

Our phonics and reading curriculum

Intent

At Lewannick CP School we value reading as a key life skill and aim to have a reading curriculum that develops children's knowledge of phonics and other age appropriate strategies to enable them to become successful readers who develop a life-long love of reading.

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 are very lucky to have a wide range of reading books in our school. All children from Pre-school to Year 6 choose age appropriate reading books to take home and these are changed on a daily basis in EYFS and KS1 to when the book is completed in KS2. All children have the opportunity to regularly visit the school library where they can select a book to take home and others to use within their classroom. This offers the opportunity for reading to be applied all aspects of our curriculum.

Children who are not yet 'free readers', will work through our school reading scheme - these are levelled books which are phonetically decodable and match children's knowledge of phonics as well as being appropriately challenging. We expect family at home to read these books with their child daily and make comments in their child's reading record.

By the time children leave Lewannick the majority 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

At Lewannick, all children within EYFS and KS1 are taught phonics through 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 in EYFS and KS1 have daily phonics sessions 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 phases, learning and developing their phonics sounds and knowledge.

Teachers complete half termly assessments and plot children onto a tracking grid, which ensures they are being appropriately challenged and supported.

Within KS1 and 2 children take part in regular whole class reading lessons, where children are exposed to a range of different texts and genres. Reading with pace, fluency,

