

Phonics and Early Reading at Ellwood Community Primary School

<p>Intent</p>	<p>At Ellwood Community Primary School, we value reading as a key life skill, and we are dedicated to enabling all children regardless of their background, abilities or needs to become readers.</p> <p>The systematic teaching of phonics and early reading has high priority throughout the foundation stage and key stage 1.</p> <p>We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors. This enhances a deep love of literature across a range of genres, cultures and styles.</p>
<p>Implementation</p>	<ul style="list-style-type: none"> • Daily high quality phonics teaching is prioritised in Reception, Year 1 and 2. • A clear systematic approach following 'Letters and Sounds' (DfES, 2007) to teach reading to ensure all children are capable and confident readers. • High quality phonics teaching is started as soon as children begin reception. • Opportunities are planned for children and families to develop a love of reading. • Opportunities for parents/carers to support their child's developing phonics and reading skills at home. • Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. • Reading books show a cumulative progression in phonics knowledge that is matched closely to our phonics programme. • We give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. • Families are given the opportunity to access 'richer reading' books to develop a love of reading at home. • Rigorous phonic assessments are completed with every child to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately. • Children who are reading below age-related expectations (the lowest 20%) are supported using well planned interventions to ensure they become confident and fluent readers. • Teachers and teaching assistants have expertise in the teaching of phonics and reading. • Children in Reception have the opportunity to take part in paired reading to develop their reading skills.
<p>Impact</p>	<ul style="list-style-type: none"> ✓ Children are capable and confident readers. ✓ Children develop a love of reading at home and in school. ✓ Children can access the full curriculum through use of their reading skills. ✓ Children and families have access to high quality books which inspire a love of reading. ✓ Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. ✓ Phonics interventions are delivered by teachers and teaching assistants enabling all children to become fluent readers. ✓ Phonics assessments and 'class trackers' highlight children within the lowest attaining 20% ensuring targeted support starts immediately. ✓ Children access high quality reading areas within their classrooms. ✓ Children have daily opportunities to listen to a wide range of high quality texts. ✓ Children are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction. ✓ The EYFSP 'reading – ELG' and the phonics screening check in year 1 are in line with or above national figures. Children who do not pass the phonics screening check are given immediate support to ensure they become capable readers.

We firmly believe that reading is the key to all learning and so the impact of our phonics and early reading goes beyond the results of the statutory assessments.