



# Reading & Phonics Curriculum

<b>Intent</b>	<p>Our vision is that every child, by the end of their primary education, can read with ease, fluency, confidence and a good understanding in any subject and genre so every child has the aspiration and gratification to continue reading beyond their Primary years. On entry, children’s deprivation of language, vocabulary and reading experiences are limited, therefore we strive to build a strong partnership with parents/carers so reading continues at home and we provide a language rich environment filled with high quality texts to close the gap and enable children to reach their future potential and possess the tools to be a lifelong reader. Our over-arching intention is that the child leaves primary school with a love and appreciation of reading for both pleasure and to gain new knowledge. Therefore, they have a firm foundation to aspire to contribute fully to society.</p>									
<b>Implementation</b>	<b>What</b>	<p>To ensure children reach an age appropriate level of reading, phonics is taught daily from Nursery to Year 1 summer term. Our Porters Phonics Programme is rigorous and taught to fidelity so that all children aspire to be confident fluent readers as early as possible in their school career. For children in KS2 that are still decoding, relevant decodable books are provided until they reach the required level of fluency to enable them to keep up with their peers. In EYFS &amp; KS1, children are provided with opportunities to read high quality texts in our designated reading areas and through other areas of provision and lessons throughout the day. We provide a reading rich environment with reading related materials linked to the curriculum and the children’s interests. This provides children with opportunities to read for different purposes and for pleasure. Every opportunity is taken to model how to handle and read high quality texts. With fidelity, we demonstrate how to apply their phonic knowledge and reading skills to decode and promote understanding of comprehension. In KS2, children also have a designated reading area where they have the autonomy to choose their own reads from a wide selection of genres and texts to continue their reading journey. Layered reading is carefully planned and taught regularly using high quality texts to ensure children understand new vocabulary, apply their comprehension skills and develop prosody. All year groups have a daily read aloud session with their class teacher. The books are carefully selected to expose our children to a wide literary heritage, a variety of authors, challenging vocabulary and exciting stories to promote discussion and a love of reading. Weekly, every year group has a reading for pleasure session that includes the teacher modelling being a reader, ‘selling’ the love of reading and giving children time to read to aspire to continue reading at home.</p>								
	<b>How</b>	<table border="1"> <thead> <tr> <th data-bbox="324 794 929 837">Resources and Equipment</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 837 929 1077"> <p>We provide carefully selected decodable books that match children’s secure phonics knowledge for their daily phonic lessons, one-to-one reading and reading at home so we are setting them up for success and the opportunity to practise at home. These books are also chosen because they have a broad and challenging vocabulary to fill the deprivation gap of language.</p> </td> </tr> <tr> <td data-bbox="324 1077 929 1310"> <p>Quality texts for English (Year 1 – 6) and Layered reading (Year 2 -6) are chosen to reflect the diversity of the children, provide cultural heritage and literary tradition. The texts vary in genre and link carefully to our curriculum. This enables our children to be immersed in literature to broaden their reading experiences and widen their vocabulary.</p> </td> </tr> </tbody> </table>	Resources and Equipment	<p>We provide carefully selected decodable books that match children’s secure phonics knowledge for their daily phonic lessons, one-to-one reading and reading at home so we are setting them up for success and the opportunity to practise at home. These books are also chosen because they have a broad and challenging vocabulary to fill the deprivation gap of language.</p>	<p>Quality texts for English (Year 1 – 6) and Layered reading (Year 2 -6) are chosen to reflect the diversity of the children, provide cultural heritage and literary tradition. The texts vary in genre and link carefully to our curriculum. This enables our children to be immersed in literature to broaden their reading experiences and widen their vocabulary.</p>	<table border="1"> <thead> <tr> <th data-bbox="929 794 1534 837">Planning</th> </tr> </thead> <tbody> <tr> <td data-bbox="929 837 1534 1310"> <p>Our Porters Phonics Programme is planned and taught daily with fidelity. There is a clear progression map so children start in Nursery and complete the programme by Year 1 summer term. Our structured and rigorous lessons include our pedagogy of revisit, teach, practise and apply. Children are regularly assessed so they have the right decodable book and if needed they can receive planned phonic interventions so all children keep up with their peers. The interventions follow our pedagogy of memory (speedy recall), processing (precision grid) and manipulation (oral and blending to read). In KS2 teachers complete the proforma for Layered Reading to revisit, introduce and apply. This is done by shared and independent reading opportunities, planned new vocabulary taught and application of comprehension skills.</p> </td> </tr> </tbody> </table>	Planning	<p>Our Porters Phonics Programme is planned and taught daily with fidelity. There is a clear progression map so children start in Nursery and complete the programme by Year 1 summer term. Our structured and rigorous lessons include our pedagogy of revisit, teach, practise and apply. Children are regularly assessed so they have the right decodable book and if needed they can receive planned phonic interventions so all children keep up with their peers. The interventions follow our pedagogy of memory (speedy recall), processing (precision grid) and manipulation (oral and blending to read). In KS2 teachers complete the proforma for Layered Reading to revisit, introduce and apply. This is done by shared and independent reading opportunities, planned new vocabulary taught and application of comprehension skills.</p>	<table border="1"> <thead> <tr> <th data-bbox="1534 794 2141 837">Environment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1534 837 2141 1310"> <p>From Nursery to Year 3 there is a clear progression seen in the phonic working walls in each classroom so children independently can refer to them to support their reading. Decodable books are available for EYFS to Year 2. In addition, there are decodable books for KS2 children to support them to keep up with their peers that suit both their phonic level and chronological reading interests. For children who can decode and read with fluency they can choose from a wide selection of reading materials from their designated classroom reading area which reflects the classes reading interests, topics they are studying and their reading abilities. We have a large and exciting library that children can visit during their weekly reading for pleasure sessions and with their family after school, once a week.</p> </td> </tr> </tbody> </table>	Environment
Resources and Equipment										
<p>We provide carefully selected decodable books that match children’s secure phonics knowledge for their daily phonic lessons, one-to-one reading and reading at home so we are setting them up for success and the opportunity to practise at home. These books are also chosen because they have a broad and challenging vocabulary to fill the deprivation gap of language.</p>										
<p>Quality texts for English (Year 1 – 6) and Layered reading (Year 2 -6) are chosen to reflect the diversity of the children, provide cultural heritage and literary tradition. The texts vary in genre and link carefully to our curriculum. This enables our children to be immersed in literature to broaden their reading experiences and widen their vocabulary.</p>										
Planning										
<p>Our Porters Phonics Programme is planned and taught daily with fidelity. There is a clear progression map so children start in Nursery and complete the programme by Year 1 summer term. Our structured and rigorous lessons include our pedagogy of revisit, teach, practise and apply. Children are regularly assessed so they have the right decodable book and if needed they can receive planned phonic interventions so all children keep up with their peers. The interventions follow our pedagogy of memory (speedy recall), processing (precision grid) and manipulation (oral and blending to read). In KS2 teachers complete the proforma for Layered Reading to revisit, introduce and apply. This is done by shared and independent reading opportunities, planned new vocabulary taught and application of comprehension skills.</p>										
Environment										
<p>From Nursery to Year 3 there is a clear progression seen in the phonic working walls in each classroom so children independently can refer to them to support their reading. Decodable books are available for EYFS to Year 2. In addition, there are decodable books for KS2 children to support them to keep up with their peers that suit both their phonic level and chronological reading interests. For children who can decode and read with fluency they can choose from a wide selection of reading materials from their designated classroom reading area which reflects the classes reading interests, topics they are studying and their reading abilities. We have a large and exciting library that children can visit during their weekly reading for pleasure sessions and with their family after school, once a week.</p>										
<b>Impact</b>	<table border="1"> <thead> <tr> <th data-bbox="324 1310 929 1364">Quality of Education</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 1364 929 1482"> <p>The children aspire to and are able to read in a range of different genres and purposes with fluency. Children have a wide ranging vocabulary that they can use in the wider world and are prepared for different situations. They have</p> </td> </tr> </tbody> </table>	Quality of Education	<p>The children aspire to and are able to read in a range of different genres and purposes with fluency. Children have a wide ranging vocabulary that they can use in the wider world and are prepared for different situations. They have</p>	<table border="1"> <thead> <tr> <th data-bbox="929 1310 1534 1364">Behaviour and Attitudes</th> </tr> </thead> <tbody> <tr> <td data-bbox="929 1364 1534 1482"> <p>Through sustained reading, children build resilience and confidence when reading an unknown text. By reading a range of different texts, the children will build a curiosity to try out new authors and read books from a variety of</p> </td> </tr> </tbody> </table>	Behaviour and Attitudes	<p>Through sustained reading, children build resilience and confidence when reading an unknown text. By reading a range of different texts, the children will build a curiosity to try out new authors and read books from a variety of</p>	<table border="1"> <thead> <tr> <th data-bbox="1534 1310 2141 1364">Personal Development</th> </tr> </thead> <tbody> <tr> <td data-bbox="1534 1364 2141 1482"> <p>Reading enables learners to support their mental health, make positive life choices, improve well-being and become responsible members of our communities.</p> </td> </tr> </tbody> </table>	Personal Development	<p>Reading enables learners to support their mental health, make positive life choices, improve well-being and become responsible members of our communities.</p>	
Quality of Education										
<p>The children aspire to and are able to read in a range of different genres and purposes with fluency. Children have a wide ranging vocabulary that they can use in the wider world and are prepared for different situations. They have</p>										
Behaviour and Attitudes										
<p>Through sustained reading, children build resilience and confidence when reading an unknown text. By reading a range of different texts, the children will build a curiosity to try out new authors and read books from a variety of</p>										
Personal Development										
<p>Reading enables learners to support their mental health, make positive life choices, improve well-being and become responsible members of our communities.</p>										

	<p>the tools and aspirations to be lifelong readers and an appreciation of quality literature which reflects our cultural capital that they can apply to their further education, profession and reading for pleasure.</p>	<p>genres. Children develop the British values of tolerance, understanding diversity and mutual respect by reading a variety of differing books from a wide ranging background.</p>	<p>The texts the children have used throughout their learning, has developed their cultural capital ensuring they can adapt to a wide variety of social situations. They have been exposed to a strong literary heritage which has prepared them for future learning.</p>	
<b>Monitoring</b>	Conversations with Pupils	Work Scrutiny	Planning Scrutiny	Teaching and Learning Observations