

Reading: Intent, Implementation and Impact (March 2021)

Intent

Reading is a priority across the whole curriculum. We strive to provide language rich environments and a curriculum where children actively engage with high quality vocabulary.

We aim to develop a love of reading in all children, this is supported by the teaching of phonics for decoding from Nursery onwards along with other reading skills such as inference and information retrieval for developing comprehension of the text. We provide children with the reading skills they need to read a broad range of texts.

By the end of Key Stage One, our children will be successful, fluent decoders through the delivery of consistent high quality, systematic synthetic phonics teaching from EYFS until the end of KS1 (following the Letters and Sounds programme). They will understand that they use their phonics knowledge as the first tool when tackling new words in reading and writing. They will also have a growing understanding of text meaning which will be further developed during Key Stage 2.

On leaving Bayford our desire is for each child to be a competent and fluent reader who has an established love for reading. They will be able to discuss and recommend books and enjoy reading a range of high-quality texts across the genres. Our children will be able to read and understand vocabulary that is specific to all topics in each curricular area ready for secondary school.

Implementation

The curriculum is designed to ensure coverage and develop skills progressively.

Every child will experience a full range of reading experiences during their time in school from reading with an adult 1-2-1, reading in small groups of similar ability children and as part of a whole class lesson or enjoying a class reading book together. Our younger children in EYFS and KS1 will read routinely as individuals with an adult in a 1-2-1 session. This will allow adults to attend to the needs of the individual child. Some children in KS2 will also continue to have this support. Small Group sessions will focus on reading a text suited to the children in the group which allows them to develop decoding, fluency and comprehension skills.

Whole Class reading will allow children to all read a text matched to the expected level for their age range, children will have the opportunity to read independently and work on comprehension skills.

'Story time' happens every day in every class throughout the school, with staff and children modelling reading, using a book at a higher level than the general reading level of the class so that they can access rich vocabulary and discuss complex plots.

We use Letters and Sounds to support the systematic teaching of phonics. Children begin the Letters and Sounds programme in Nursery and continue across Key Stage 1. Every child from Nursery to Year 2 has a phonics session every day. We teach discrete phonics sessions and consistently follow the principles set out in the six phases of Letters and Sounds. To support this programme we use a carefully selected range of resources matched to the individual phases. Teachers use a wide range of real objects, images, songs and games. These make phonics lessons not only impactful but also fun for our children. Teachers follow the structure of Review (previously learnt phonemes/words) Teach (new phoneme/words) Practise (new learning) and Apply (new learning) across the week focusing on Reading, Writing and Tricky Words.

All phonics sessions are taught as a whole year group and activities differentiated to match the various abilities within the group, including challenges for the more able pupils. Children in need of additional support are identified and extra intervention sessions provided for them outside the daily timetabled phonics session. Children in KS2 who need further phonics intervention work will do so through targeted interventions. They will be continued to be assessed regularly to provide them with appropriate support.

Impact

We have a process of monitoring to ensure high standards are being met and good progress is being made and this includes, observations, listening to readers across the school, pupil voice, performance management, learning walks and termly teacher and English lead meetings.

Teachers make termly judgements for each pupil against year group expectations and bring this information to Pupil Progress meetings, alongside updates on intervention groups. We report the standards for individual pupils at the end of Reception, Year 2 and Year 6 and for pupils in Year 1 who take the Phonics screening check.