children who have not passed their phonics in KS2 or are new to English, ELS Progress provides a key phonics knowledge and skills programme to enable children to become fluent, independent readers. This intervention provides those pupils with high interest readers at their level promoting interest and enjoyment.

Early Reading

Children experience a wide range of picture books and books with large print which the teacher shares with the class. They begin to learn that print has meaning. Our early reading programme is matched to our phonics teaching. In Reception, when children are at the decoding stage of reading, individual reading books are fully decodable being closely matched to the appropriate phonic stage. They have discrete, twice daily phonics sessions where they revise previous learning, are taught new graphemes/phonemes, practise together and apply what they have learnt. Through ELS, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. Children work through the different phases and as they grow in confidence and experience, they are introduced to alternative ways of representing the same sound. Alongside this, they are also taught a progressive range of harder to read and spell words.

At St George's we have built a culture of reading for pleasure and purpose thus children are required to read across the curriculum and school day, to undertake tasks and develop greater understanding, independence and resilience. We have an excellent library and a wide range of reading books in every classroom covering a range of interests, authors and genres and including picture books, First News, comics and magazines. Every class has a weekly library session in which books are chosen and shared. Each classroom has a selection of books from SLS which are changed termly and are directly linked to the geography, history, RE, PSHE and science. This offers opportunities for pupils to

further apply their reading skills across the curriculum.

All children choose a reading book to take home at independent level or phonetically decodable (Rec, Yr1 and some Yr2) and this reading book is changed and monitored frequently. Parents are encouraged to communicate with teachers about their child's reading through home reading records. In celebration assemblies, children receive cumulative reading certificates, badges, medals and rewards for their home reading. There is a reminder of genres at the back of KS2 home reading logs to encourage breadth of reading choice.

Children are read to each day by their class teacher.

Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.

Children in Year 3 and 4 who are not yet able to access Destination Reader or apply their phonics in reading, are given daily intervention sessions using the ELS phonic scheme and resources and guided reading in small groups at the appropriate reading level. Bespoke and adapted phonics interventions are put in place for those Year 5 and 6 children who still require this with matched books at a high interest level.

Impact

By the time children leave St George's, our aim is to have competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum, and communicate their research to a wider audience.

Reading is assessed in the following ways:

Statutory Assessment

Reception: Children are assessed against the Early Learning Goal statements to ascertain if they are achieving a Good Level of Development.

Year 1: Children take part in the Phonics Screening check.

Year 2: Those who do not pass the phonics screen will take it again in June.

Year 6: Children are formally assessed in reading as part of the end of Key Stage 2 SATs.

Informal Assessments

Teachers continuously assess children's attainment and progress during individual and whole class reading sessions. All teachers read with each pupil at least weekly and complete a pupil tracker gauging progress.

Reading Albums in Year 3-6 have 'Selfies' and 'Big Picture' responses which are discussed and marked together.

Half termly skills targets are set, shared and reviewed in KS2.

Ongoing running records are used to assess the gains of children at lower levels.

Pre Key Stage statements are used to assess what the child can do if they are working below their phase in reading.

Pupil voice is gathered to assess attitudes towards reading and learning at the beginning and end of each academic year.

OTrack is used to track progress across the year in reading

Phonics in Yr1 are assessed half termly and results are on the ELS tracker.

Interventions

Reading interventions are in place to ensure all pupils can reach their full potential and in class interventions are primarily used to ensure 'Keep up' rather than 'Catch up'. Targeted timely out of class interventions are assigned by teachers and the reading leaders following formal and informal. These include direct phonics teaching from ELS and FFT Lightening Squad. Groups and outcomes are monitored half termly to ensure pupil needs are met and that impact is optimum.

