

# Reading and Phonics at Hopton CEVC Primary School



## Intent

Our vision, ***“With God all things are possible” (Matthew 19 v 26) we raise aspirations and encourage perseverance to reach goals in life and learning***, is fully embedded within the curriculum. We aim for every child to flourish and be the very best that they can be.

For every child to

- read with confidence: accurate decoding, reading with fluency and with understanding
- read with passion: motivated and enthusiastic
- read for pleasure: curious and with breadth
- read to think: insightful and questioning

Through the teaching of systematic phonics (Twinkl Phonics) in EY and KS1, our aim is for every child to be a fluent reader by the end of KS1. We understand that an ability to read is absolutely fundamental for a child. We are passionate that every child at Hopton will leave our care able to read with confidence, passion, and skilled to explain and consider what they read.



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## Implementation

We teach the National Curriculum (2014). The reading curriculum is linked closely to the writing curriculum (which is text-based) with opportunities for reading, oracy and writing every day. Class texts are used to teach children the skills of retrieval, prediction, summary, analysis and evaluation.

Each year group has one dedicated reading lesson per week (in addition to phonics lessons) where specific reading skills are developed; discussion and critiquing are encouraged with an ability to infer and ask 'I wonder' questions being the focus of these sessions.

Phonics lessons (using Twinkl Phonics) for EY and KS1 are daily, introducing new phonemes, revisiting previous learning, providing time to practise and apply new skills in fun and engaging sessions.

Reading for pleasure: time for independent reading is provided in every class, texts are refreshed, in the library and in class, with an aim of offering breadth, enrichment and enjoyment.

All children have opportunities to read daily a variety of texts in school, independently, as part of a whole class, including regularly with an adult. Daily reading, small group and 1-1 sessions support children who are not at age related expectations, using schemes such as Beat Dyslexia and KS2 Phonics.

A love of reading is promoted within the wider school community.



HEAD HEART HANDS



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## Impact

As we assess we keep in mind that every child at Hopton will

- be an enthusiastic confident reader who is motivated to read
- have the skills to decode and read with fluency
- be secure in their understanding of what they have read
- read for pleasure
- have a good knowledge of a range of authors
- be able to understand more about the world they live through the knowledge they gain from texts

Assessment is daily (formative) where the mastery of skills and knowledge is assessed, provision being adjusted as needed in the moment. Termly assessment focuses on skills/knowledge identifying gaps which can feed into future planning and class provision mapping. Years 1 to 6 use Lexplore reading assessment and Cornerstones termly assessments, in addition to statutory assessments. Phonics assessment is half termly, using Twinkl Phonics assessments.

