

## Why?

- Reading is key to everyday learning. Reading is a skill that is needed to meet the demands of everyday life - reading road signs, mail that is delivered through the post, reading text messages and emails, medication and lots more.
- To encourage our children to be ambitious for future career opportunities.
- Give opportunities and life chances in line with counterparts. Many children don't have the opportunity to discuss phonic knowledge with adults.
- Some parents are illiterate/have limited or no knowledge of phonics.
- Reading skills contribute to other areas of the curriculum. For example, reading information or books on a particular historical topic or reading a set of instructions to make something in Design and Technology.
- We want to give our children a real life understanding of reading. Reading develops the mind. Teaching young children to read helps them develop their language skills. It also helps them to listen. Everyone wants to talk but very few can listen.
- To increase the percentage of children to pass the Phonics Screening Check and close the gap between Wren's Nest and National.
- Reading is how we discover new things. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in.
- Good reading skills, especially in a phonics program like RWI improve spelling. As children learn to sound out the letters and words, spelling becomes easier.
- Reading helps to expand the vocabulary. Seeing how words are used in different contexts can give a better understanding of the word usage and its definitions rather than the cold facts of a dictionary.
- Some parents have limited conversations with children which means children enter school with significant language deficit.

## How?

- Building on previous knowledge - knowing more and doing more.
- A programme taught by Teachers and TA's.
- Strengthen the children's accuracy and fluency in reading.
- Comprehensive planning is provided for all teachers so they can channel their energy and creativity into teaching fun and engaging lessons.
- Develop the children's reading confidence at all levels - WTS/TEXS/EXS/GDS
- Develop staff confidence in the teaching and supporting of phonics.
- Develop the children's confidence in reading.
- Identify relevant pathways for SEND pupils.
- Identify focus pupils for small group intervention.
- Identify focus pupils for 1:1 tutoring

## What?

- Half termly assessments carried out by Reading Leader.
- Question level analysis to inform staff and SLT of the focus pupils and domains.
- Meaningful homework set that relates to the current speed sound set lesson taught that week.
- Reading books sent home weekly linked to the child's appropriate ability.
- Half termly assessments to inform phonics teachers of any gaps that can be addressed in their future lessons.
- Additional speed sound lessons taught every afternoon in Year 1 to prepare for the Phonics Screening Check in June. Year 2 children who need to re-sit the PSC will receive an additional phonics session twice per week.
- Pauline Maher (RML external Consultant Trainer) is timetabled to visit school 6 times per year to support the Reading Leader, coach staff and deliver appropriate training.
- All phonics practitioners have access to the school portal for regular updates.
- The school portal is used regularly for staff to watch films linked to the stage they are teaching. This is to ensure consistency.
- CPD training delivered weekly in school by Hannah Smith (Reading Leader) for all phonics practitioners to ensure they are up to date with the delivery of phonics.
- Regular coaching of Phonics Practitioners from Reception to Year 3.
- Phonics intervention groups for small groups of pupils.
- 1:1 phonics tutoring delivered daily by practitioners for specific children.
- Appropriate resources for each Phonics Teacher to ensure the programme is carried out correctly.
- NDLP monitoring of Literacy books. Opportunities taken for cross-curricular reading.
- SEND pupils have dedicated SEN intervention time with trained key staff.
- The use of OTrack to produce termly RAP reports that are shared with both staff and SLT which provide termly overviews of the progress and attainment of all pupils and identify target children at all levels.
- Lesson 'drop ins' as part of Reading Leader role to monitor and inform future action points.
- Teach parents how Phonics is taught in school. This will support parents' confidence in teaching children at home.