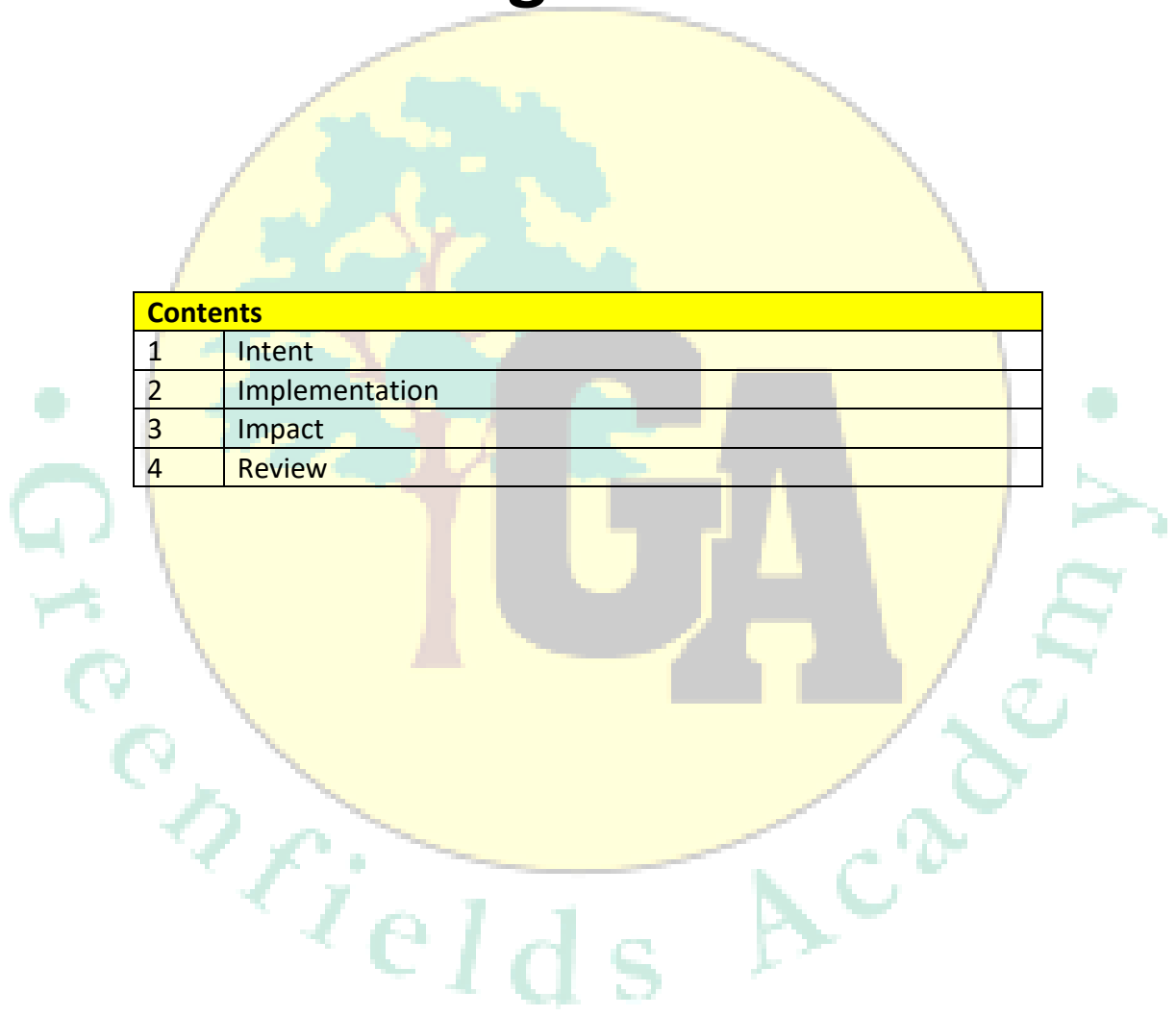


Curriculum Delivery Statement

Reading & Phonics

Contents	
1	Intent
2	Implementation
3	Impact
4	Review



1.0 Intent

The aim of our reading and phonics curriculum is to ensure all pupils are phonetically secure, fluent and to develop a passion and love for reading. Once this is secure pupils can then begin to evaluate texts and comment on why the writer has used a particular theme, topic or plot and how the language choices can influence the reader. We aim to ensure that all pupils will develop the skills necessary reading and phonological skills for their KS4 assessments examinations and take their critical thinking skills into their post-16 destination.

2.0 Implementation

Reading and Phonics are prioritised by offering daily lessons to all pupils in Key Stage 1, 2 and 3 and through targeted intervention when required at Key Stage 4. Pupils in Key Stages 1 and 2 have daily 20-minute group reading sessions, as well as thrice weekly Read Write Inc lessons. Like all Key Stages, pupils will also cover range of texts within their Literacy/English and other thematic lessons. At Key Stage 3, if a pupil is not secure in their phonics knowledge, they are provided with 'Fresh Start' phonics lessons 4 times a week. Pupils who are secure in their phonic knowledge, have 4 'Fresh Start' comprehension lessons a week. We ensure that all pupils are read to by adults at least twice a day, in many cases pupils will be read to every lesson. Texts are chosen strategically to cover different genres, social influences, thematic topics, abilities and emotional level. We also encourage pupils to read at home for a minimum of 10-minutes a day with an adult (*support for parents and carers can be found on the school website*).

The Read, Write, Inc. and Fresh Start programmes allow staff to ensure that all pupils remember the sound for letters, diagraphs and trigraphs; blend the sounds into words; read expectation words; learn correct letter formation; and learn to spell. Developed by Ruth Miskin, Read, Write, Inc. provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. According to the DfE (Department for Education), 'almost all pupil who receive good teaching of phonics, will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. At Greenfields we aim to practise phonics daily and regular assessments to ensure pupils are provided with the most appropriate provision.

Pupil are assessed on school entry and placed into the appropriate phonic group. Banded reading books for RWI used within school, other schemes have been collated and grouped in the shared area to match their assessment/lesson group of phonics. Each Teacher is provided with assessment levels for pupil in their classes by the Curiosity and Knowledge Lead and a table which matches books to phonic group level to assist pupil in choosing a correctly levelled book to take home.

Phonics is embedded across the curriculum through classroom delivery as well as a range of discrete and bespoke interventions (*see Greenfields Wave offer*). Pupils are encouraged to use individualist strategies to support their reading and writing in all areas of school life as well as at home.

Group Reading

Greenfields Academy follow a 'Group Reading' approach in KS1 and 2. This approach ensures that pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback. The goal of group reading is not to teach a selected book, but to teach students reading strategies they can apply to all books. This in turn creates opportunities to model reading fluency and allows space in the working memory for comprehension.

Group Reading is automatically differentiated and provides the same opportunities and exposure to age appropriate texts and vocabulary for all pupils in your class despite ability, diagnosis (ie dyslexia) and parental support.

Greenfields Weekly Reading Structure ensure that all reading assessments focuses are actively taught, in using a method which is accessible to all pupil, on a weekly basis:

Day 1+2 – Vocabulary Pursuit

Day 3 – Reading Aloud

Day 4 – Summarising Events
Day 5 – Reading Investigators (Comprehension)

In the vast majority of planned Reading, the focus text will align with and support the overarching thematic.

3.0 Impact

The result of phonics teaching at our school will be that pupil will have a secure knowledge of phonics, enabling them to become confident readers, making expected progress or more, with a life-long love of reading. Pupil will be able to apply their phonic knowledge to confidently spell many words either correctly or phonetically using the sounds they have learnt. They will know spelling alternatives for different sounds and be able to apply these consistently.

4.0 Review

Date Written: Dec 2021
Review Date: July 2022

END

