**Mary Dean’s Church of England Primary School Reading and Phonics**

**Intent:** At Mary Dean’s, we see reading as the heart of our curriculum and the driver for the other subjects. Reading is valued as a key life skill, and we are dedicated to enabling our pupils to become lifelong readers. We ensure that our teaching of phonics and reading is taught using a high quality and consistent approach. Reading is key to academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following:

* Children in Foundation and Key Stage One take part in daily Phonics using the ‘Little Wandle’ phonics scheme to segment and blend sounds together to read and write words. Children participate in speaking, listening, spelling and reading 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. Those children in Key Stage Two who still need phonics support take part in daily intervention sessions.
* In foundation and Year One children participate in routine guided phonics reading sessions
* Children develop their reading comprehension skills in Key Stage One and Key Stage Two through frequent Whole Class and Guided Reading sessions, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
* We provide a wide range of reading books in our school of all genres. All children from Nursery to Year 6 choose a reading book to take home and this reading book is changed accordingly. Children who are not yet ‘free readers’, will work through our school reading scheme – these are levelled books which match the children’s current reading age. We expect family at home to read these books with their child daily and make comments in their child’s reading record. Children who are working within the phonics phases are given a phonics reading book at the from a synthetic phonics scheme at the appropriate phase in addition to a home ‘sharing’ book.
* Each classroom will have a selection of books in their classroom from a range of authors and genres and books which are directly linked with the class topic. Topic books offer opportunities for the children to apply their reading skills across the curriculum.
* Children are read a from a class novel or other texts each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
* Children in Key Stage Two are given time to read independently on a daily basis.
* Each classroom in the Early Years has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
* Children have the opportunity to take part in ‘Reading Buddies’, in which children mix with other children from different year groups and share a book together.
* By the time children leave Mary Dean’s 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.
* Children take part in a reading incentive scheme where they are awarded for the additional reading they do at home.

**Implementation**

Teachers plan English lessons around a key text. As part of this planning process, teachers also plan for Whole Class and Guided Reading lessons using a wide range of different texts and a list of unknown vocabulary which appears in any texts used and that which has been identified as key to their topics. Teachers must assess children regularly against the Key Learning Objectives for reading Y1 – Y6 and Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. Teachers/teaching assistants also complete regular phonics phase assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics and support any falling behind. Children are assessed using the Rising Stars Progress in Reading Assessment tests to ascertain a reading age and standardised score and using the Standardised Assessment Tests in Y2/6 to support teacher judgement.

**Impact** 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. Assessment 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.