Reading and Phonics

Statement of intent

Ravensden CE Primary Academy understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, to enrich and support the curriculum
- To deliver high quality, systematic teaching of phonics for accelerated progression in reading and spelling.
- To establish a consistent approach to phonics that ensures progression and continuity throughout the school.

Implementation

At Ravensden CE Primary Academy, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- Daily phonics lessons in EYFS and KS1, as well as intervention programmes for pupils who need extra support. Each group is led and taught by a RWI trained member of staff. During every session, the teacher delivers content appropriate to the group's reading level.
- At Ravensden, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.
- We have a wide range of reading books in our school. Children learning phonics using RWI take home books linked with the scheme, while other pupils choose a reading book to take home. Reading books are changed regularly.
- Children take part in regular Guided Reading lessons in KS1 (linked with RWI) and daily lessons in KS2, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- Across all age phases the children are exposed to high quality texts linked with their project work

- Pupils are read to each day by their class teacher. This could be a book that is linked with the class project, a recommendation by the teacher or pupil.

- Each classroom has a selection of books linked with the class project. This offers opportunities for the children to apply their reading skills across the curriculum.

- To promote reading for pleasure, all our classrooms provide a rich print environment, a comfortable and inviting area where pupils can enjoy reading, as well as displays of books linked with the class project

- We expect and encourage families at home to listen to their child read daily and also read to them regularly.

- Workshops for Parents are provided to promote reading and phonic skills, as well as useful information on our website and video links to useful clips

In addition to regular Teacher Assessment, teachers plan time for children to be assessed using the PIRA assessment papers each term and National Curriculum past papers in Year 2 and Year 6. These regular assessments inform planning and allow teachers to identify any gaps in learning.

Read Write Inc Lead also completes regular Read Write Inc. assessments and plot children onto a tracking grid on the Ruth Miskin portal, which ensures children are grouped appropriately in phonics.

Impact

By the time children leave Ravensden they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.