Reading – Intent, Implementation & Impact.

Intent

- Reading is a key life skill and at St Stephen's we are dedicated to enabling our children to become successful lifelong readers who can access literature in many forms.
- We recognise that mastery in phonics is fundamental to children being able to access a broad range of fiction and non-fiction texts across the curriculum. We aim to achieve this through focused, systematic teaching of synthetic phonics.
- It is essential to us that the children's experience of reading and literature is positive throughout the school. We strive to enrich their relationship with books and create happy and positive associations around reading for the children to take on into the next stage of the lives.
- We are committed to having a wealth of quality texts in the classrooms and library for children to read and enjoy at school and borrow to take home in addition to the reading scheme books.

Implementation

- The synthetic phonics program we follow is 'Read Write Inc', information about RWI and the progression including nursery from N to Year 2. Nursery children work through the Phonics Phase One programme. They learn crucial pre-reading skills of rhyming alliteration and oral segmenting and blending.

Nursery	The nursery children are read to every day and build up knowledge of a wide range of books including fiction and non-fiction. They read key texts during the year that develop their pre-reading skills. The children borrow books from the class library to share with their parents at home.
Reception	Set 1 sounds – sounds written with one letter and 'Special friends' sounds written with 2 letters. The children learn to identify these sounds and form the corresponding grapheme correctly. The children learn to segment and blend words containing these sounds. Some children will take home 'Sound blending books' which contain words with sounds the children have learnt. Other children will progress to the graded 'Book Bag Books' which are stories containing the sounds the children are learning.

	Set 2 sounds – Sounds with 2 (digraph) and 3 (trigraph) letters. The children learn to identify these sounds and form the corresponding grapheme correctly. The children learn to segment and blend words containing these sounds including alien words. *'Book Bag Books' pink and above contain set 2 sounds.* Some children will learn the set 3 sounds during their time in Reception. These are sounds with alternative graphemes to the ones in set 2 and some additional new sounds. In set 3 children are introduced to split digraphs. *'Book Bag Books' blue and above contain set 2 sounds.* The children learn to identify these sounds and form the corresponding grapheme correctly. The children learn to segment and blend words containing these sounds including alien words. Once children are familiar with all the set 1 sounds they begin guided reading sessions 3 times a week beginning with 'Red Ditty Books' and progressing to the graded Storybooks. Children in Reception begin learning some common exception words knows as, 'Red words' in the RWI scheme. These are words which they must learn and cannot segment. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
Year 1	In Year 1 children begin by revising the Set 1 sounds including letter names and then move on to revising the set 2 sounds. The children learn to segment and blend words containing these sounds including alien words. The children will take home graded 'Book Bag Books' as well as an additional Oxford Reading Tree text. Guided reading sessions will take place using the Read, Write, Inc graded Storybooks. The Set 3 sounds are then taught. The children learn to segment and blend words containing these sounds including alien words. The children will take home graded 'Book Bag Books' as well as an additional Oxford Reading Tree text. The children will then be taught an additional set of sounds containing alternative sounds and graphemes which are not part of the RWI scheme but which are statutory and will prepare children for the Year 1 Phonics Screening in June. Children in Year One will continue to learn common exception words knows as, 'Red words' in the RWI scheme. Pupils' attention is drawn to the grapheme phoneme correspondences that do and do not fit in with what has been taught so far. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf
Year 2	In Year 2, the vast majority of children come in with secure phonics knowledge and are able to decode effectively to read words they have also learnt the 'red' words and can access age appropriate texts easily. For those children who did not pass the phonics screening, and for those where the teacher's believe it is necessary, supplementary phonics work is taught in small groups or 1:1. In general teaching of reading is completed in class based shared and guided reading (whole class and small groups) where children read together and discuss the text including authorial / editorial intention, implied meanings, retrieval of detail and layout. Twice within a unit of work,

	approximately once a week, the children's main activity will be comprehension focused and in many direct teaching sessions reading skills are utilised. Children take home reading books and are heard read regularly, depending on need.
Years 3-6	Children in these years continue to learn reading skills, as well as to reflect on and develop their own enjoyment of literature and personal preferences, as part of their English lessons and time in class. Classes have an ongoing class book, which is read to the children by the teacher, as well as weekly trips to the library and access to a well-stocked book corner. As in year 2, comprehension based activities are taught within the English units, at least twice within a unit, and are contextualised as much as possible (there is also the opportunity to practise the text and questions assessment model, especially at the end of half terms). Comprehension activities take on may forms and are often collaborative and child led. Children are encouraged and enabled to form their own opinions on texts and to develop their own opinions and tastes and to share these with their peers.

- All classes use quality texts in their English teaching to contextualise learning objectives and make the learning more interesting for the children. Texts are read in their entirety over the course of a unit. We avoid, as much as possible, teaching English based on extracts of texts unless this is beneficial because of the genre / context.
- All classes have a book corner that is well stocked and frequently replenished to ensure children have access to books other than the reading scheme books for enjoyment and to stimulate a love of literature.
- Read Write Inc book bag books sent home in Reception and Year 1 to consolidate and reinforce phonics learning and begin to develop comprehension skills.
- Oxford Reading Tree reading scheme used as supplementary texts in reception and Year 1 and then throughout the school after phonics screening.
- Children from Yr 2 up can also borrow quality texts from the book corners and library every week.
- Children heard read at least twice a week in Reception (only at risk of not achieving ELG were listened to 1:1 last year and everyone else had guided reading sessions 3 times a week) and Year 1. Once a week in Year 2 and once every two weeks in years 3 and 4 until they become free readers. Once free readers, should be heard to read once a half term. Children who fall behind with their reading will have an intensified reading schedule determined by their needs in any year group.
- All children on reading scheme to take home two books a week to read at home (dependant on length of book) and can borrow books from library and/or book corner.
- Comprehension and shared reading part of every English unit taught throughout the school.

- Every class are read class book that the teacher reads to the children to help foster love of literature in the children and also to expose children to a range of quality literature. These are generally of a slightly higher level than the texts the main cohort would be able to access on their own and age appropriate to the group.
- Every half term, the children are assessed in their reading through class work and explicit assessment. These assessments are entered into Target Tracker and are used to inform planning and stimulate any additional learning required for the children (catch up or intensive programs etc).
- We have an ongoing commitment to ensuring representation of non-white characters and authors in books for all ages including picture books, class texts and books in the library and book corners.
- Our library is well stocked and cared for by a dedicated librarian and we have recently implemented a computerised cataloguing system to enable a more effective use of the library books we have. All classes visit the library once a week.

Impact

- The children enjoy stories, being read to and reading themselves – fostering a lifetime love of reading.
- They develop and maintain enthusiasm and interest in books and reading and are familiar with a range of different genres and authors.
- They have experience of reading non-fiction books for pleasure and for learning and can use them effectively.
- They know how a library functions and treat the library, and class book corners, with respect
- The children can confidently decode and phonically sound out and blend words by the end of Year 1 with increasingly sophistication and fluency by the end of Year 2.
- They develop inference and retrieval skills in their reading comprehension in increasing complexity from Reception up.
- Children achieve expected or above expected standard in their reading assessments in Year 2 and Year 6 SATs.