

READING Curriculum



INTENT

At Butler's Hill Infant and Nursery School, we strive to ensure that all children become effective, fluent readers by the end of Key Stage One. We believe that this is achievable through high quality and discrete phonics teaching alongside a whole school language approach that promotes a 'Reading for Pleasure' culture. Our aim is to support our children to move on into Key Stage Two with the confidence to use the phonic code to read independently, have an increased vocabulary and a love of reading.

IMPLEMENTATION

Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as confident readers who have a love of books. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; only pupils who learn to speak, read and write fluently and confidently are able to effectively participate in wider society.

To achieve this, we ensure that:

- there is a sharp focus on ensuring that children gain the phonics knowledge and language comprehension necessary to read and spell
- reading is prioritised to allow pupils to access the full curriculum offer
- a rigorous, sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading
- at all stages, reading attainment is assessed and gaps are addressed as quickly and effectively as possible for all pupils
- at the early stages of learning to read, reading materials are closely matched to the learners' phonics. Throughout Early Years, activities concentrate on developing pupils' speaking and listening skills, phonological awareness and the key skills of oral blending, segmenting and manipulation. These experiences are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with high quality books. We use Ultimate phonics in F1 to cover phase 1 aspects and this phase paves the way for pupils to make a good start when introduced to our Essential Letters and Sounds Phonics programme in F2 and into Key Stage One. This ensures consistency and progression in all planning and resources supporting the effective delivery of phonics lessons.

Consistent, High Quality Phonics Teaching- A Whole School Approach:

ELS was created to ensure every child can read well, quickly.

The principles of ELS are based upon:

- Delivery of whole-class, high-quality first teaching with well-structured daily lesson plans
- Use of consistent terminology by teachers, children and parents
- Use of consistent resources that support effective teaching
- Repetition and reinforcement of learning
- Regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'

ELS whole-class, daily phonics teaching begins from the first days of Reception. Through the rigorous ELS teaching programme, children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes).

Every ELS lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success. As a result of training in the whole school understands how ELS works, and adheres to the ELS system, using the same terminology. No phonics learning time is wasted, even if staffing and/or the learning environment changes. Children will get the same high quality first teaching every lesson, every day throughout the ELS programme.

- Adults follow the teaching sequence outlined in the ELS handbook and deliver four-part sessions to allow children to revisit previously taught sounds, learn new phonemes, and then practice and apply knowledge.
- Ongoing CPD via coaching and training from the Phonics Lead
- All phonics sessions build on children's prior learning and ensure all children are involved throughout the session.
- New learning is quickly embedded because children are motivated and engaged throughout.
- All adults ensure children are actively involved during phonics lessons.
- All staff use 'robot arms' and 'blending hands' to model the segmenting and blending of a word.

- There is equal weighting of opportunities to read and write during phonics sessions.
- Staff ensure that phonics teaching is embedded and is therefore applied beyond the sessions through guided and independent reading, home reading and through phonics displays and continuous provision.
- All areas where phonics is taught have the following: ELS Wall frieze, ELS Poster, ELS phoneme mats
- All classrooms have a high quality reading area that is accessible to all children.
- Children have access to a variety of high quality texts in all areas of the school. (Class reading areas, school library area, schools entrance hall, a variety of texts are available in provision areas)
- All adults articulate phonemes using pure sounds.
- All adults deliver sessions, which will meet the monitoring criteria for high quality phonics sessions. Staff will deliver phonics lessons using our 'Non-Negotiables', which were decided collaboratively with all staff members
- Adults model expectations and give quality oral feedback regarding application of prior learning, presentation and letter formation

Early reading

As pupils start their reading journey they will have materials that are closely matched to their phonics knowledge. Reading books mirror or supplement the phonics texts used in phonics lessons; these books are matched to the ELS phonics programme and will ensure that our children are presented with reading material to match their phonic knowledge and improve their fluency and reading confidence. In this way, pupils will be encouraged to use their phonics skills and knowledge as their primary reading strategy. As pupils find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. Increasing the pace of reading is an important objective. Pupils will be encouraged to read aloud as well as silently for themselves. This process culminates in a shift from learning to read to reading to learn. Pupils then move on to reading both for pleasure and for information. In the early stages of reading, children also take home quality stories and non-fiction that they cannot yet read for themselves but which adults can share with them. Children are also exposed to a variety of high quality texts through our 'Reading for Pleasure' culture. The school has worked with Theresa Cremin and the Open University on creating this 'Reading for Pleasure' culture and we strongly believe that this is the key factor for children's success personally and academically. There is a separate action plan for this area with a reading for pleasure lead.

High expectations, our aims:

- The percentage of children who achieve a pass in their Year One Phonics Screening Check is in line or exceeds the annual national outcomes.
- We strive that children will meet National expectations or above in reading by the end of Key Stage One.

Ensuring All Children 'Keep up' Rather than 'Catch up'

A whole-class approach ensures that all children benefit from the full curriculum. Children who encounter difficulties are supported by the teacher throughout the lesson, and where further support is required, ELS has three interventions to ensure that any learning gaps are quickly filled.

Supporting all learners

ELS is designed on the principle that children should 'keep up' rather than 'catch up'. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support, usually during the Apply activity. We know that children – especially those with educational difficulties – learn better in a mixed-ability environment where their learning is scaffolded not only by the teacher and support staff but also by their peers. In this most fundamental area of learning – learning how to read – this support is even more vital, not only to their success but also to the outcomes of the programme as a whole. Over-learning, alongside a range of Apply activities, helps children who acquire phonic knowledge more slowly to succeed. Studies show that the teaching of systematic synthetic phonics supports all children's developing skills when learning to read, and that phonemic awareness (the ability to discern and copy sounds in words) is key to progress. Children's phonemic awareness supports them when learning how to read, and our rigorous and robust teaching methods ensure that all children build phonemic awareness. If children require further support to achieve the outcomes of the lesson and keep up with the pace of the programme, ELS has three interventions that are to be delivered on a one-to-one basis: oral blending, GPC recognition and blending for reading. These are intended to be short and concise and last no longer than five minutes. They can be delivered in isolation, or different interventions can be used together to support children each day. This helps ensure that children do not spend excessive time outside of the classroom or in group intervention sessions where they are removed from the rest of the curriculum

Supporting children with EAL

Research shows us that people who are learning a second language require extensive repetition to help them embed their knowledge and transfer it into their long-term memory. To ensure that all children can access every part of the lesson, there is repetition of activities and routines throughout every lesson. This ensures that every child achieves the outcomes of the lesson, that every child is supported in doing so and that cognitive load is reduced for every learner. ELS mnemonics and rhymes have been developed and created with this in mind and provide opportunities for teaching vocabulary as well as supporting spelling and letter formation.

In every lesson, there is the opportunity to use newly acquired phonic knowledge to read. Every time the children encounter a word, caption or sentence, their new phonic knowledge is put into context. The decodable readers sent home will support the repetition and re-reading that takes place within school.

The role of the Phonics and Reading Leader

The reading leader has a critical role, driving the teaching of ELS Phonics.

Specific responsibilities include:

- *Ensuring that our teaching of reading is of the highest quality and that all our children make progress.
- *Ensuring children in the 'lower progress' group are making good progress and ensuring one-to-one tutoring for the children who need extra support
- *Providing continued training (through masterclasses, coaching/ mentoring and face-to face feedback)
- *Observations and learning walks are carried out by the Phonics and Reading lead and the Head teacher to ensure high quality, effective teaching is consistent across the school.

IMPACT

Assessing and tracking progress

ELS uses an online assessment and analysis tool, which ensures children's progress, is assessed thoroughly, so that any gaps can quickly be identified. Assessment of the children's reading skills is key to ensuring that all children make rapid progress through the programme and that they keep up rather than catch up. Using the assessment cycle alongside daily in-class assessments ensures that all the Reading Teachers know where every child is in their early reading journey. ELS is designed to remove the likelihood of 'gaps' in children's knowledge occurring, to avoid

children falling behind and to ensure rapid progress where children are transferring their decoding and encoding skills to reading and writing. Assessment occurs in the fifth week of each half term, to allow all members of staff to target and close any gaps that may be present in either sound knowledge or reading skills. By undertaking assessment in the fifth week, staff are able to action a direct intervention before any upcoming school holidays. ELS includes specific revision points throughout the programme. Each of these revision points focus on specific skills to support children's rapid movement through the programme, the consolidation of their understanding and the re-activation of knowledge.

Completing the diagnostic assessment

The Diagnostic Assessment allows identification of any gaps in children's knowledge or understanding, assessment of new starters to ensure that they are supported to make rapid progress and consolidate their skills and understanding.

National Phonics Screening

All Y1 pupils sit a national phonics screening check which is carried out in June each year. Pupils who do not attain the national standard will repeat the screening in Year 2. This is to ensure that pupils have secured a secure foundation on which to build their reading skills.

Equality of Opportunity

We will adjust and adapt the delivery of our reading programme to meet the needs of all learners and to ensure that every child gains the building blocks they need to become a successful reader. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to

develop their English, and to support pupils to take part in all subjects. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can achieve and celebrate success. Staff are fully aware of the differing groups of learners and vulnerable children in their class and teachers plan and teach personalised English lessons, which focus on the particular needs of each child.

Monitoring

This policy is monitored by the governing body and will be reviewed bi-annually, or before if necessary. The delivery of the English curriculum will be monitored by the English lead along with the link governor and other SLT members through drop in observations, book and work scrutiny, pupil interviews and learning walks. Pupil attainment and progress will be monitored by the head teacher at termly pupil progress meetings with class teachers. Data will be analysed at cohort, class and pupil level by the English and Foundation leads and the Head teacher.

A Elkington
Reading and Phonics Lead
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