



SJF CURRICULUM

Reading & Phonics

INTENT | IMPLEMENTATION | IMPACT



23-24

SJF VISION AND MISSION

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- celebrating what we are good at
- challenging ourselves and doing our very best in our work
- loving and respecting ourselves and each other
- knowing that we are loved for being just how God made us
- accepting that everyone is special

To achieve these aims all learners, staff, parents and Governors will work together.



SJF CURRICULUM AIMS

- To provide an exciting curriculum that
 - enthuses, engages and motivates all children
 - fosters and encourages natural curiosity, enquiring minds and deep enthusiasm for learning
 - enables each child to thrive and achieve their full potential
 - empowers children to develop resilience and courage
 - embeds, in all children, the attitudes and behaviours necessary for them to be lifelong learners
- To provide a secure and safe environment so that all children can work, play and be encouraged to develop moral values and healthy respect for others
- To facilitate positive links to our children's cultural backgrounds and heritage
- To foster strong links between home and school, rooted in the conviction that parents/carers are the first educators, so that we enable. Encourage and support them to be active in their children's school lives and learning.
- To provide our children with an education that gives them with a solid foundation for the rest of their lives that enables them to grow to be happy and confident citizens, respectful of themselves and others – and with the personal qualities necessary to drive them forwards in the pursuit of their dreams and ambitions, including confidence, courage motivation and resilience.

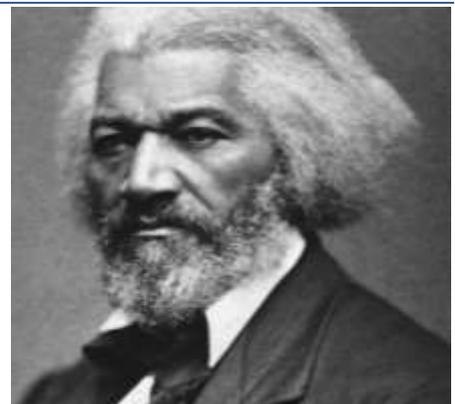
INTENT



READING
FOR PLEASURE

"Once you learn to read, you will be forever free."

Frederick Douglass



At St John Fisher, we work hard to embed a culture of reading. The ability to read with purpose, passion and fluency is both powerful and transformative. It opens doors to world of exciting opportunities and colour. Though, crucially, an end in itself, the ability to read is also fundamental for learning across all areas of our curriculum. It is a key driver for academic success and wellbeing.

Understanding this, and because of our ongoing commitment to the maintenance of an authentic culture of reading here at St John Fisher, we engaged with the Open University's fantastic 'Reading for Pleasure' programme, led by Professor Teresa Cremin (please click [here](#)).



ST CLARE
Catholic Multi Academy Trust



We are ambitious for every child, regardless of starting point, and our expectations are high. We therefore work hard to ensure that phonics - the building blocks to decoding and reading – is taught well, so that all children are equipped with the tools needed to go on to be competent and enthusiastic readers. Our phonics programme is rigorous and progressive – from FS2 and reaching all pupils needing support from there.

Once children have been taught how to read, they need the right support and encouragement to embed the skills to be fluent. This is a key step if they are to develop a genuine and lifelong love of reading, and a positive momentum must be maintained. The ability to read also enables children to develop comprehension skills and confidence - and our approach ensures that this is the case.

We believe that the skills and knowledge taught in English provide a bedrock for all learning throughout school and beyond. Reading, and English more broadly, therefore runs through all curriculum areas and remains a top priority and driver of our curriculum. Our intention is that by the end of their primary education, all pupils will be able to read fluently, and with confidence, in a range of contexts and situations, in readiness for their transfer to KS3 and onward learning journey.

The commitment to maintaining an authentic reading culture is a strategic (and ongoing) priority. This commitment requires effort, vigilance and a significant investment in both people and resources. Our Reading Leadership Group champions and drives our reading strategy, ensuring that our operational response remains timely and appropriate always.

IMPLEMENT

PHONICS

The teaching of phonics is systematic and progressive and has a high priority throughout all phases of the school. Though primarily focused on children in Foundation Stage 2 and Key Stage 1, our approach is comprehensive and also targets in KS2 in need of further support.



We follow the 'Read Write Inc.' programme produced by Ruth Miskin. Our partnership with the organisation ensures that our Phonics Leader, Vicky Barratt, and her deputy, Rebecca D'Roza, receive ongoing training and support. Our phonics leaders and tutors also have access to the Read Write Inc. portal in order to upload and review assessment data and access a range of supportive resources. Our phonics Leaders also engage with networks and the English Hub.



In order to implement our strategy, phonics leaders have designated leadership time each week. This time is used to deal with strategic and operational matters that arise; lead weekly training sessions for our phonics tutors; complete session observations; provide 1:1 coaching for tutors seeking help or requiring support with their practice; and to carry out pupil assessments and analyse and share data.

Phonics Leaders organise children in to groups based on ability with special provision made for children who struggle (or are unable) to access the learning in groups. The makeup of these groups is reviewed at each assessment point. Children requiring additional support are targeted with regular 1:1 'Fast Track Phonics' sessions or other more bespoke approaches that correspond with their level of need, personal circumstances and interests. The children targeted include older pupils. Our aim is to engage, support and encourage them *all*, so they are able to read – fluently and enthusiastically.

Children in FS2/KS1 and KS2, where necessary, benefit from daily phonics sessions in the smallest possible ability groups. They participate in speaking, listening, spelling and reading activities matched to their assessed needs. The focus of these daily phonics sessions is to support learners to understand the relationship between sounds and the written spelling patterns, or graphemes, which represent them. The sessions are pacy, purposeful and progressive – building on and extending previous learning so that children are able to quickly recognise, internalise and use patterns when reading.

Phonics tutors draw upon observations and formative assessment to ensure that all children in their groups are stretched and challenged. Through observation and assessment, tutors are able to identify, quickly, those children making progress, and those needing additional support – and this information is fed back to our phonics leaders. Timely intervention is absolutely key and so this is planned for any child working below expected levels - as soon as the need is identified.

The role of parents/carers is absolutely key to the success of our phonics strategy. As first educators, they are the biggest influencers in their children's lives. We therefore recognise the importance of engaging them positively and equipping them with the information and tools they need in order to support and encourage their children at home. We share information and host workshops for parents and carers. We also work with parents/carers on a one-to-one basis, when necessary, so that they feel confident enough to be active in supporting their children.

We recognise that the thorough and systematic approach to the teaching of phonics is absolutely essential if children are going to become confident, enthusiastic and fluent readers, alongside other reading 'strands' that dovetail with our phonics strategy.



READING

Reading is key across the curriculum, but is taught, daily and discretely, during English lessons, in a twenty minute 'Reciprocal Reading' session designed to promote reading resilience, independence and comprehension. To ensure that children do not lose their phonics knowledge and understanding, all 'Reciprocal Reading' sessions begin with whole-class 'Speed Sounds' sessions which help them to remember and to embed key knowledge and understanding. During these sessions the children are:

- exposed to quality texts
- reading for pleasure in class
- reading modelled by adults (as they are read to)
- encouraged to choose quality texts to read themselves

These activities support children to progress as readers, in terms of using and applying knowledge of phonics, building fluency and developing comprehension skills. Children who are not reading at age-appropriate levels are supported with various reading interventions put in place to ensure that issues are addressed and gaps are closed.

Opportunities for children to read and then to discuss, share, question and reflect on what they have read, are built into the curriculum. Our hope is that, from the moment they arrive in school, pupils will be exposed to the rich vocabulary that they need in order to develop as confident and able readers. The development of a rich and extensive bank of vocabulary will be supported by adult modelling and discrete reaching segments vocabulary linked to the text. This will happen during phonics, guided reading and 'Reciprocal Reading' sessions so that new and ambitious vocabulary is highlighted, understood and embedded.

Children each have a quality 'class reader' and library books that to read for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary. All books shared with children are age appropriate and matched to the level of the class/individual.

Reading at home is encouraged and promoted through class incentives and parental engagement sessions. Again workshops are held to encourage and support parents/carers to be active part in supporting their children at home.

Children working on our Read Write Inc. programme take home a 'Book Bag Book' matched to their current phonics level to read at home and share with parents/carers. They are also encouraged to choose an additional book to take home and share.



Each year we compile a recommended reading list of books for older and younger pupils. The books are taken from recommended reading lists and cover a range of genres and authors – some traditional and some modern and local. Each week two books from the list are featured in a school display and in the weekly newsletter – one for older children and one for younger. To view the current list please click [here](#).

There is a significant and ongoing investment in both reading stock and developing the environment to make visible our reading culture. This has included the complete refurbishment of the school library, the revamping of book areas in classrooms and the creation of 'Book Nooks' around school. There are plans to further develop book areas in classrooms and develop outdoor 'Book Nooks' too.

IMPACT

Through the teaching of systematic phonics, our aim is for children to become fluent and confident word readers by the end of KS1. By the time a child is in Y6 and preparing to transition to secondary school, our hope is that they are enthusiastic and competent readers - fluent, confident and able to access and appreciate a range of texts for pleasure and for work across all areas of the curriculum.

We believe, firmly, that reading is key to all learning and fundamental to our young people going on to have happy, healthy and purposeful lives. As such, our approach to reading curriculum goes beyond the achievement of results in statutory assessments. Our aim is that children will:

- enjoy reading and writing across a range of genres
- have the knowledge, skills and confidence to be successful in all English lessons (with/without appropriate scaffolding)
- have the confidence and ability to use a wide vocabulary in their spoken language
- leave our school in Y6 able to apply spelling rules effectively using the patterns taught
- be supported by parents and carers who have a good understanding of both our approach in school and what they can do to support reading and phonics at home
- be able to operate at age-related expectations (ARE) or at greater depth
- be supported by appropriate, timely and effective interventions if there are progress issues or gaps
- be able and confident to use and apply phonics and reading skills in English and all areas of the curriculum – and beyond

Our outcomes in both phonics at Y1 and reading at Y6 are above national and internal evidence indicates that our programmes to reach vulnerable readers are effective in supporting engagement and progress.

