Our Statement of Intent

Reading is the key to success. It is at the heart of our curriculum; we enable all children to be fluent, confident, lifelong readers who understand what they have read.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for at least 20 minutes a day, every single day from week 1. In Reception, we build from shorter lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Each Friday, we review the week's teaching to help children become fluent readers.

Daily keep-up lessons ensure every child learns to read

- Any child who needs additional phonics practice in Early Years and Year 1 has daily keep-up support, taught by a fully trained adult.
- Keep-up lessons match the structure of class teaching and use the same procedures, resources and terminology, but in *smaller steps with more repetition*, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check
- If any child in Year 3 to 6 has gaps in their phonetic knowledge when reading or when writing, we will:
    - Directly teach the children 'in the moment';
    - Plan short phonics 'catch-up' lessons to address specific reading/writing gaps.

Reading practice sessions three times a week in Early Years and Year 1

- We teach children to read through reading practice sessions at least three times a week.
- In Reception these sessions start no later than in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 1 these sessions are at least three times a week.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Reading Practice in Years 2 to Year 6

In Year 2 upwards, classes will have an allocated guided reading slot in the timetable, outside of the main literacy session, lasting approximately 20 minutes. Each reading group will have 1 guided reading session a week with the class teacher; additional sessions may be carried out by the teaching assistant or independently.

Ensuring reading for pleasure across St. Giles

'Reading for pleasure is the single most important indicator of a child's success.'
(OECD 2002)
We value reading for pleasure highly and we read to our children every day.