

READING CURRICULUM PLAN

INTENT.

Phonics Statement

Phonics is taught in a highly structured programme of daily lessons across FS/KS1 and KS2 (Spelling groups) in groups differentiated according to children's phonic awareness and development. The Read Write Inc programme is followed, providing a synthetic approach to the teaching of phonics and reading.

Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. This is supplemented by appropriate phonics games in class and on the computer and speed sounds 2 minute interventions to make sure that "spotlight" children do not fall behind in the scheme.

Children have many opportunities to practice their phonics skills in EYFS and Key stage 1 on a daily basis. This could be during handwashing time, lining up time, play times. Every opportunity is utilised. There is a strong and challenging focus on blending with the aim that every child in their Reception year will be blending by Christmas.

Staff are supported by regular access to high quality training opportunities provided by the county or by visiting local schools with good practice and by sharing ideas. The school is supported by the Ilsham English hub (2020-21).

Phases of the Phonics Programme

Children in Pre-school begin with Set 1 speed sounds which provides a range of listening activities through play, to develop their listening skills. Progress is tracked throughout each half term. As children move into Reception they continue to build upon the listening activities and are introduced to set 2 which marks the start of systematic phonic work. Grapheme-phoneme correspondence is introduced from the beginning with rhymes and visual representations to aid recall and the physical writing process. The process of segmenting whole words and selecting letters to represent those phonemes is taught, writing the letters to encode words. Set 3 completes the teaching of the alphabet and then moves on to cover sounds represented by more than one letter, learning one representation for each of the 44 phonemes. Daily practice in reading, writing, spelling and editing are taught through the sets of books and children are grouped according to half termly assessments and are working on the appropriate level throughout early years and key stage 1. Children continue to use their phonic knowledge throughout key stage 2 to develop their reading, writing and spelling skills.

The school spelling programs complement the phonics learning from Reception through to the end of KS2. The spelling of high frequency and tricky words are taught continuously throughout the phases. The school follows the No Nonsense spelling scheme throughout the rest of the school.

Phonics Assessment

Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs. Additional speed sounds opportunities are taken during the day by adults working with spotlight children.

1:1 interventions-Children are closely monitored and assessed and interventions are regularly reviewed and adapted to ensure that children keep up with the pace of the programme and make maximum progress.

Children are formally assessed at the end of each half term. They are constantly assessed by teacher and TA's and given extra catchup input if this is necessary so that they do not fall behind the group.

The national Phonics screening check is performed in June of Year 1. Prior to this, the Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2 provision is made for those children still requiring daily phonics by supporting them with a reading recovery programme which supports phonic teaching in its implementation. This is carried out by a trained TA and supported in class by the teacher and TA.

Reading Statement:

At Monkleigh Primary School children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading.

Children read in school independently, in guided groups, with reading buddies, and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups.

Our Reading aims are:

- To promote reading for pleasure.
- To promote confidence and positive attitudes to reading through access to a wide range of literature.
- To develop phonetic skills which lead to blending and reading accurately and fluently.
- To broaden their vocabulary.
- To develop comprehension skills, and enable children to analyse what they read and to participate in discussion and debate about texts.
- To encourage good home/school partnerships.
- To monitor each child's progress through the use of a range of assessment strategies eg Reading Age tests, on-going reading observations, evidence of completing National Curriculum statements and completion of our own half termly assessment criteria.
- To support those children who require additional support with their reading, and to recognise this early in a child's school career.

Reading in School

Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children.

Initially, as children learn to read, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Gradually as the children's knowledge of letters and sounds develops, they begin to phonetically decode words. Children are only given reading books that are phonically decodable which they read three times, supported by Read Write Inc lessons in school and opportunities to share the books at home.

Children continue to read three times a week as a minimum, taking part in the Read Write Inc scheme until they reach the end of the scheme and become a Free-Reader, choosing a book to read from our well-stocked school or class libraries. In addition to a personalised reading book, children are able to take a book home from the school library. During Covid 19 restrictions pupils will bring

books back into school and they will be removed from the stock for 72 hours as a quarantine period. The school recognises the value of having a set of books which are available for children to read and re-read whichever class they are in to help the pupils to develop fluency and a love of reading. In KS2 there is a greater emphasis on comprehension with most children decoding easily. Children also access Read Theory on the computer which tracks their comprehension progress and assesses the pupils.

Developing Reading for Pleasure

We try to encourage a love of reading by holding book themed days and events both as individual classes and across the whole school eg World Book Day. We have strong links with Torrington and Bideford libraries and all children are encouraged to participate in the summer reading challenge as well as having workshops and trips throughout the year. Reading buddies take place regularly, introducing children to a variety of literature.

Our well-stocked school library promotes authors and a range of reading material to appeal to all pupils. Children's suggestions for new books are encouraged and purchased.

We are currently exploring the possibility of having the mobile library visit the school each week when it is in the village so that the children can choose and change their books on a weekly basis and have access to a wider range of books.

Assessment of Reading

In Key Stage 1 and 2 pupils are also regularly assessed each half term against end of key stage criteria. Pupils access to tests at the appropriate level in order to check reading comprehension to prepare them for SATs at the end of each key stage.

The school regularly meets with other small schools in the area to moderate out judgements about reading and to share best practice. Liaison with the school SENCO and external agencies is arranged for children who require additional support and reading intervention strategies.

Reading for Pleasure					
Intent	<p>Create a reading culture where children are exposed to a range of high quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities.</p> <p>To build preferences in reading and to choose to read.</p> <p>To recognise authors and styles of reading that they enjoy.</p> <p>To engage in book discussion in a range of contexts, alongside adults and peers.</p> <p>To share and recommend a range of books.</p>				
Implementation	All reading contexts below contribute to developing reading for pleasure.				
Curriculum provision	FS	Y1	Y2	Y3/4	Y5/6
Reading aloud to children- Intent	<p>Building a bank of story and rhyme knowledge</p> <p>Exposing children to texts beyond what they can read themselves</p> <p>Exposing children to high quality picture books and for discussion linked to the oracy project.</p>		<p>Widening knowledge of texts and authors, including non- fiction and poetry.</p> <p>Sustaining stamina in listening and reading texts.</p> <p>Making connections within a book or series of titles by the same author.</p>	<p>Introducing children to a wider range of texts authors and contexts eg historical and cultural.</p> <p>To read texts and gather evidence to use in debate.</p>	<p>Exposing children to challenging and texts, language and themes to build up a broad range of vocabulary and to develop discussion and debate.</p>

Implementation	Daily exposure to good quality texts for a minimum of twenty minutes.
Core texts	To be chosen by the teacher to link in with key concepts being explored in current curriculum work in the class, or as exemplars of good writing. Pictures, poetry and discussion texts are also included.

Independent reading and home/school reading					
Curriculum provision	FS	Y1	Y2	Y3/4	Y5/6
Intent	Independently reading and re-reading phonically decodable books matched to their phonic knowledge and skills.		Reading age appropriate books. Increasing stamina	Choosing appropriate texts. Reading for sustained periods of time increasing the length and complexity of texts being read. Read short novels independently with understanding (by the end of year 4).	Reading age appropriate books, including whole novels. Widening the range and challenge of books they read, including texts from a wider literary heritage.
Implementation	Decodable books selected based on the Read Write Inc scheme. Books that are part of the reading scheme are selected by an adult with the child in class. Books are chosen independently by the children if it is a library book. Opportunity to take home books to share for pleasure in addition to decodable text.		Books selected are age related from a wide range of easily accessible books in the classroom reading area. Teacher monitor through reading diaries, hearing pupils read and through guided reading. Children are encouraged to take texts home in addition to age related texts. Extreme reading competition once a year.		
Core texts	TO be chosen by the teacher as good examples of texts in a variety of genres including poetry.				

Guided reading/reading instruction					
Curriculum provision	FS	Y1	Y2	Y3/4	Y5/6
Intent	To teach the comprehension and decoding skills required to achieve age related expectations as detailed in the national curriculum.				
Implementation	Daily Read Write Inc sessions. Individual reading with an adult in class at least three times a week.		Additional guided reading to ensure the development of independent application and to develop comprehension skills. The teacher to work with each group at least once a week, and other independent activities to support reading to practice and apply reading and comprehension skills. An increasing expectation of written recording of understanding through Key Stage 2.		
Core texts	To be chosen by the teacher according to the needs of the group and to be age appropriate. Make links with other areas of the curriculum and use a variety of genres and text types to broaden the interests and experiences of the pupils.				

Shared reading as part of a teaching sequence					
Curriculum provision	FS	Y1	Y2	Y3/4	Y5/6
Intent	Exposing children to high quality text models in a variety of text types, as models for writing at a higher level than all the children could access independently.				
Implementation	During the first week of each teaching sequence the book is shared, providing opportunities to respond to the text, to map and learn the text, exploring the text structure and grammar exemplified within the text. Reading objectives will be noted on the teacher's planning in the teaching sequence or on their weekly plan.				
Core texts	Core texts for Early Years and Keys Stage 1 are chosen in order from the Read Write Inc scheme. Selected with reference to the Texts that Teach (Babcock) for Key Stage 2 and linked to an element of the themes being taught or with reference to text types and grammar structures which need to be taught, and are exemplified in these texts.				

Core texts to support reading across the curriculum					
Curriculum provision	FS	Y1	Y2	Y3/4	Y5/6
Intent	Listen to and discuss information books, other non-fiction and related narrative or poetry texts to establish the foundations for their learning in other subjects.		Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum.	Listen to, read independently and discuss a wide range of texts to find information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely

				motivated to find out information.
Implementation	Access to high quality texts in all classrooms.			
Core texts	To be chosen with the adult in class or independently by the children.			

Assessment					
	FS	Y1	Y2	Y3/4	Y5/6
Intent	To assess reading accurately and often to ensure good progress for all children.				
Implementation	EYFSP Phonic screening check Independent and home reading records. Running records to assess fluency and accuracy Phonic assessments.		SATS Phonics screening check Observations of reading behaviour and taking to pupils about their reading and understanding of the text Reading record books Running records for accuracy and fluency.	Testbase reading comprehension tests SATS Reading comprehension tests Observations of reading verbal and written book reviews Written responses to reading activities Independent reading records from home School reading diaries Guided reading records	
Assessment Expectations.	Daily reading and phonics assessment. Phonics test in June Termly records of achievement updated on the school data system. Termly RAG rating for pupil progress. Termly pupil progress meeting with the Head Teacher to discuss pupils who need further support to achieve the expected level for their age, or who need development to achieve greater depth. Termly parents evening meeting to discuss pupil		SATS Reading comprehension tests Read Theory computer programme Termly records of achievement updated on the school data system. Termly RAG rating for pupil progress. Termly pupil progress meeting with the Head Teacher to discuss pupils who need further support to achieve the expected level for their age, or who need development to achieve greater depth. Termly parents evening meeting to discuss pupil progress. Annual reporting to parents		

	progress. Annual reporting to parents and <i>Governors</i> .	Annual reporting to <i>Governors</i> .
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