



# The Whitchurch CE Federation



## The Independent Me – English: Reading and Phonics

*“A reader lives a thousand lives before they die. The person who never reads lives only one”*

George R. R. Martin

### Intent

At The Whitchurch Church of England Federation, we value reading as a crucial life skill to develop children culturally, emotionally, intellectually, socially and spiritually. By the time children leave us, we want them to read confidently and fluently for meaning and regularly enjoy reading for pleasure. Our English curriculum will instil the qualities of the Independent Me by developing pupil's skills in communication, interpretation, exploration and investigation. We aim to create a language-rich environment from Nursery to Year 6 through high quality interactions with all staff. Developing cultural capital will encourage our children to appreciate our rich and varied literary heritage, so that they can interpret, infer, explore and exploit the world around them long after they leave us.

### Implementation

#### Phonics

The Infant Academy are a "Get Reading. Keep Reading. Change Everything." school. We use the Read Write Inc. phonics programme to ensure children read accurately and fluently with good comprehension. Children are regularly assessed and grouped according to phonic knowledge to ensure the best progress for every child. Children participate in daily RWInc lessons in small groups lead by the five core principles:

PURPOSE – Children understand what they are learning and why.

PASSION – staff are passionate about teaching phonics to engage the children emotionally

PACE – teaching is at an effective pace and every moment is devoted to teaching and learning

PARTICIPATION – every child participates throughout the lesson.

PRAISE – effort and progress are praised (not ability)

We are passionate about every child becoming a successful reader. Any child identified as falling behind the programme receives 1:1 phonics tutoring by trained staff to ensure the best possible outcomes.

In year 2 and KS2, if a child has not yet completed the RWInc programme, they continue their journey with a trained member of staff. Children requiring additional support as they move into upper key stage 2 receive support through the intervention Fresh Start.

Reading lessons in LKS2 start with 5 minutes of speed sounds and application each day

## **Reading**

Through the Curiosity Approach, teachers in EYFS and year 1 provide pupils with rich and varied opportunities to interpret, role play and explore known stories and rhymes in a practical way through extended provision.

All classes, including Nursery, have a dedicated calm and peaceful area for reading where high quality books provide engagement and a love of reading. Reading areas contain Pathways texts studied in the previous year so all children can build their confidence as readers.

From year 2 to year 6, children are taught reading through the Pathways to Read programme which works alongside the award winning Pathways to Write programme. Pathways to Read follows a mastery approach to learning with the following three categories of skills developed.

ONGOING SKILLS – linked to text choices and achieved through selection of engaging teaching activities.

CORE SKILLS – Prediction, vocabulary development and retrieval.

MASTERY SKILLS – 2-3 objectives are focused on for children to master each half-term.

In KS2, one day per week, pupils receive a bespoke reading session planned to address areas for development identified in assessments.

Children also have the opportunity to take part in a 'book café' where they quiet read, take part in discussions, read to adults, interact with their planners and complete activities to respond to reading independently.

Enrichment for reading is provided through Breakfast Phonics, the Reading Warriors after school club, lunchtime library club and themed days including Pyjamarama day, poetry competitions and World Book Day.

## **Rhymes and Poems**

Each year group explores 5 core rhymes or poems over the year. Through the daily enjoyment of learning and reciting poems and rhymes, teachers aim to build strong emotional connections to language and promote a language rich environment.

## **Storytimes**

Storytime is an essential planned part of every school day. Books are chosen to elicit a strong emotional response from children, extend vocabulary and help children to better understand themselves and the lives of others. Through daily storytime, teachers aim to promote a love of reading and provide a medium through which children can, through imagination, live the lives of others.

## **Home reading**

In EYFS and year 1, we use the RWInc books taught in school alongside a RWI linked book bag book to ensure books are decodable and link to learning. As well as these, children also choose a library book to enjoy, share and discuss with their parents. The online Ruth Miskin videos are tweeted home regularly to guide parents on the best way to support their child's reading and phonic development at home.

From year 2 onwards, books are banded in a progressive system to build on current reading skills. Each child selects a book to read at home and in school. In KS2, class teachers and support staff listen to children read as part of book café sessions.

## **Impact**

The intended impact of the 'Reading Curriculum' is that all children become fluent readers, working at the expected level or above when they leave The Whitchurch Church of England Federation. Children will be confident readers who have a firm understanding of how to apply their skills to communicate, interpret, explore and investigate the world around them. Their experiences of reading will influence and inspire them as writers and children will leave us with a life-long love of reading.