

Early Reading

Curriculum Intent

At Holway Park Community Primary School, our **intent** is to:

- Recognise that reading is the core skill to everything that children do. It is integral to our school curriculum and a fundamental life skill.
- Develop a love of books and other materials that promotes reading for pleasure across the curriculum.
- Develop fluent, independent and reflective readers who are confident to share their knowledge and experience.
- Adopt the principles and recommendations set out in The Reading Framework.
- Enable children to develop their reading skills and knowledge to cultivate their understanding and appreciation of the world around them, to share cultural experiences and develop the vocabulary needed to express themselves effectively, and to promote reading not only for learning outcomes, but for learning enjoyment and mental wellbeing.
- Build positive and effective relationships with parents and carers, in order to work together in partnership to ensure they have the confidence to support their children with reading at home.

• **Curriculum Implementation**

At Holway Park Community Primary School:

- Phonics is the main approach to teaching early word reading. Teachers use the Sounds Write Programme.
- In EYFS (main class during the autumn term), there is a daily discrete phonics session (lasting for 30 minutes). Sessions are led by trained teachers and teaching assistants.
- Following an initial assessment, sequences of phonics sessions follow the organisation and order of sounds in the Sounds Write Programme.
- Pupils in EYFS are taught to read and spell words both inside and outside of the phonics lessons and across the curriculum, where teachers and teaching assistants model the application of the phonetic code, alongside common exception words.
- Phonics provision is enhanced through activities within the indoor and outdoor environment, available for the children to explore independently in a range of contexts.
- During sessions, all children are expected to participate by listening and responding, and by practising and applying what they are learning.
- Texts to develop additional reading skills are well-chosen to ensure they link to wider curriculum themes and develop children's comprehension skills.
- Home reading books are closely aligned to the order that sounds are taught in the programme to ensure children are taking home fully decodable books to practise and develop word reading fluency once they have learnt specific sounds. Story books and non-fiction texts are also available for loan to further promote a love of reading.
- Children are expected and encouraged to read at home every day. Children are encouraged to draw and write about their reading experiences in their Reading Records, with parents and carers logging books read. Reading Records are monitored weekly.
- Effective CPD is available to staff to ensure high levels of confidence and knowledge are maintained.
- Groupings across both classes ensures the pace of learning new sounds and words are matched to ability.
- Assessment is informed by observations during phonics sessions, verbal feedback and regular phonic and screening assessments.
- Formative and summative assessment facilitates discussion around planning for next steps and target children discussed through termly 'pit stops' and moderation meetings.
- At the end of Reception, a teacher-assessed judgement of expected or emerging is made for the word reading ELG and for the comprehension ELG and communicated to parents and carers via an end of year report, which also shares relevant targets to aid transition to Year 1.
- Reading is promoted through: cosy and inviting reading areas in classrooms, staff sharing a story with the class at the end of each day, and reading opportunities across the continuous provision.
- Parents and carers have regular opportunities to share books in the Library with their child.
- Whole school themed events raise the profile, as well as promote a love of reading, e.g. National Poetry Day, World Book Day, Bedtime Stories and Storytelling Week.
- Effective use of author visits are planned to enrich and enhance learning experiences and to develop children's cultural capital in reading.

Curriculum Impact

At Holway Park Community Primary School, our pupils will:

- Be given every opportunity to work towards becoming confident, fluent readers with a love of reading.
- Have the ability to decode and work out unfamiliar words in any new texts they encounter.
- Be exposed to a wide range of vocabulary, enabling them to develop their spoken and written vocabulary.
- Establish high aspirations for successful and enjoyable reading.