



Manor Primary School Curriculum Statement

Phonics and Reading



Vision Statement for Reading: - our ambition is for our children to be able to read with automaticity and fluency so once they learn to read, they can read to learn. We will support them in 'keeping up' rather than 'catching up' through interventions and additional support as required. The teaching of phonics is a priority through daily, systematic and consistent high-quality phonics lessons. Through careful text selection, children will have exposure to a wide-ranging scope of fiction and non-fiction books. These will give them an understanding of the world around them and the people within it and provide them with their Cultural Capital. As reading teachers our aim is to develop a life-long love of reading to ignite not only their imagination but their mental health and well-being.

Intent:

At Manor Primary School we:

- Carefully consider our Reading Spines and have a book-based writing curriculum
- Follow Read, Write Inc from Foundation Stage
- Continue on to 'Literacy Leaves' from The Literacy Curriculum for whole class guided reading sessions
- Use Accelerated Reader to support pupils' book choice (Once RWI is completed)
- Provide high quality resources and training (Development Days, RWI Progress meetings, English hub)
- Keep a training record and staff development practice pathways (on Ruth Miskin Portal)
- Ensure that everyone upholds the vision
- Ensure that adequate time is given to the teaching of reading
- Keep abreast of any national changes, research and initiatives
- Know the end goal for each year group
- Provide advice and demonstration of good practice (Phonics lead)
- Work with the English leads at the local authority
- Keep abreast of new literature and age recommended texts
- Focus on the attainment and progress of the lowest 20%, those who didn't reach the expected standard in the PSC and those on PPG
- Use a trained Academic Mentor to help children keep up with their peers and offer fluency practice

Implementation:

From FS2 we teach children to decode using the systematic phonics programme Read, Write Inc.'

In each lesson, pupils:

- learn a new sound
- read the new sound in words
- review sounds they already know
- write words using the new sounds they have learned and previous sounds they know

- read 'red' or 'tricky non-decodeable' words
- practice the words from the text which will aid them in reading more fluently
- read the book with a partner and take it in turns to read a page each using the strategies that they know

As the week progresses and pupils can read the book with more automaticity, they focus on comprehension of what they have read.

Any child at risk of falling behind in their phonics or in the lowest 20% will also receive 1:1 sessions with the Academic Mentor, Class teacher or TAs.

Books - As part of the RWI programme:

- Children in Set 1 from Group C to Ditty take home a 'Sound Blending' book and a reading book of their own choice.
- Pupils from Red onwards, will take home a copy of the book they have read in class 'floppy copy'; a linked text which shares the same sounds that they know (Book Bag Book) and a reading book of their own choice from a carefully selected class library collection.

Assessment (Each half term):

- Children reading ZPD books complete a Star Assessment.
- Children working on RWI are assessed and regrouped

Termly:

- NFER Reading Test

From Year 2 - 6, pupils then progress onto whole class guided reading sessions following The Literacy Curriculum's 'Literacy Leaves', where books are selected for a range of reasons including: diversity, 5 plagues of reading, curriculum links, environmental and global issues and aspirations.

Each reading plan covers the content domains (VIPERS). Time is also built in so that discrete skills are taught. Any child still requiring phonics instruction will have this as an intervention session and will also receive 1:1 tutoring daily from either their TA or our Academic Mentor. Any child falling behind in their fluency will also receive fluency instruction with the Academic Mentor – we use the principles of Reader's Theatre (as recommended by the EEF) to support this. Class teachers and TAs read 1:1 frequently with the bottom 20% and regularly with all pupils in their class.

Every half term, every child who has completed RWI will do a Star Assessment which will determine their ZPD for reading. The ZPD indicates which books the pupil can read and understand. Pupils select a book within their ZPD as their home reading book from a carefully selected classroom collection as well as from our online digital library 'MyOn. In order to know that pupils understand what they have read, they complete 'quizzes' on Accelerated Reader.

Books – As part of Accelerated Reader programme, pupils take home a:

- ZPD levelled book
- book of their own choice from the classroom collection, school library or Southcote library.

Assessment (Each half term):

- Children reading ZPD books complete a Star Assessment.
- Children working on RWI are assessed and regrouped

Termly:

- NFER Reading Test or past SAT papers in Y6

We expect all our pupils to read 5 x a week for 20 minutes a day and record this in their Home/School diaries.

In Goldfinch Class (our internal resource unit):

In Goldfinch, the children are read with 1:1 each morning, during this time the children are questioned using VIPERS about their books. As the children complete an Accelerated Reader book, they then complete a quiz. A log is kept to record if the children have read each night. Children are encouraged to read at least 5 times each week and if this isn't happening the SENCo discusses this with parents/ carers.

Children still working on their phonics are taught using Read, Write Inc.

Children who have learnt all of their phonics progress onto the guided reading sessions following The Literacy Curriculum's 'Literacy Leaves'.

After break each day the children have a class story time, a book is read by one of the adults to the whole class, these include SEND focused books about inclusion, being special etc, some are ELSA books – focusing on current needs of the class or a book chosen for pleasure from the book corner.

Each child in Goldfinch has a log in for 'Nessy'. This can be accessed online and is also used once a week in class. Nessy is a highly structured reading program that progresses to fluency. We have found this particularly beneficial for our children with dyslexia.

Books

- KS1 pupils who have progressed off RWI and all KS2 pupils receive a ZPD levelled book linked to the Accelerated Reader programme.
- Children working on RWI also receive 'Book Bag' books and 'Floppy Copies' to take home.
- All children get to take a free choice library book home each week- we keep a log of these choices to ensure that a mixture of 'fiction' and 'non-fiction' are being taken home.

Assessment (Each half term):

- Children reading ZPD books complete a Star Assessment.
- Children working on RWI are assessed and regrouped

Educational Health and Care Plans

In Goldfinch all children have an IEP, many also have an EHCP. If their plans include additional reading targets then these are planned individually in addition to the above provision.

Whole School:

As our English writing scheme is book-based, all class teachers read well-chosen, high quality books to the children in their classes, these books are thematically linked to the books in the reading curriculum and support their cultural capital. Every two years we celebrate World Book Day and use this to promote an aspect of reading that we feel would benefit our school community. We subscribe to First News and use this to help our pupils to read and understand what is happening in the world around them. Subject leaders have access to MyOn, our online digital library, so pupils can read supporting literature in the Foundation Subjects where applicable.

Impact:

- RWI data – tracking grid
- Star Assessment data
- English Hub observation
- Children talking about literature – authors, themes, preferences, recommendations, joy!
- Learning walks
- Observations