

Statement of Intent for Reading and Phonics

Reading is given high priority at Thorpe; no other skill is more important than reading. It is the gateway to all other knowledge. Research shows that in helping children to develop positive attitudes towards reading from an early age can have a significant impact on their reading development. We see reading as a wider picture across our curriculum. Whether it is finding out geographical facts about volcanoes or looking at a timeline we promote it within each subject.

Each classroom has a designated reading display/area.

We see reading as something that should be celebrated and as a school, we organise a range of events to promote reading such as book week, reading buddies, story sack clubs and World Book day. Children in Reception and Key Stage 1 regularly visit the local library.

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”— Dr. Seuss, “I Can Read With My Eyes Shut!”

INTENT

At Thorpe Primary School we intend:

- For children to become fluent, confident, enthusiastic and motivated readers
- For children to be exposed to quality literature as they move through school
- To develop- children’s confidence in reading a wide variety of high-quality genres and text types
- For children to have the skills to decode words in order to be able to read fluently with understanding of what they have read
- To have a love of reading and an enjoyment of reading for pleasure
- To use reading to provoke thought within children
- To support reading at home

IMPLEMENTATION

What do we teach? What does this look like?

❖ Phonics:

Systematic, synthetic phonics using the Letters and Sounds programme, is our first method for teaching reading. Phonics is taught daily in Reception, Year 1, and Year 2. Children are taught the graphemes and their corresponding phonemes in the order set out in the scheme. Individual letters or letter sounds are blended to form groups of letters or sounds, and those groups are then blended to form complete words. Children progress through the phases during Reception and Key Stage 1 (Year 1 & 2). Letters and Sounds is divided into six phases, with each phase building on previous learning. Children are taught to read and spell ‘tricky words’ – words with spellings that are unusual or that children have not yet been taught.

We have clear expectations of children’s’ attainment through the phases from Reception to Year 2.

Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs

(Grapheme/Phoneme correspondence), and words with Phase adjacent consonants (Phase 4) with fluence and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Children who are identified as not on track receive additional phonics sessions.

At the end of Year 1 all children take part in the Year One Phonics Check.

Phonics teaching is linked to books through whole class reading and shared reading. Children have the opportunity to practise what they have been taught in their phonics lesson.

❖ Reading:

Reception, Year 1 and Year 2 children have to learn to read, spell and write a number of common exception or tricky words.

These words are the common words that are not easy to build up using phonic methods and need to be practised until they are instantly recognisable. There are a total of 45 words to learn in the Reception Year and 200+ for the rest of Key Stage One.

Individual reading books are matched to the children's secure phonic knowledge.

All children in Reception, Year 1 and Year 2 receive one to one reading at least once a week. The frequency is determined by their needs. All children are read to daily by their teacher.

Children have many opportunities for reading in school which include whole-class reading sessions, cross-curricular reading, group reading with their peers, and individual reading.

Time is also allocated for children to be read to during the daily class read/story. Children have the opportunity to vote for these books.

Having recently moved the library, we are in the process of restocking it so that children will be able to start borrowing books.

Reading at home

Parental support is crucial to successful reading and we encourage parents to support their child by listening to them read regularly at home - little and often is the best way to learn.