



Our intent is to support and guide children of all academic groupings (including SEND) to make progress in Reading. Not just throughout explicit Reading lessons but throughout all lessons. Teachers promote key and ambitious vocabulary and language in all lessons, this has been seen through learning walks and discussions with the children. The chosen texts for reading, now link to topics (*except Y6*); therefore, children understand how to cross-curricular link between the subjects. The vocabulary they are learning and being exposed to links perhaps with the History or Science topics and they have the confidence to refer to prior learning experiences.

The phonics curriculum is delivered through Monster Phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum and regular opportunities for independent reading. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic, and critical readers.

Early Reading and Phonics is the first formal method for the teaching of reading that we use as it provides the foundations required to become a fluent reader. We understand that once children can decode fluently, the teaching of comprehension is quicker and more effective as they are able to focus all their attention to understanding what they read. Daily, fast paced, highly interactive and challenging lessons ensure effective learning are now taking place from Year 2-6. Children in Year 2 still receive daily phonics through adaptive teaching.

Decoding and graphic knowledge are taught using the Monster phonics scheme. Children are taught the graphemes and their corresponding phonemes in the order set out in the scheme, in small groups based upon their phonics needs. This begins with the simplest sounds first and progresses systematically through to the most complex combinations of letters. In each session, there is a review of prior learning through the quick recognition of previously learned graphemes/phonemes and the skills of blending and segmenting are modelled by the practitioner, recapped collaboratively and practiced individually in the contexts of reading and writing words, captions and, where appropriate, sentences.

In EYFS, we work to secure phase three/four, but often, we will not progress beyond this as instead we identify and secure the graphemes that they are finding difficult. It is this consolidation that ensures that children's foundations are firm - allowing them to make accelerated progress in year one where we will work to secure to phase five and beyond, this is then reflected in their Phonics Screening Check in June.

In Year 2 children receive both phonics and guided reading sessions to ensure they are being stretched and challenged to be successful learners but also to consolidate learning from previous years. Broadly, in lower Key Stage Two, the focus shifts with a greater emphasis being placed on the teaching of comprehension objectives with a lesser proportion of sessions dedicated to word reading, wider decoding strategies and the children's response to text.

There are still children in LKS2 that require phonics and the reading cycle ensures that these needs are still being met. Whereas, in upper Key Stage Two, whilst a significant proportion of sessions are still spent teaching comprehension strategies, a similar proportion is spent developing children's response to text, with a lesser proportion of sessions being spent on word reading and wider decoding strategies.



**PHOENIX**  
PRIMARY SCHOOL

Throughout EYFS, Key Stage One and Two, our shared and guided reading sessions balance the teaching of reading between word reading, wider decoding skills, grammar for reading, wider comprehension strategies and response to text in order to develop fluent readers who understand what they are reading. Comprehension will be taught from an early age to prevent comprehension difficulties arising as the language demand of the texts they encounter increases.

Children to make good or rapid progress from their own personal starting points.

Children to be able to vocalise the Reading Vipers and can differentiate between questions and what is being asked of them.

Throughout the school children will be exposed to a wide variety of texts and be able to explore their knowledge and understanding to deepen their experience.

Children will be able to maintain positive attitudes to reading and understand what they have been reading, not only by others but by themselves.

Children enjoy their reading lessons and the opportunities that are made available to them; they are happy and confident to talk about their learning.