



<p><b>Intent</b></p>	<p><i>English intent with links to school intent:</i></p> <p><b><i>"A child, a book, a read, a chat. This is the way the mind grows. Not with a test but a tale."</i></b></p> <p>Michael Rosen.</p> <p>This quote by Michael Rosen underpins our ethos of reading here at Sibertswold C E Primary School. We aim to instil in all our children, <b><i>curiosity</i></b>, a love of reading, a thirst for knowledge, the excitement of discussing and sharing a book with others and the ability to make <b><i>meaningful connections</i></b>.</p> <p>We give them the very best start they can have - balancing learning to read with enjoyment of books and other texts. We believe that reading 'opens the door' to learning, enabling children to access a wider curriculum. Children who read widely will go on to become lifelong and <b><i>reflective</i></b> learners. We recognise the importance of reading and aim for all our children to become confident, independent readers with an excellent understanding of what they read, using a wide-range of engaging <b><i>resources</i></b>.</p>
<p><b>Implementation</b></p>	<p><b><u>Phonics</u></b></p> <p>At Sibertswold, we want every child to be successful and fluent readers at the end of Key Stage One. We believe that this is achievable through a combination of strong, high quality, discrete synthetic phonics teaching combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read and spell.</p> <p>Sibertswold phonics is taught through daily discrete phonics sessions. We use the Supersonic Phonic Friends scheme to deliver these high quality phonics sessions.</p> <p>Below is an outline of the phases and when they are taught in our school. *</p> <ul style="list-style-type: none"> <li>• <b>Phase 1 (Reception)</b> Phase 1 focuses on developing children's listening, vocabulary and speaking skills. This phase is divided into 7 aspects-environmental sounds, instrumental sounds, body percussion (e.g. clapping and stamping), rhythm and rhyme, alliteration, voice sounds and oral (e.g. hearing that d-o-g makes 'dog')</li> </ul>



- **Phase 2 (Reception)** In Phase 2 the children learn 19 letters of the alphabet with one sound (phoneme) for each letter. The children begin to blend sounds together to make words and learn to segment words into separate sounds. The children also start to read simple captions.
- **Phase 3 (Reception)** The remaining 7 letters of the alphabet are taught, one sound (phoneme) for each letter. Graphemes such as sh, ng, oi, are taught as they represent the remaining phonemes which are not covered by single letters. The children read captions, sentences and questions.
- **Phase 4 (Reception/Year 1)** There are no new phonemes or graphemes taught in this phase. Children recap prior learning and learn to blend and segment longer words with adjacent consonants e.g. swim, clap
- **Phase 5 (Year 1)** The children now move onto the 'complex code.' Children learn that there are more graphemes for phonemes (ways to write the sounds) and that there are different ways to pronounce the phonemes they have already learnt.
- **Phase 6 (Year 2)** Phase 6 has a clear focus on spelling, including tenses, prefixes and suffixes, doubling and dropping letters.

*\*owing to Covid 19, we recognise that some children will need to revisit earlier phases and our planning will take this into consideration.*

### Reading Spine

From Year 2, class texts are selected from the 5 Plagues of a Developing Reader, which include: Archaic Language, Non-Linear Time Sequences, Narratively Complex Books, Figurative/Symbolic Text Texts and Resistant Texts. The idea is that in each year, a child will cover all 5 plagues of reading so that, by the time



they reach year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books, expected of them in secondary schools. The 5 plagues of reading only considers narratives and poems, so we ensure children are exposed to a good balance of topic appropriate non-fiction books to help further develop children's background knowledge of the subject they are studying, through our teaching of whole-class guided reading and during our foundation teaching.

## Whole Class Guided Reading

From Y2 onwards, all children will take part in whole class guided reading sessions. Here at Sibertswold, we believe that reading aloud, as a whole class has a positive effect on reading achievement and fosters a life-long love of reading. It gives children the opportunity to discover new and rich vocabulary and to be able to discuss meanings alongside their peers. Sørensen and Hallinan (1986) found small group teaching provides kids with fewer learning opportunities. Carefully chosen extracts and texts provide all children with models that they might not otherwise encounter - opening the doors to new interests and exposing children to materials outside of their perceived reading 'ability'.

We ensure that all needs are met by balancing modelling, scaffolding and encouraging higher-order thinking skills through skilful questioning. TA support can be offered to those children who find it challenging to engage or perhaps to help those working below ARE. They may scaffold, discuss, scribe as needed.

All children have a Guided Reading exercise book to record their learning. We use 'Fred's Teaching' as a model for our Guided Reading sessions to ensure consistency and progression throughout the school. See model (right).



Linked extracts for 3 days - use a variety of text types.



A class novel chosen for engagement and enjoyment.



Use video clips, songs and other mixed media to engage children.



The main skills covered should be inference and retrieval, with all other skills visited regularly.

All children should have the opportunity to read



## Impact

- Increase in outcomes - social, language and communication by offering good quality discussion around high quality books.
- Improvement in confidence in reading and comprehension skills
- All pupils are exposed to, and begin to utilise a wider vocabulary.
- Evidence of high quality written responses.
- CPD to increase staff confidence in the teaching of reading.
- Networking of teachers to provide high quality lessons and sharing of planning.
- More effective use of National Curriculum objectives to raise staff awareness of reading expectations in each year group.
- Peer to peer support for reading provides scaffolding for Lower Ability pupils and enables Higher Ability pupils to develop mastery.
- Ensure that all staff have a sound overview of each child's basic reading diet across school.

### EYFS

All children should recognise and read all Phase 3 phonics and some will have progressed to Phase 4.

### Year 1

*The Phonics Screening Check*- The Phonics Screening Check is an assessment at the end of Year 1 to confirm whether individual children have learnt phonetic decoding to an appropriate standard. It enables schools to identify children who need additional help, so ensure they are given support to improve their reading skills. Children who do not 'pass' the check in Year 1 are able to retake it in Year 2. It is a Statutory Requirement to carry out the screening check. The check is a short, simple screening check that consists of a list of 40 words and pseudo words (non-words), which the child reads one-to-one with their class teacher. The Phonics Screening Check takes place in June.

As a school, we aim for 93% or above.

### End of Key Stage 1

At the end of Y2, children will sit formal reading Sats tests. We aim to achieve 93% expected or above.

### End of Key Stage 2

At the end of Y6, children will sit formal reading Sats tests. We aim to achieve 93%, expected or above.



# Sibertswold Reading - Intent, Implementation and Impact



--	--