

Reading Intent

All teachers have a fundamental role in teaching children to read and it is through reading that children access the curriculum and progress through education; they read for pleasure to expand their worldview; and increase their chances of educational success regardless of background, ethnicity, level of disadvantage or disabilities. Children have a fundamental right to learn to read. We teach reading through the use of phonics, where children are taught to decode, and then, when decoding is secure, through text comprehension. A fluent reader is one who is able to effortlessly combine the skills of decoding, word and text comprehension, and can also self-correct, or move on regardless of misunderstanding. The teaching of reading is supported throughout the school by the continual use of talk to explain, discuss, expand and share ideas.

In each year group, children read a range of fiction, non-fiction and poetry from different time periods and reflecting on their own lives and those of others. We have a suggested list of text type distributions below for fiction, non-fiction and poetry texts. We have a suggested list of core poems that are covered in each year group, which are attached below.

The books we have chosen reflect the diversity of our society, enabling children to encounter other cultures and other areas of experience. Children are also encouraged to read all different types of texts, from plays, poetry, magazines and newspapers, to websites, recipes, instructions and brochures. This is enhanced by our library where children can borrow books. The library is stocked with a range of current authors and it is restocked regularly. We have an annual reading survey where children identify book preferences and their favourite author. The library also stocks a range of newspapers and magazines.

We also embrace reading in its wider sense through the use of film to develop visual literacy and comprehension. Our teaching of reading takes many forms: through reading whole texts, to exploring extracts, to discussing character, plot and setting, and examining the language choices of authors. Key VIPERS (comprehension) skills for each year group are the examination and definition of new vocabulary, retrieval of information from a text, explaining events/information in a text, inferring information, summarising the content of texts, and predicting what is to come.

Please see our whole school VIPERS progression documents.

Reading for Pleasure

Reading for Pleasure means building a reading culture where children are encouraged to take ownership of their reading and explore their own interests. There is a strong link between reading for pleasure and attainment across the whole curriculum. Children who read for pleasure are shown to progress more, have improved life chances and also score higher on assessments of mental well-being. We encourage children to share book recommendations with each other through our Reading for pleasure display. We ask parents, teachers and other members of our school community to share their favourite books. We use our website to recommend reading lists for each year group, and children are welcome to read from a different year group if that list is more suitable for them.

Every term, we finish the term, by including books recommended by the pupils in the school newsletter. Our children are enthused about reading and they look forward to celebrating World Book Day. We partner with Edgware Library, taking our pupils on trips to the library, and making displays for the library. Edgware library visits our school to present assemblies. We also partner with the Children's Bookshop in Muswell Hill who arrange Author Visits and Book Sales.

Reading at home

Caregivers have a key role to play in supporting children to learn to read, and also to encourage reading for pleasure. When reading for pleasure, children will often bring home a book that they are unable to read themselves. This book is to encourage a shared reading experience between parents/carers and children. Reading aloud should feel like a treat and a chance to share special time together. Caregivers can model curiosity to their children about finding using the front cover, pictures and blurb to find out what the book is about. The whole book should be read through once so that the child can engage with the story. After the book has been read, give the child a chance to ask questions, and also clarify a few points with the child to make sure their understanding is secure. Stories can be linked to the children's own experiences, and to other stories they have read. Stories can be shared time and time again. It is absolutely normal and deeply enjoyable for a child to hear a story multiple times.

What can our children achieve by the time they leave us?

Children leave us with a love of reading in all its forms, and with the practice of reading both for learning and pleasure truly embedded. They will have experienced a diverse range of texts covering adventures, people and times that resonate with them, but have also taken them far from their usual experiences. They will always have a book 'on the go', and are interested and excited to read more and receive recommendations. They are adventurous readers, but also have a clear sense of their likes and dislikes and can talk knowledgeably about books they love. Children will be skilled readers who can understand how a text is constructed to achieve certain effects. They can navigate through texts to find information, and they can read 'between the lines' to appreciate implied meanings. Our children will leave us knowing that a love of reading is a great gift: it is the gateway for achievement, for learning and for enjoyment.

Phonics Intent

The successful teaching of reading and spelling is dependent on the successful teaching of phonics. Phonics is the understanding of how the letters of the English language (graphemes) represent the sounds of the English language (phonemes). The skill of blending individual or groups of letters together to make sounds is called phonic knowledge and is shown to be one of the most secure and best-evidenced methods of teaching children to read and then spell.

Synthetic phonics teaching is where children are explicitly taught the correspondences between letters and sounds as well as the skill of blending the individual sounds together to read. The term synthetic refers to the verb 'synthesise' meaning to combine. Synthesising sounds is necessary for reading, and segmenting words into individual sounds is needed for spelling. Our aim is that children will learn to read phonemes in a way that is carefully sequenced; adaptive to their needs and levels of progression; and geared in a way to make learning to read rewarding and fun.

The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily.

The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

In the Early Years:

In nursery, children will begin to learn to recognise sounds and respond to them in their everyday environment. By the end of Nursery, they may have learned a few sounds such as 's', 'a' and 't'.

Daily phonics teaching will start in Reception with the lessons gradually increasing in length. Grapheme-Phoneme correspondences (GPCs) will be taught starting with single sounds, and moving to digraphs, where a sound is represented by two letters. Common exception words which cannot be sounded out will also be taught in a carefully phased progression.

In Key Stage 1:

Children are taught phonics in class groups by the class teacher. Sometimes we use smaller groups if children need to work at a slower pace or need extra consolidation. We also teach phonics in small intervention groups if children are not making progress in line with the rest of the class. In lessons, children will:

- Revise GPCs taught in earlier sessions
- Be taught new GPCs
- Practise reading words containing those GPCs
- Practise writing words and sentences containing the GPC that is being taught
- Learn the spellings of common exception words

We teach each new sound over one to two sessions and children will be regularly assessed to ensure they are receiving phonics teaching at the correct level.

In the summer term, all children in year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in year 2, then phonics teaching and learning will be continued into key stage 2. At this point, the child will also be monitored by the SENCo to assess for additional needs.

Children practice at home by using decodable reading books which align to the sounds they already know, and the sound that is being taught. The books are changed biweekly as this enables us to achieve a high level of personalisation in the books that we set for each teaching group. It also means that children will experience success quickly because they are being asked to read words that they are able to sound out. We recommend that reading at home is as consistent as possible, ideally every afternoon after school and at weekends. Children do not need to read entire books at a time, it is much better to achieve quality over quantity and read 2-3 pages well. We offer sessions for parents at the start of each school year to explain how to support their children when accessing decodable readers.

We also encourage children to read for pleasure, especially as they become more proficient readers in Year 1. As Year 1 progresses, the number of decodable readers that the children receive decreases, and the children are encouraged to regularly read from 'real' books chosen every week from the school library.

In Year 2, children who have yet to pass the Year 1 Phonics Screen will continue to receive small group phonics instruction. All children will continue to receive home readers, the children who have completed the phonics are given 'banded' readers and then general reading for pleasure books that they have chosen themselves. By the end of Year 2, we expect the majority of our children to be confident, independent decoders, with strong comprehension skills. Please see below for an overview of our phonics and reading progression across EYFS and Key Stage 1.

In Key Stage 2:

For those children who are working below age-related expectations, phonics learning can be offered in further years. If, through assessment and observation, teachers have decided that a child needs further phonics intervention this can be provided.

Supporting Disadvantaged pupils

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally, these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

Extending and Challenging Fast Learners

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

Inclusion in Reading and Phonics

At Beit Shvidler, inclusion in reading and phonics means that all pupils are supported to become confident, fluent and motivated readers. We maintain high expectations for every learner, ensuring all children access a rigorous, systematic phonics programme alongside a rich and meaningful reading curriculum.

Early reading is taught through systematic synthetic phonics, enabling all pupils to develop secure decoding skills through carefully sequenced teaching, repetition and regular practice. Pupils are provided with fully decodable books matched to their phonic knowledge, ensuring early success and confidence.

As pupils progress, reading develops beyond decoding to include fluency, comprehension and reading for pleasure. All pupils are supported to:

- Understand and interpret a wide range of texts
- Develop vocabulary and language through discussion and talk
- Engage with diverse texts that reflect both their own experiences and the wider world

We use ongoing assessment to identify and remove barriers to learning early, ensuring pupils receive the right level of support. This includes:

- Immediate 'keep up' support within daily phonics teaching
- Targeted interventions for pupils who require additional practice
- Continued phonics teaching beyond KS1 where needed.

Where high-quality phonics teaching has been implemented and a pupil continues to experience difficulty with reading, we recognise that alternative approaches may be required. In these cases, we may introduce additional strategies such as sight recognition of high-frequency words, overlearning and personalised reading approaches, to ensure that every child can access reading successfully.

Our classrooms are inclusive environments where all pupils are encouraged to read, discuss and engage with texts daily. Talk is used to support understanding and deepen comprehension, sometimes pupils need peer and

adult support to do this. Pupils are given opportunities to develop independence and enjoyment in reading and barriers to reading are identified and addressed promptly.

We actively promote reading for pleasure, ensuring all pupils feel a sense of belonging as readers and develop a lifelong love of books.

Home Learning Expectations

Parental/Carer's involvement is key in the acquisition of phonics and supports us in developing a cohesive whole-school approach. Phonics workshops for parents are held during the year and covered in depth at the Reception Curriculum evening. We will also share support resources regularly, such as the parent/carers information sheets, as these can help ensure that parents and carers are using the same strategies at home as the children are learning in school. Phonically decodable reading books are also sent home to support their child's phonics/reading.