

St Erth Reading Intent, Implementation and Impact Statement

Intent

At St Erth, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely and discuss what they read. This curriculum is delivered through systematic, synthetic phonics, shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. We work hard to foster a love of independent reading. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too linking our shared texts to our termly topics.

Implementation (Early Reading and Phonics)

Learning to read is one of the most important things your child will ever learn. It underpins everything else, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want your child to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read. Our bespoke systematic synthetic phonics programme has links for each sound to a high-quality shared reading text to enthuse each child.

We start by teaching phonics in the Foundation Stage (Reception) and Key stage 1. At St Erth, we follow our bespoke Systematic, synthetic phonics programme: St Erth Letters and Sounds: Phonics and Reading. This is based on the principles of Letters and Sounds and the practice of high quality phonics. The five phases of St Erth Letters and Sound: Phonics and Reading document provides a structure for the teachers to follow and plan children's progression. The teachers carefully adapt their planning to meet the needs of the children within their class. The teacher's daily and phased assessments allow for early intervention to take place.

Discreet phonic sessions take place daily for at least 20 minutes and there are also extended phonics activities within the indoor and outdoor environment available for the children to explore independently throughout the day to further embed their phonics learning in Early Years and where appropriate in KS1.

Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities. Each phoneme is linked to a nursery rhyme or song to further embed each sound.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home which are decodable relating to the sounds the children know. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have a reading area. In key Stage 1 this is a book corner with books that are frequently changed for interest. In Key Stage 2, classrooms have a class library as space is limited in classrooms. The school library is a dedicated space that children can enjoy and share books in a comfortable environment where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading and the school library is also constantly being developed.

Impact

We believe that reading is key to all learning and the impact of our reading curriculum goes beyond the result of statutory assessments. Our reading curriculum ensures children enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is created and this is demonstrated through daily, lively and meaningful discussion about reading. Alongside this, children show enthusiasm and are able to talk in detail about the variety of books they have read as a class, as a group and as an increasingly confident, independent reader making informed choices about their reading.

Children's progress in phonics is continually reviewed through daily and phased- phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed and quick and effective interventions take place as well as celebrating the children's progress. In June, the national Phonics Screening Check is undertaken for Year 1, to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year. There are clear expectations for each year group in our Systematic, Systematic Phonics Programme and this is continue to be used into Key Stage 2 for intervention.

Throughout the school, progress is mapped on an online school tracker which allows us to monitor and track our reading curriculum. This includes all statements from our Reading curriculum (based on the National Curriculum) and we directly assess what we teach and progress is tracked. Evidence for this is recorded in Floor Books with examples of children's work and notes made by Teachers and Teaching Assistants. Termly assessments in Key Stage 2 (NFER) offer a standardised score which allows teachers to track progress against a National scale and these help to inform Teacher Assessments in termly pupil progress meetings. We have termly moderations to ensure good progress is made and for opportunities to share good practice and resources.

The English Lead has monitored the implementation and impact of our bespoke Phonics scheme and weekly catch ups monitor the impact of our programme which is viewed very positively and all staff are proud of and dedicated to embedding, developing and celebrating our scheme.

Vocabulary	Fluency	Comprehension
------------	---------	---------------