

Towngate Primary Academy

Reading and Phonics Curriculum Policy

2021 - 2024

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| **Date** | **Review Date** | **Coordinator** |
| September 2021 | September 2024 | Mrs Stephanie Davies  |

As part of our Reading and Phonics curriculum at Towngate Primary Academy, we strive to provide all children within the Academy with the knowledge, skills and vocabulary to become life-long learners and linguists. We place reading at the center of our curriculum, to immerse and engage our pupils in literature-rich environments where they become inspired by the authors of the past and present and develop a life-long pleasure for reading.

**Curriculum Intent**

At Towngate Primary Academy, reading is at the core of many curriculum areas within school and children are presented with many opportunities to read throughout the day.  Reading is taught specifically through Read, Write, Inc across Early Years and Key Stage One and through daily guided reading teaching in Key Stage Two. Reading is a high priority in our book-led English curriculum, where teachers plan weekly comprehension lessons to match the reading domains for each year group. Through teacher’s choice of high-quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from reading. With this we aim to provide children with the understanding that reading provides opportunities to discover new knowledge, revisit prior knowledge and understand more about what they learn.

**Curriculum Implementation**

Phonics follows the RWI programme, each lesson starts with a recap and review of previously learnt sounds and words. The new learning is introduced in small steps with teacher modelling pronunciation, blending for reading and segmenting for spelling. Children are guided through the whole session with opportunities to apply the learning independently. The programme follows a plan that builds up children’s phonic knowledge in a sequential manner at a good pace so that children achieve age appropriate reading skills quickly.
Guided Reading lessons also begin with a recap and review of previous learning. This could be vocabulary or summarising what has been read. Each lesson focusses on key reading skills and the teacher models these throughout the lesson giving children the opportunity to use the skills independently to answer pre-prepared questions. Through the week, children have another comprehension lesson where they practise and apply key reading skills taught. Other sessions in the week allow children time to read a range of books to develop their stamina and enjoyment of reading.

**Curriculum Impact**

To measure the impact of our curriculum, we regularly use pupils interviews and monitoring to capture an insight into the effectiveness of our curriculum. We regularly collate pupil voice to ensure our curriculum meets the needs of the children at Towngate Primary. Through pupil interview, children can articulate the resources they have access to in order to improve and establish themselves as ‘good readers’ in their own right. Pupils' gain cultural capital through the carefully crafted choice of texts used as a basis to the book-led curriculum - the exposure to a range of genres, authors and novels allows for pupils to read often and widely and provide a stimulus and high-quality model to inspire pupils to have future aspirations. Children at Towngate Academy are encouraged to read aloud and perform poetry, ensuring children are proud of their work and strive to achieve high standards. The reading and phonics leader monitors phonics sessions daily and measures the impact of these lessons through on-going assessment and weekly meetings with phonics teachers. Impact in the curriculum can also be seen through the Statutory Assessment Tests, Phonics Screening Check (All Y1 pupils) and through termly summative assessments across school which enables pupils' progress and attainment in the subject matter to be evaluated.

**Language Acquisition & Vocabulary Development**

We endeavour to ensure we provide our pupils with a 'language rich' environment within our school to promote our pupils to foster a love for reading in order to develop a flair and enjoyment for writing; we do through our local links with Ossett Library, the development of our own in-school library and through opportunities to read novels daily with our children to ensure they are exposed to a range of vocabulary. We ensure we have a wide range of texts displayed around our academy, to correlate with our wider curriculum and alongside our learning showcase displays to inspire and promote a love for reading with our children. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky and unfamiliar language across the wider curriculum through the use of our teaching model, flashcards and vocabulary rich environment.

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**Read, Write, Inc. Phonics**

At Towngate Academy, this programme is for all children from Reception to Y2 that are learning to read and write, at Towngate Academy our Nursery children begin the RWI programme during the Spring Term. We aim for all Y2 pupils to have completed the RWI programme by the end of the Autumn Term, however those pupils that need to continue remain so, alongside any Y3 children who failed the Phonics Screening Check (PSC). These children are identified by the Reading and Phonics Leader. Any children within the Academy who are struggling to read with fluency and accuracy in Y5 or Y6 will follow the Fresh Start programme.

**In Read, Write, Inc. Phonics pupils:**

* decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
* read common exception words on sight
* understand what they read
* read aloud with fluency and expression
* write confidently, with a strong focus on vocabulary and grammar
* spell quickly and easily by segmenting the sounds in words
* acquire good handwriting

**Assessing and tracking progress**

We assess all pupils following Read Write Inc. Phonics using the Sound and Word Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics or Read Write Inc. Comprehension groups. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them weekly, using the Read Write Inc. One-to-one tutoring programme. By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

**Guided Reading**

Guided reading is an integral element of our reading curriculum at Towngate Primary Academy. Guided reading takes place in each class, where pupils are taught and provided with opportunities to apply their understanding of reading strategies, skills and conventions. Pupils are tasked with reading age-appropriate texts and spend time with adults in the classroom to share their reading, answer deep questions and discuss key book themes and ideas. Within the guided reading carousel, some pupils work independently to apply their understanding of key reading strategies through targeted activities; these activities are chosen by the class teacher to deepen and develop reading skills as stipulated in the National Curriculum. In order to ensure pupils are effectively challenged, class teachers will support pupils in choosing an appropriate text to suit their reading and comprehension age and confidence. Key skills and reading strategies can be found on each classes curriculum map. For further information on reading skills, see the long-term overview provided for reading across school.

**Pleasure for Reading**

Reading is not only celebrated in classrooms here at Towngate Primary Academy. Around school, you will find displays which celebrate authors - including our author of the term displays, inspiring reading corners and spaces, children’s favourite book, authors, genres and recommended reads. At Towngate, we celebrate reading throughout every phase in the academy: we offer First Steps Together sessions for our Nursery pupils and parents, Book Shares in both Early Years and Key Stage One, Story Sharing sessions with the Headteacher and Deputy Headteacher, reading open sessions, as well as implementing a book-led curriculum across all phases. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, Shakespeare Week, Book Fairs and sponsored reading events to further enrich our English curriculum. Each week, we spend time enjoying reading for pleasure in our classrooms during a dedicated reading for pleasure time. When we read for pleasure, pupils are able to choose the books they wish to read and enjoy, can choose to share a book with a peer, read the 'Picture News' newspapers to read about the world around them, choose to read topic books related to our wider curriculum or listen to an adult in the classroom reading aloud to the children. Additionally, at 3.00pm everyday, pupils end the school day by sharing a story in their classrooms; adults read a class book aloud to the children to further promote a love for reading into every school day.

**Reading at home**

It is essential for our pupils’ development that children are enjoying reading at home; this improves pupils’ understanding of the wider world, provides exposure to high quality language, develops the imagination and stimulates pupils to become lifelong readers. At Towngate Primary Academy, we provide pupils with reading records to be filled in at home – this is an effective communication tool to enable class teachers to see the reading taking place outside of school. The frequency of reading at home is essential; pupils who read regularly develop their fluency, accuracy and understanding of language used within books. As class teachers, we carefully monitor the children’s reading at home, encourage parents to be fully active, and engaged with us in this in order to support their child’s ongoing development.

**Priority Readers**

Each class teacher identifies and tracks pupils working below their age-related expectation in reading to form a group of priority readers. These pupils are targeted for 1:1 support in reading with a focus on fluency and supporting pupils to reach EXS. Class teachers collect evidence throughout this academic year, which is then reviewed by the English Coordinator, half termly Salford tests take place to assess progress through 1:1 targeted support.

**Reading Aloud**

As part of every school day, pupils are exposed to high quality spoken language through a timetabled session where pupils are read to. Each class embeds this practice into their daily routine to ensure pupils can simply enjoy the pleasure of being read to. In doing so, we strive to model high levels of spoken language and emulate a love for reading into each and every one of our children.

**Gifted and Talented Readers**

Where pupils demonstrate a strong understanding and ability to read, these pupils are identified and are provided with stretch, challenge and expectation within the reading curriculum. In the Early Years and Key Stage One, pupils progress through phonics phases 1-6. Additionally, where pupils are showing significant promise in reading skills and strategies, they progress quicker through a series of book bands until they become ‘free readers’ in Key Stage Two. In guided reading and reading comprehension lessons, pupils are taught reading strategies and skills discretely before being expected to apply these into independent learning. Pupils are challenged appropriately with higher order question stems used and pupils are expected to further explore language choice and authorial intent.

**Role and responsibilities of English coordinator**

The Subject Leader is responsible for improving the standards of teaching and learning in Reading and Phonics through:

* Monitoring and evaluating pupil progress.
* Provision of English (including Intervention and Support programmes – alongside SEND)
* The quality of the Learning Environment;
* Taking the lead in policy development
* Auditing and supporting colleagues in their CPD
* Purchasing and organising resources
* Keeping up to date with recent English developments
* Maintaining subject file.
* Organisation of events to promote English within the Academy.

Specifically, for Read, Write, Inc:

* keeping the groups homogeneous, i.e. at the same reading level
* -providing further training (through masterclasses, coaching/ observation and face-to face feedback) Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.