



## Reading Vision Statement

### Intent

*At Stockton Primary School we believe that every child should become a fluent reader with the technical skills and ability to decode and comprehend a range of texts. We also believe that every child should be encouraged and facilitated to develop a lifelong love of reading and literature which enriches their understanding and appreciation of the world around them.*

### Implementation

*The delivery of high quality synthetic phonics sessions forms the foundations for becoming a proficient reader. Children are taught phoneme – grapheme correspondence, the skills of blending and segmenting which are modelled expertly by all professionals. The curriculum begins with the simplest sounds progressing to the most complex. Pupils are assessed formatively day to day during lessons and summatively at key points in the academic year. Children not making the expected progress are offered additional teaching during the school day. Reading books are closely linked to the sounds children are learning so that they experience success when practicing their skills and see the relevance of their teaching in phonics. Teaching and support staff place a high emphasis on listening to children read 1:1 in the early stages so that pupils receive the high level of support needed to ensure success, fulfilment and progress.*

The daily teaching of phonics progresses into Key Stage 1 and children are taught spelling rules etc. in accordance with Phase 6. Children who have not achieved this level are offered intervention sessions to facilitate catch up. The basis for the teaching of English as a wider subject encompassing speaking and listening and writing is rooted in 'The Power of Reading' which takes a quality text as a springboard into other language teaching. Through these teaching sequences children are taught skills in line with the reading content domains with a key focus being vocabulary development. They are offered many opportunities to discuss reading material thus sharing ideas and thinking.

Pupils also engage with guided group reading sessions in this phase. Reading around the curriculum is encouraged and materials are supplied in a range of lessons.

In Year 3 children requiring 1:1 support for their reading are given opportunities to read with an adult as often as possible, additional phonics teaching as necessary and guided work to develop comprehension skills thus ensuring that children secure sufficient fluency before progressing further in KS2.

In KS2 the 'Power of Reading' programme progresses in line with appropriate expectations and desired outcomes. The emphasis moves towards more whole class teaching of reading with opportunities to read widely and independently. Children develop higher order reading skills and close links are made between the teaching of reading and writing using texts to illustrate and model grammatical structures.

For children with additional needs which may impact upon their progress in reading early intervention is put in place.

Impact

*The impact of our curriculum is seen in data outcomes – above national averages in phonics, reading at KS1 and KS2. It is also seen in pupil enjoyment and engagement.*