



Intent, Implementation and Impact Statement for Early Reading and Phonics

At St Joseph's, we value the importance of Phonics as the prime approach to Early Reading. It is essential that our approach to teaching Early Reading and Phonics is accessible to all learners, regardless of backgrounds and Special Educational Needs (SEN), so that all children have the **confidence** to read within every lesson. We use 'Unlocking Letters and Sounds' as our SSP, which is fast paced and engaging. Children are very familiar with the consistent routines and structure of a Phonics lesson and they are aware of the expectations at each point in the lesson. Each lesson has repetitive and rewarding activities that help build **resilience**, secure prior learning and develop new learning. Effective and consistent classroom management strategies are in place to ensure no time is lost and children show high levels of engagement at every point in the lesson. This is also essential in providing our SEN learners with the best possible chance of progress within every lesson. With rigorous planning and robust assessment processes, we ensure that all children make good progress in learning to read. Opportunities to apply Phonics and develop reading skills is also fundamental to reading. Across the curriculum, our children are **inspired** by a range of texts, including fiction, non-fiction and poetry, which we **hope** will embed a life-long **love** for reading.

By the end of the Early Years Foundation Stage, children should:

- Read and understand simple sentences;
- Use phonic knowledge to decode common words and read them aloud accurately;
- Confidently read by sight, the Phase 2, 3 and 4 Common Exception Words;
- Use phonics knowledge to write words in a way which matches how the sounds are said;
- Write some irregular common words.

By the end of Year 1, children should:

- Apply phonics knowledge and skill as the prime approach to reading unfamiliar words that are not completely decodable;
- Read many frequently encountered words automatically;
- Read phonically decodable three-syllable words;
- Read a range of age-appropriate texts fluently;
- Demonstrate understanding of age-appropriate texts;
- Read decodable words that end –s, -es, -ing, -ed, -er, -est;
- Say the correct sound to grapheme for all the 40+ phonemes up to Phase 5.

By the end of Year 2, children should:

- Read accurately most words of two or more syllables;
- Read most words containing common suffixes;
- Read and spell most Common Exception Words for Year 2;
- Read word accurately and fluently without overt sounding and blending;
- Sound out most unfamiliar words accurately, without hesitation;
- Segment spoken words into phonemes and represent these by graphemes.



Intent	Implementation	Impact
<p>At St Joseph's, we quickly enable the children to read through our carefully planned and sequential Early Reading lessons. These are specifically Phonics and Group Reading lessons, however providing the children with the opportunities to read is embedded across the curriculum.</p> <p>Our lessons inspire children to:</p> <ul style="list-style-type: none">• Develop resilience when learning to read, addressing misconceptions and practising trickier words and sounds within our 'catch up' sessions.• Teaching whole class Phonics lessons, regardless of ability so that children of all abilities are provided with the opportunity to access the lesson. This allows children to build empathy and support one another.• Build self-esteem and tackle barriers to learning, raising aspirations for our children.• Give children the confidence to 'have a go', with the support and encouragement from their class teacher. Texts that are carefully matched to the children's phonological awareness builds children's confidence and instils a life-long love of reading.• Have high expectations, recognising when they need help and realising that very quickly, they are able to apply their phonics knowledge to enable them to read their favourite book. <p>We are aspirational and strive for excellence to ensure that all children, including those with SEN, leave St Joseph's reading confidently for meaning, and regularly enjoying reading for pleasure. We want our readers to be equipped with the tools to tackle unfamiliar vocabulary and encourage all children to see themselves as a reader for both pleasure and purpose.</p>	<p>Our Early Reading and Phonics teaching inspires children to 'be the best they can be' within every lesson. Adaptations, where appropriate, are used to ensure that our ULS scheme is accessible for all learners, especially those with SEN. Every member of staff in school has been trained to teach reading by an accredited course provider from 'Unlocking Letters and Sounds', so that we all have the same expectations of progress. This includes specific training around interventions, which are responsive to the lessons within the classroom, each day.</p> <p>We teach Phonics for 20 minutes per day, in every class (Spellings in Key stage 2). Children in EYFS start their Phonics learning in Week 2 of the Autumn Term. As the children move through EYFS and Key Stage 1, their knowledge and understanding is supported by a clear progression in skills, built upon the previous week's learning outcome. This ensures that the content is both progressive and sequential, enabling the children to make manageable progress in every lesson.</p> <p>The lesson structure is consistent across the school, however the resources and activities provided for the children will vary depending on the Key Stage and whether the children have a special educational need. Each lesson will consist of a detailed lesson plan, a PowerPoint presentation and opportunities for the children to both read and write. They will have the confidence to apply their new knowledge and understanding, showing resilience when making mistakes.</p> <p>Early Reading and Phonics lessons have their own specific place on the timetable. In addition to these discrete lessons, embedding a love of reading will be supplementing and enhanced by:</p>	<p>To be successful in our approach to Early Reading and Phonics at St Joseph's, we will regularly monitor the impact through the following:</p> <p><u>Assessment</u> Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the class teacher's responsibility to keep track of the progress made by all children in their class, regardless of their phonic ability. It is used to monitor progress and to identify any child needing additional support as soon as they need it. This is necessary for those with SEN and those who have not been identified as having SEN. Assessment for learning is used daily to identify children needing 'keep up' support. This is delivered by a fully trained adult. Summative assessments are also used to assess progress and identify gaps in children's progress.</p> <p><u>Staff meetings</u> As well as inspiring our children to REACH, we also have incredibly high expectations of our staff. Staff are positive role models for our children and it's vital that we share good practice and provide CPD to ensure the children have the best possible start to their education.</p> <p><u>Book looks</u> Throughout their time at St Joseph's, the children will gain knowledge and understanding of reading for both purpose and pleasure. With careful lesson planning and delivery to the highest standard, the children's comprehension is recorded in their Group Reading book.</p> <p><u>Learning walks</u> By completing learning walks, children develop the confidence to read in every lesson. Lesson walks will take place in Group Reading and Phonics, as well as</p>



Focussing on developing Reading across the school is essential, and it is led by both an Early Reading and Phonics Lead, as well as a Reading Lead. These members of staff are highly skilled at teaching Phonics and Reading, trained in 'Unlocking Letters and Sounds', and monitor and support all staff across the school. This is so that all staff teaches with fidelity to the 'Unlocking Letters and Sounds' programme.

- Reading a high-quality text to the children every day
- Developing book corners in every classroom that encourages a love for reading
- EYFS children have access to the reading corner every day in their independent learning time
- Reading scripture from the bible
- Providing age appropriate texts to up-level writing
- World book day
- Reading club
- Accessing texts across the curriculum
- Prioritising our lowest 20% as a daily reader
- Working in partnership with parents to listen to the children read in school
- Read with Me visiting our school
- Pets as Therapy
- Mystery reader in EYFS
- Attendance at the Stroud book festival

In addition to teaching Phonics, the children also have Group Reading every morning. This is in every class from EYFS to Year 6. The class teacher will rotate and work with a small group of children throughout the week. Children read in small groups using a three day approach to reading, each focusing on a key reading skill:

1. Decoding
2. Prosody: Teaching children to read with understanding and expression
3. Comprehension: Teaching children to understand the text.

We continue to use this three-day approach for any children who still need to practise reading with decodable books. The Group Reading texts, as well as the reading books that are sent home with the children, are closely aligned with their phonological awareness and they should be able to read these with 95%

other curriculum areas to ensure that the children are provided with a range of opportunities to access age-appropriate texts.



accuracy. The other book is a high-quality picture book which parents are encouraged to read to their children. This means that the children are exposed to new vocabulary that they would not usually hear in their daily lives and they begin to develop and understanding of how these words are used in context.

Parents and carers who share **high expectations** of their children is fundamental in enabling children to read. Parents and carers are invited to an Early Reading and Phonics evening at the beginning of EYFS, Year 1 and Year 2 to provide them with the information they need so that they are able to fully support their children at home. Sounds learnt in EYFS are also uploaded on to the school website each week to support parents with both reading and homework. Children achieve Reading Points to encourage and reward effort for home reading.

At the end of Year 1, all children undergo a Phonics screening check. This is a statutory assessment which began in 2012. All children in Year 1 take the check and any Year 2 children who did not meet the expected standard in the previous year take the check again. The Phonics Screening Check is designed to confirm whether or not individual children have learned Phonics decoding to the appropriate standard.