

St. Bartholomew's Church of England First School
'Roots to grow and wings to fly'

English Reading and Phonic Statement

Intent

At St. Bartholomew's Church of England First School, reading is a crucial part of our curriculum. We all know that English is a vital way of communicating. Through speaking and listening, reading and writing children learn to express themselves creatively and imaginatively and communicate with others effectively.

It is our intention that our children acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our children receive a well-rounded learning experience when reading, speaking and listening which will equip them with the fundamental tool to have **'Roots to Grow and Wings to Fly'**. It is our intention to immerse our children in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our book rich curriculum.

We aim to ensure that every child becomes a reader, a writer and confident speaker through promoting a love for reading for all ages.

Implementation

Around school, you will find inspiring reading spaces, children's favourite books, authors, genres and recommended reads. We celebrate reading throughout our school through book shares, story sharing sessions with parents and children take a 'share with me' book home. Throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Book Fairs and, on occasions, events such as sponsored reading to further enrich our English curriculum.

We spend time enjoying reading for pleasure in our classrooms during reading for pleasure time. When we read for pleasure, children are able to choose the books they wish to read and enjoy, they can choose to share a book with a peer, choose to read topic books related to our wider curriculum. At various points in the day children have a story, poem or non-fiction book in their classrooms which the adults read aloud to the children to further promote and embed a love for reading. We firmly believe that if we support children in establishing a love for reading and expose them to high quality vocabulary it will also have a significant impact on children's ability to become authors and on developing their own, individualised style of writing.

The teaching of phonics is an integral part of the curriculum in both the Reception and Key Stage 1 classrooms. Children first learn their letter sounds and names then apply these to word building. We use Letters and Sounds as our synthetic phonics scheme and use the Read Write INC. pictures and ditties, only as a visual cue, to support the Letters and Sounds scheme as the basis for our teaching of phonics. Letters and Sounds is a recognised synthetic phonic scheme. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the phonemes required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound. The teaching of phonics is of high priority to all teachers as it enables children to decode for reading and encode for spelling. We ensure that our teaching of phonics is rigorous, structured and enjoyable. Children have discrete, daily phonics sessions where they are introduced to new phonemes, can practise and revise previous learning and have plenty of opportunities to apply the knowledge they have.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, speaking and listening, songs, rhymes and practical games and activities. Children work with pace and are encouraged to apply their knowledge across the curriculum with any reading or writing activities. Our children also learn a variety of other key words by sight. Children read individually, in small groups, in guided reading which happens daily across the school. A variety of different genres are chosen at an appropriate level of phonics ability for each group of children with books which have fidelity to the Letters and Sounds scheme. As well as being able to read the text, children are encouraged to discuss the content of the book and their opinions about people, places and events are sought.

In Year 2 to Year 4 the children are introduced to the 'No Nonsense' spelling programme, this embraces knowledge of spelling conventions – patterns and rules; promotes the learning of spellings, including common exception words which is in line with the National Curriculum 2014. Key Stage 2 use independent reading, reading skills lessons, shared reading in English lessons and cross-curricular sessions, guided reading groups and reading for pleasure. Reading in Key Stage 2 develops and extends the skills acquired in Key Stage 1. Children explore a wide variety of genre, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts they explore as well as consider both the texts' themes and audience.

Reading offer:

Year group	Phonics (EYFS/ KS1) or spelling lesson (KS2)	Guided Reading	Read aloud to by an adult	Book to share at home for pleasure
EYFS	20 minutes daily + precision teaching intervention, if needed	Twice per week	Daily	Daily
Year 1	20 minutes daily + precision teaching intervention, if needed	Daily	Daily	Daily
Year 2	20 minutes daily + precision teaching intervention, if needed	Daily	Daily	Daily
Year 3	20 minutes daily	Daily	Daily	Daily
Year 4	20 minutes daily	Daily	Daily	Daily

All children across the school are given a reading book to take home, matched carefully to their phonics ability and are asked to read at home at least three times per week with an adult to practise the skills learnt at school.