



## **St Luke's C.E Primary School**

### **Phonics Intent, Implementation and Impact**

#### Intent

At St Luke's, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

- We use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in whole class and small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different sets, learning and developing their phonics sounds and knowledge.
- Children take part in daily Guided Reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.
- We are very lucky to have a wide range of reading books in our school. All children from Reception to Year 6 choose two reading books to take home and this reading book is changed weekly. One book is matched directly to their current phonics level and the other is to enjoy at home.
- Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum.
- Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Each classroom has a reading area that is filled with books suitable for their reading age. This is a comfortable place for children to read throughout the day.
- Children who are not yet 'free readers', will work through our school reading scheme – these are levelled books which match the children's current reading age.

We expect family at home to read these books with their child daily and make comments in their child's school diary. By the time children leave St Luke's they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

#### Implementation

Teachers must assess children regularly in Years 1-6 and against the Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning. Teachers also complete regular Read Write Inc. assessments and plot children onto a tracking grid, which ensures children are grouped appropriately in phonics.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. When children have completed the Read, Write, Inc phonics programme, reading is developed during guided reading, using high quality texts and focused skill teaching. Strong links are made between reading and writing. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curriculum. All children read aloud daily during phonics or guided



## **St Luke's C.E Primary School**

### **Phonics Intent, Implementation and Impact**

reading; in addition to this they read at least once more a week with teachers, teaching assistants and reading volunteers; the focus being on the lowest 20%.

Reading at home is encouraged and promoted through class incentives and parental engagement sessions. Children working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home.

#### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.