



## Statement of Intent for Early Reading and Phonics

At Eardisley CE Primary School, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Phonics is the process that is used to help children break down words into sounds, as well as building letter and word recognition. This can then enable children to use unknown words in the future. Children learn to segment words to support their spelling ability and blend sounds to read the words.

### **Intent**

At Eardisley CE Primary School, we intend:

- for reading to be the core of our curriculum;
- for children to become enthusiastic and motivated readers;
- to develop children's confidence in reading a wide variety of genres and text types;
- for children to have the skills to decode words in order to be able to read fluently with understanding of what they have read;
- to encourage a love of literature and an enjoyment of reading for pleasure;
- to use reading to provoke thought and opinions within children.

### **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs to flourish to become the very best version of themselves they can possibly be.

After careful research into the full range of phonics approaches and through our range of experiences of teaching, we have developed a carefully devised approach that is bespoke to our school. Our research showed us that we required a structure that provided progression, regular consolidation, and engagement for all learning styles.

For our teaching of phonics, we follow Bug Club phonics.

During our daily phonics sessions, children are given opportunities to apply and embed their knowledge with a focus based on reading, writing and correct letter formation. These lessons are fast paced and interactive, and enable us to adopt whole class, group and individual delivery approaches.



The spellings that we set each week for the children are linked to our phonics sessions, and enable them to practice and consolidate their learning from that week. Furthermore, the spellings and phonics sounds are reinforced for parents and children in reading diaries, and within relevant homework. Our writing resources within the classroom are consistent throughout EYFS and KS1; they are supportive of our phonics approach and are accessible by all children.

Our children's understanding and progress is monitored daily through discrete observations by the class teacher and trained teaching assistants. Alongside this, the class teacher carries out formal assessments of the children's progress using assessments provided by Bug Club Phonics and the Government produced phonic screening documents. When necessary, our highly skilled teaching assistants provide one-to-one and small group intervention work for children who require additional support and overlearning, to reinforce phonics teaching that has taken place that day.

As a school, we encourage reading for pleasure through children having a choice of engaging and enriching high quality texts and story books, as well as building in time for children to read independently and as part of a whole class. All children have daily opportunities to read a variety of material in school, including regularly with an adult. We highly promote cross curricular learning through our teaching, and skilfully embed children's phonetic knowledge in all areas of the curriculum.

### **Impact**

Regardless of background, ability or additional needs, by the time children leave KS1 at Eardisley CE Primary School, they are;

- are enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types;
- have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read;
- have successfully undertaken the phonics screening check, and KS1 SATs papers in reading and grammar.
- are inspired by literature and are eager to read for pleasure;
- are able to use their experiences of high quality literature to provide imaginative and creative pieces of writing.