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**Reading and Phonics - Bessemer Primary School**

**Intent**

Across the Gem Federation, we believe that becoming a fluent, skilled and attentive reader starts at the earliest stages.  We value the importance of oracy, using spoken language to develop children's communication skills and broaden their vocabulary.

We believe that every child can learn to read with the right teaching and support.

Therefore, we prioritise reading as we know this has a direct impact on all areas of children's lives.  We aim to reduce the language gap between children from language rich homes and others by:

* Providing effective teaching of reading.
* Adults engaging children in high- quality texts.
* Adults supporting discussion and dialogue around a text and providing direct and explicit teaching of vocabulary and reading skills.
* Allowing children, the time to articulate what they know, understand and to make connections.
* Widening children's vocabulary across all areas of the curriculum, ensuring careful sequencing of vocabulary.
* Build time for all children to read independently and be read to during the school day.
* Involve parents in supporting their children to read.
* Put reading at the heart of our curriculum in all classes.
* Provide opportunities for children to encounter a wide range of genres to help broaden their experience.
* Ensure that children receive a balanced programme of listening to stories and that feed children’s imagination, enhances their vocabulary and develops comprehension skills
* Children are taught to read and write using the Gem Federation’s SSP

**Implementation**

We aim to foster a love of reading in school and at home. We use the EYFS Framework and the National Curriculum across KS1 and KS2 to develop pupil’s language capability, support pupils to develop fluent reading competencies and teach reading comprehension strategies through modelled and supported practice.

Reading across the federation is a combination of phonics, one to one reading, home reading, whole class and guided reading. Knowledge and skills are taught sequentially with high expectations consistently applied, to maximise learning outcomes for all children.

High quality texts have carefully been chosen based on selected criteria decided across the federation. (See Reading Progression Map). These texts are used throughout English lessons to teach reading and writing and support the delivery of the reading curriculum. This enables children to excel and be prepared for, every stage of learning and beyond.

Reading is taught in a variety of ways depending on the age and stage of the children. Here are some of the different ways we teach reading across the federation:

Whole class reading- refers to the teaching of reading using the whole class English text (See English Writing Curriculum Overview). Reading aloud is modelled by the class teacher alongside the process of comprehension and understanding of a text taught. A range of question types and formats are explored with the appropriacy and specifics of answers considered.

Guided reading - is when children are given the opportunity to read, comprehend and discuss a text at their level. Questions are planned around a text, where children have time to find, respond, evidence and discuss their answers verbally with their peers before the next sessions guided read with an adult. The adult’s role in the guided session is to review the children’s answers and up level responses wherever possible to extend and embed their understanding. The other groups participate in tasks that promote a love of reading for pleasure.

Phonics- we teach phonics through a Systematic Synthetic Phonics programme (SSP) created by the Gem Federation. The programme enables children to start learning phonic knowledge and skills early in Reception. It provides a structured route for most children to meet or exceed the expected standard in the Year 1 Phonics Screening check and all the national curriculum expectations for word reading.

The scheme is based upon the updated (Letters and Sounds improving rates of progress 2021) and draws on our Gem’s Federation’s excellent practice. It ensures that, as children move through the early stages of acquiring phonic knowledge and skills, they can practise these by reading texts closely matched to their level of phonic attainment.

A daily diet of explicit phonics teaching takes places from Reception to Year 2, where children learn a defined group of grapheme-phoneme correspondences that enable children to read and spell many words early on. The programme ensures progress from simple to more complex phonic knowledge and skills, cumulatively covering all the major grapheme-phoneme correspondences in English.

It also ensures that children are taught to decode and spell common exception words (sometimes called ‘tricky’ words), appropriate to their level of progress in the programme.

Resources are provided to enable teachers to deliver the programme effectively, including regular training given to all staff to ensure fidelity and consistency of teaching throughout the year groups.

Home Reading - All children are expected to read at home daily. Expectations for home readers are clearly explained to parents at the beginning of the year. For example, See below, KS1 Reading Expectations. Reading rewards are to celebrate reading at home.

**Home Reading Expectations- KS1**

* Children are expected to read their levelled reading book at home daily (15mins).
* Children are expected to bring their levelled reading books to school daily.
* Children’s reading level is line with their phonics knowledge.
* Children can take a book from the school reading corner (sharing book) which is a book to promote reading for pleasure.
* Children’s home reading books are changed regularly providing:
* They have read the book more than once. (We advise that children read the book 3 times for decoding, fluency and understanding).
* They can answer simple comprehension questions about what they have read.
* They are becoming increasingly more fluent in decoding the text and are beginning to read the book confidently.
* They can retell the book in their own words.
* Parents/Carers are expected to record each home read in the reading diary and sign the reading record to earn rewards for the frequency of their child’s reading. ​
* Teachers and TA’s will check the diary and comment when/as appropriate using green pen.
* If a child loses or damages a school reading book. A letter will be sent home to parents requesting £5 to replace the book.



Teachers check home readers regularly and follow up with parents where necessary.

Individual Reading – Early readers read 1-1 with an adult across the week. Lowest 20% readers are prioritised for extra reads throughout the week.

Story Time - As a class the children are read to daily. In order to:

* Develop enjoyment in listening to stories and reading for pleasure.
* Expose children to different text types more frequently. E.g. poetry, riddles, rhymes, chapter books, newspapers etc.
* Extend children’s vocabulary, explaining unfamiliar words and concepts and extending their knowledge of the wider world.

How reading remains a priority across the Federation:

* Lowest 20% readers are prioritised with targeted frequent reads.
* KS2 Early Readers have a daily diet of phonics and small group English work. *The children are consistently taught Phonics and English in a teacher led intervention group, in order to make accelerated progress.*
* Early Years Reading Celebration Days- These are held over the year to give parents/carers fun, practical ideas to support reading at home.
* Quiet and inviting spaces for reading- Each classrooms reading corners are well organised and inviting.
* Designated and interactive class libraries, which contain a choice of reading material such as, comics, magazines, poetry and engaging and diverse titles.
* Core text focus in Little Stars and Nursery giving children the chance to browse, handle and hear stories repetitively.
* Reading buddies across year groups, giving older children the opportunity to mentor younger children.
* A home reading rewards programme.
* A subscription to Reading Eggs for classes.
* A team of parent/student reading volunteers supporting reading across the school.
* Reading celebrated in weekly assemblies.
* Time in classes to develop reading for pleasure.

**Impact**

The Gem Federation prioritises vocabulary development across the curriculum, which gives the children at all stages of English, the language to be curious, ask questions discuss ideas and share opinions and viewpoints.

The Federation understands the importance of reading and phonics, therefore prioritises training for all staff in the delivery of our federation-based phonics programme.

Reading leaders across the federation, have created a carefully structured phonics programme developed across the federation that meets the needs of all learners. Quality first teaching of the federation phonics scheme ensures children are prepared for their next stage of learning.

High quality, diverse reading books are made available in class libraries, ensuring books are not only engaging but are representative of our school community and the wider world.

The impact of the Reading curriculum is measured through a variety of assessment and monitoring opportunities, in order for children to:

* be able to read and show increasing confidence, resilience and independence in both their reading and their reading skills so that they continue to become lifelong readers.
* have a love of reading and develop preferences on what type of genre or topic they like to read.
* will be able to understand what is read to them and answer questions including making inferences and making connections between texts.
* all make progress from their starting point.
* develop reading skills and knowledge and begin to apply this across the curriculum to prepare them for the next stage of their education.