



Reading and phonics

Intent

At Blackford Primary School, we value reading as a key life skill. We are dedicated to enabling all our children to become lifelong readers and have a love of reading and literature. We view everything as an opportunity for reading, no matter how small. Teachers model the joy and pleasure of reading on a daily basis. We believe that reading can open doors for our pupils and can help them to gain experiences, improve language and vocabulary skills and stimulate their imaginations.

We recognise that phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts across the curriculum. We aim to teach phonics systematically to address the needs of all learners. We ensure our children from EYFS to Year 6, develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.

Implementation

We believe children must learn to read before they can read to learn. We follow a phonics and spelling scheme (Read Write Inc) that ensures and progression of skills and covers all aspects of the reading curriculum. Children have daily phonics sessions in small ability groups, where they participate in speaking, listening and spelling activities that are matched to their starting points and developing needs. The teachers draw upon their observations and continuous assessment using the Read Write Inc system to ensure children are stretched and challenged. They also identify children who may need additional support.

Daily story time sessions and shared reading sessions using a wide range of quality texts enable children to gain a breadth of knowledge, deepen their understanding of a text and develop their skills of comprehension and inference. These sessions also enable children to experience texts that are read with fluency and expression regardless of their reading



ability. Language comprehension is developed by immersing children in a language-rich environment in order to develop their vocabulary, as well as through talking and reading to the children.

We use Read Write Inc reading books that work alongside the phonic sessions this builds on previous learning and provides both support and challenges for learners. Children take reading books home to recap, consolidate and reinforce their learning from school. This continually exposes them to the phonics matched at school to share and read for pleasure. Throughout Foundation Stage and KS1, reading books are changed twice a week to ensure pupils' fluency and reading skills increase. Parents are encouraged to record any comments in their child's reading record book. We feel it is vital at this stage in a child's reading journey that children receive strong foundations so individual children are heard read everyday. In KS2 books are changed at least once a week or as needed.

Each class has a class library area which children can access and select books from to take home to share with families as a way of enriching and developing their passion and love of reading. As children move through school and into Key Stage Two, children continue to develop their fluency in reading by being immersed in whole class reads, guided reading, broader independent reading of a variety of texts e.g. Fiction and Non-Fiction and the use of more complex reading comprehension activities. We want to ensure children are exposed to and experience quality texts and vocabulary, in all aspects of their teaching across the curriculum and opportunities that extend, enrich, embed and have a positive impact on children's learning.

Impact

We strive to make sure every child fulfills their potential by meeting their individual learning needs. Progress in phonics is demonstrated through regular reviewing and ongoing formative assessment which takes place within each daily phonics lesson. This includes teacher observations, questioning and discussions. These outcomes are fed forward into timely teacher intervention and subsequent planning to ensure gaps in phonological knowledge are closed and progress is not limited. Children's progress is continually reviewed to allow for movement between ability groups when it is felt necessary to meet their needs.



Teachers assess pupils' progress in reading using a range of ongoing formative assessments. This is gathered daily and throughout the week by; hearing individual reading, guided/group reading and whole class reads as well as reading comprehension tasks, in accordance with our assessment policy. Summative assessments are completed as a baseline as well as every term and the results are tracked on the school's tracking system. Foundation Stage children are assessed formatively throughout the year, primarily on the practitioner's professional knowledge of what the child knows and can do day to day. This information can be gathered in a variety of ways during interactions with the children. At the end of the Foundation Stage pupils are assessed against the Foundation Stage Profile. We moderate alongside other schools within the Carlisle area.

We believe that every child should be given the tools in both word reading and comprehension to develop into an enthusiastic and confident reader.